

Pandemic Pedagogy: A Comprehensive Analysis of COVID-19's Educational Consequences

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Abstract

Even though the coronavirus pandemic has been ongoing for two years, people across the globe are still adjusting to the new norms, particularly in the education sector. Due to the global confinement of educational institutions, the continuity of education is undergoing a radical shift; from face-to-face interaction to online distance learning, which poses numerous challenges for education stakeholders. This paper provides a literature review on (1) the impact of the coronavirus pandemic on education and (2) the previous studies on the challenges faced by education stakeholders, including students, instructors, and parents, because of school closures. Impacts on education include disruptions in learning, school closures, decreased funding, employment losses, lack of learning facilities, financial issues, and research limitations. Understanding these impacts and challenges faced by education stakeholders, such as a high level of anxiety, loss of interest in learning, limited access to the digital world, non-positive learner motivation, less coverage of curriculum content, insufficiency of technological tools, and the struggle to balance responsibilities, enables education authorities to collaborate in providing solutions to reduce the gap and impact in education during the pandemic.

Keywords: Pandemic Pedagogy, Impact, Challenges, Coronavirus, Education

Introduction

Globally, the coronavirus pandemic caused significant concerns for the education system. Due to the outbreak of this disease, social, political, economic, and educational activities on a global scale are impacted (Onyema et al., 2020). Daniel (2020) asserted that education faces the greatest challenge due to its exponential growth over the past 50 years. To prevent the spread of the Coronavirus (COVID-19) disease, emergency measures are implemented in all nations around the world, as people are forced to remain at home and limit their participation in social and educational activities. Education is the foundation of every nation's development. The global education system was impacted by the coronavirus pandemic, resulting in greater disparities in the education sector. In Educational Disruption and

Response, UNESCO (2020) stated that 90% of the world's student population is affected by the closure of educational institutions, primarily schools, in over 100 countries. As a result of unanticipated turbulence, the rapid and massive impact of this pandemic drastically alters people's lifestyles. As part of global efforts to combat the Coronavirus (COVID-19) disease, educational institutions in numerous nations are required to close in an effort to prevent the disease's spread. Even though remaining at home is required in the majority of countries, the pervasive closure of schools caused significant disruptions to academic activities and career plans (Karalis, 2020).

In Malaysia, educational institutions are required to supplant face-to-face instruction with online distance learning. The World Health Organisation (WHO) recommended that schools be closed to ensure the safety of students by establishing social distances and prohibiting all social interactions (WHO, 2020). Despite its own set of challenges, the transition from traditional to online learning made it possible for teaching, learning, and assessments to be conducted online (Belz, 2020). In this context, the policymakers decided the best methods to reduce the dilemma in learning. The disruptions and interruptions have long-lasting effects and exacerbate the education inequality gap (Burgess, 2020). In an effort to provide solutions to the challenges posed by this pandemic, it is crucial to acknowledge the current effects on education. According to Onyema's (2020) review of prior research, the Coronavirus pandemic has a significant impact on education. Other past studies stated that school closures caused the emergence of additional negative impacts on the educational stakeholders specifically the learners, teachers and parents (Daniel, 2020; Owusu-Fordjour, 2020; Putri, 2020). Although the closure of schools is viewed as an effective measure to prevent the spread of COVID-19, many academics concur that this abrupt transition from face-to-face interaction to online distance learning poses several difficulties for education stakeholders. Consequently, this literature review seeks to address the following research questions:

- (1) What effects does the Coronavirus pandemic have on education?
- (2) What challenges do education stakeholders confront because of school closures?

Through these past studies, it is anticipated that education authorities will acquire a greater comprehension of the effects of the Coronavirus pandemic on education.

Literature Review

The COVID-19 pandemic has had significant and wide-ranging impacts on education systems around the globe. According to the UNESCO Institute for Statistics (2020), a significant majority of learners around the globe, over 90% were no longer attending official educational institutions by the conclusion of March 2020. This situation arose because of extensive school closures. The effects of this unprecedented circumstance have been diverse, including interruptions in the acquisition of knowledge and constraints in the ability to use essential educational resources, such as labs. The repercussions described by Onyema (2020) were well-documented and spanned several aspects. These effects included interruptions in the learning process, job losses within the education sector, a rise in student debts, a fall in financing for education, obstacles to research, and a decline in students' general motivation to study. Moreover, the current age has emphasised the pressing need for technical interventions in addressing the complexities presented by emergency circumstances. Nevertheless, the efficacy of online education has been impeded by inadequate infrastructure, including challenges such as network connectivity difficulties, power disruptions, limited accessibility, and deficiencies in digital literacy.

Furthermore, Kumar (2020) placed significant emphasis on the fact that the COVID-19 pandemic has resulted in a multitude of adverse consequences that have further intensified the difficulties associated with maintaining educational continuity. Besides the suspension of courses and postponement of tests, these impacts also included delayed admission procedures and an increased level of unemployment, so leading to a substantial decline in worldwide job prospects. As a result, the major focus of people transitioned from schooling to ensuring their fundamental sustenance.

Education has encountered a multitude of problems during history, including alterations in curricular content as well as the temporary cessation of school operations (Owusu-Fordjour et al., 2020). The COVID-19 epidemic has highlighted several social and economic concerns, including student debt, remote education, inadequate access to food, homelessness, and inequities in accessing critical services like childcare, healthcare, housing, internet connectivity, and disability support. Furthermore, Kumar (2020) placed significant emphasis on the fact that the COVID-19 pandemic has resulted in a multitude of adverse consequences that have further intensified the difficulties associated with maintaining educational continuity. Besides the suspension of courses and postponement of tests, these impacts also included delayed admission procedures and an increased level of unemployment, so leading to a substantial decline in worldwide job prospects. As a result, the major focus of people transitioned from schooling to ensuring their fundamental sustenance.

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The Effects of the Coronavirus Outbreak on Education

According to the Institute for Statistics Data from UNESCO (2020), by the end of March 2020, more than 90% of learners worldwide will be outside of formal education. The global spread of the coronavirus pandemic had negative effects on educational activities. Onyema (2020) identified the effects, which included learning disruptions, limited access to learning facilities such as laboratories, job losses in the education sector, an increase in student indebtedness, decreased funding for education, research constraints, and a decline in the learning interests of students. Later, the study acknowledged the need for technological solutions to the challenges associated with emergency situations. Poor infrastructures, including network, power, accessibility, and availability issues, as well as a lack of digital skills, impede the efficient implementation of online education.

In addition, Kumar (2020) asserted that the COVID-19 pandemic caused numerous negative effects that exacerbated the deterioration of education continuity. Other than suspended classes, postponed examinations and delayed admission processes, the effects also resulted in an increased rate of unemployment hence, reducing global employment opportunities. As a result, people's primary concern has progressively migrated from education to making ends meet.

Over the centuries, challenges in education have ranged from changes in school curricula to the closure of schools (Owusu-Fordjour et al., 2020). Numerous researchers noted that the COVID-19 pandemic shed light on a number of social and economic issues, including student debt, digital learning, food insecurity, and homelessness, as well as access to childcare, healthcare, housing, the internet, and disability services.

The Challenges Education Stakeholders Face as a Result of School Closures

The global educational systems were impacted by the Coronavirus pandemic, resulting in the pervasive closure of schools in the affected nations. As of 28 March 2020, according to UNESCO (2020), more than 1.7 billion students are out of school due to schools being closed due to the pandemic. Over 100 nations have instituted nationwide closure, affecting nearly 90% of the world's student population. Not only do school closures have far-reaching economic and societal effects, but they also affect most education stakeholders, particularly students, teachers, and parents.

The impact of school closures hindered the growth of human capital, which had significant long-term economic and social consequences. Despite the difficulty, alternative educational opportunities can be created (OECD, 2020). Although this pandemic presents numerous obstacles, numerous opportunities have emerged. In his study, Pravat Jena Kumar (2020) noted that the outbreak stimulated the expansion of educational institutions. The researcher elaborated that the Coronavirus pandemic presented institutions with both challenges and opportunities to strengthen their technological knowledge and infrastructure.

The face-to-face interactions between students and instructors are irreplaceable, despite the use of technology to conceal some of the negative consequences of school closures (Erika and Nicholas, 2020). The US Centre for Disease Control and Prevention (CDC) expressed concern regarding the consequences of school closures. According to the CDC, the prolonged school closures led to an increase in the number of students congregating outside of schools. According to Quentin (2014), the closing of schools is controversial and can negatively impact a significant number of students in recipient schools. It can have an impact on the quality of teaching and learning, as well as academic achievement, especially for students with special needs or learning difficulties who require more physical attention and guidance from their teachers. Due to school closures, learners, instructors, and parents encounter a number of difficulties, as demonstrated by previous research.

The Effects on Students

According to Akyldz's (2020) research, the majority of students' lives are negatively impacted by the COVID-19 pandemic. Participants confessed to experiencing anxiety, hopelessness, and boredom as a result of the pandemic. There is evidence that the public health emergency cases induced anxiety, concern, and terror in adult students. The unavoidable obstacles encountered by the students during their learning session revealed a lack of interaction between students and instructors, difficulties in taking exams and completing assignments, poor time management, and the absence of traditional educational practises. Among the practises were having group projects with real-life interaction, a stable plan involving attending the lessons and studying when required and also the sense of solidarity, making the learners feel less lonely. According to reports, an inordinate quantity of academic burden is also one of the greatest obstacles in online distance education. According to a comparable

finding from another study, the closure of schools can have a negative impact on the academic interest and performance of students. The consequence of unproductive learning engagement was inactivity, which increased the likelihood of juvenile involvement in criminal activity, loss of interest in education, and poor academic performance (Onyema et al., 2020). School closings have significant social, educational, and economic consequences. Even though the disruptions affected people from all walks of life, the effects on underprivileged individuals and their families were significantly more severe (UNESCO, 2020). According to an exploratory study by Putri et al (2020), limited communication and socialisation among learners, as well as extended screen time, are challenges for learners with special needs as well as normal learners. In addition, there is limited access to the digital world, a significant decline in the demand for international higher education, and a loss of sustenance as a result of school closures caused by the abrupt transition from face-to-face to online distance learning (Pravat Kumar Jena, 2020). In the same vein, Williamson (2020) emphasised that technology cannot eliminate social inequality because not all students possess digital literacy.

The Effects on Educators

Teaching is regarded as one of the noblest occupations in the world. Despite the fact that online learning platforms have provided viable alternatives for independent study, instructors have yet to be supplanted. According to Belz (2020), "a virtual teacher with all limitations is better than no teacher at all" In the majority of instances, guidance is necessary, and students and parents continue to rely on teachers to help them assess and monitor progress. Despite this, instructors are confronted with a number of constraints and obstacles as a consequence of global school closures.

In traditional face-to-face classes, the available options for teaching methodologies are limited, resulting in a restricted range of options. Putri et al (2020) found that the challenges teachers faced as a result of school closures were less coverage of curriculum content, lack of technology skills that hindered the potential of online learning, the lack of e-resources in the Indonesian language resulting in more time needed to develop e-contents, longer screen time as a result of e-content creating and giving feedback on students' work, more intensive and time-consuming communication with parents, and the lack of a school-wide

Kumar (2020) emphasised that instructors are inadequate for the abrupt shift from face-to-face to online education. In a study conducted by Supriyanto et al (2020), it was found that learners and teachers in remote areas lacked access to the internet and lacked the necessary technological resources to use the various media employed during online distance learning. The technological media used in counselling services made it difficult for school counsellors to comprehend the problems and emotions of their students.

The Effects on Parents

Parental involvement is essential in determining the academic success of students in traditional school settings (Feng & Cavanaugh, 2011; Lee & Figueroa, 2012; Borup et al., 2014; Makrooni, 2019; Woofter, 2019). Due to school closures, a similar contribution is required to assure the success of online distance learners. Parents are required to familiarise themselves with the contemporary roles and responsibilities while experiencing increasing instructional responsibility in their children's new norm learning setting. Despite the demand, some

parents struggled to comprehend the active role they must perform to ensure the efficacy of online distance learning for their children.

The findings of a study conducted by Garbe et al (2020) indicated that parents agreed with the school closure policy and are generally satisfied with the level of support provided by school districts, despite describing some problematic areas. Researchers categorised these difficulties according to the following categories: balancing responsibilities, learning outcomes, accessibility, and negative learner motivation. Four distinct difficulties in balancing responsibilities are identified: the struggle to balance parent employment demands and learner requirements, the struggle to assist children with learning at home, the lack of personal balance, and parents' feelings of being overburdened.

Putri et al (2020) reported that parents spent more time facilitating their children's learning at home, particularly for primary school students in grades K to 4. The area of difficulty in terms of learning outcomes denoted a concern regarding one of the three primary areas: the curriculum, a child's academic progress, or the child's social-emotional development.

The third difficulty that parents face in terms of accessibility pertains to the accessibility for students with special needs, a lack of parent content knowledge or pedagogy, the need for teacher communication, a lack of access to technology hardware or internet quality, and a lack of online resource organisation. In addition, negative learner motivation included references to tedium, motivation, attention span, engagement, attitude, conduct, cooperation, and concentration. One mother's greatest challenge, according to Garbe et al (2020), was keeping her children engaged in their education and not distracted or unmotivated to learn.

According to an exploratory study by Putri et al (2020), the challenges facing parents include a lack of learning discipline at home, a lack of technology skills, and high internet costs. Kumar (2020) also highlighted the challenges of parents' increased responsibilities to educate their children and limited access to the digital world due to school closure. Moreover, Williamson et al (2020) believed that home routines are now disrupted and spaces are invaded by devices and displays, which influenced the roles to be renegotiated and reimagined in the process of relocating digital pedagogy. As a result of school closures, parents must assume new responsibilities and encounter numerous obstacles as they adjust to online distance learning.

Conclusion

In conclusion, the recent coronavirus pandemic outbreak revealed a significant lacuna in the global education system. The pandemic exacerbated educational disruptions and global health concerns, demonstrating how difficult it is to manage global health systems. Due to COVID-19 concerns, the education industry remained one of the worst-affected industries. The literature review implied that the global coronavirus pandemic had a negative impact on education. General impacts of the Coronavirus pandemic include learning disruption, school closures, decreased funding, employment losses, absence of learning facilities, financial issues, and research limitations.

High levels of anxiety, loss of interest in learning, limited access to the digital world, negative learner motivation, less coverage of curriculum content, insufficient technological tools, and

difficulties balancing responsibilities are among the challenges faced by education stakeholders. Despite the global closure, the continuity of education is of the uttermost importance, prompting students and instructors to choose online distance learning. Despite the absence of skills and infrastructure, online distance learning at home is the most sensible alternative for formal education to take place currently. Clearly, students, instructors, and parents confronted a number of obstacles as a result of the abrupt transition from in-person to online distance learning.

Considering the critical insights and findings of the current research, it is anticipated that it can contribute to the field of education in confronting the pandemic period itself and its educational reflections for a better future. Regardless of the benefits and cons, the researchers believed that the COVID-19 pandemic period should be viewed as an opportunity for teachers to work with other education stakeholders to advance the education system. To ensure the perpetuation of education, which is the linchpin of every nation, it is imperative that all stakeholders remain connected and embrace the educational transformation during this pandemic.

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