Problems Faced by Students During Covid-19 with Special Reference to Chennai City- India

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Abstract

The COVID-19 pandemic has not stopped at national borders. It has affected people regardless of nationality, level of education, income or gender. But the same has not been true for its consequences, which have hit the most vulnerable hardest. Education is no exception. Students from privileged backgrounds, supported by their parents and eager and able to learn, could find their way past closed school doors to alternative learning opportunities. Those from disadvantaged backgrounds often remained shutting out when their schools shut down. This crisis has exposed the many inadequacies and inequities in our education systems – from access to the broadband and computers needed for online education, and the supportive environments needed to focus on learning, up to the misalignment between resources and needs. The focus of this paper is to find out the impact of Covid-19 among the students and the problems and challenges faced by the students during online classes. This paper makes a descriptive study and tries to identify the problems faced by the students during the online classes. A survey was done among 100 respondents and correlation and factor analysis was used. Three main factors were analysed from the study are Awareness, Convenience and Access.

Keywords: Awareness, Access, Convenience, Covid-19, Time Management.

Introduction

The COVID-19 pandemic has affected educational systems worldwide, leading to the near-total closures of schools, universities and colleges. Most governments around the world decided to temporarily close educational institutions in an attempt to reduce the spread of COVID-19. As of 30 September 2020, approximately 1.077 billion learners are currently affected due to school closures in response to the pandemic. According to UNICEF monitoring, 53 countries are currently implementing nationwide closures and 27 are implementing local closures, impacting about 61.6 Percent of the world's student population. 72 countries' schools are currently open.

School closures in response to the COVID-19 pandemic have shed a light on numerous issues affecting access to education, as well as broader socio-economic issues. As of March 12, more than 370 million children and youth are not attending school because of temporary or indefinite country wide school closures mandated by governments in an attempt to slow the spread of COVID-19. As of 29 March, nearly 90% of the world's learners were impacted by closures. According to the United Nations International Children's Fund (UNICEF), the COVID-19 pandemic has affected more than 91% of students worldwide, with approximately 1.6 billion children and youngsters unable to attend physical schools due to temporary closures and lockdowns.

Even when school closures are temporary, it carries high social and economic costs. The disruptions they cause affect people across communities, but their impact is more severe for disadvantaged children and their families including interrupted learning, compromised nutrition, childcare problems and consequent economic cost to families who cannot work. According to Organisation for Economic Co-operation and Development (OECD) studies, school performance hinges critically on maintaining close relationships with teachers. This is particularly true for students from disadvantaged backgrounds, which may not have the parental support needed to learn on their own. Working parents are more likely to miss work when schools close in order to take care of their children, incurring wage loss in many instances and negatively impacting productivity. Localised school closures place burdens on schools as parents and officials redirect children to schools that are open.

Unintended strain on health-care system

Women make up almost 70% of the health care workforce, exposing them to a greater risk of infection. They often cannot attend work because of childcare obligations that result from school closures. This means that many medical professionals are not at the facilities where they are most needed during health crisis.

Online learning: Online learning has become a critical lifeline for education, as institutions seek to minimize the potential for community transmission. Technology can enable teachers and students to access specialized materials well beyond textbooks, in multiple formats and in ways that can bridge time and space. Due to the COVID-19 pandemic, many schools across the world began conducting classes via video telephony software such as Zoom. The Organisation for Economic Co-operation and Development has created a framework to guide an education response to the COVID-19 Pandemic for distance learning.

Unequal access to technology: Lack of access to technology or fast, reliable internet access can prevent students in rural areas and from disadvantaged families. Lack of access to technology or good internet connectivity is an obstacle to continued learning, especially for students from disadvantaged families. Teachers have reported that students are more likely to complete assignments if they have access to internet at home. In response to school closures caused by COVID-19, United Nations Educational, Scientific and Cultural Organization (UNESCO) recommends the use of distance learning programmes and open educational applications and platforms that schools and teachers can use to reach learners remotely and limit the disruption of education. To aid in slowing the transmission of COVID-19, hundreds of libraries have temporarily closed. In the United States, numerous major cities announced public library closures, including Los Angeles, San Francisco, Seattle, and New York City, affecting 221 libraries. For students without internet at home, this increases the difficulty of keeping up with distance learning.

Unequal access to educational resources: Lack of limitations and exceptions to copyright can also have an impact on the ability of students to access the textbooks and materials they need to study. Several initiatives were taken to grant that students and teachers can have access to open educational resources, or understand copyright limitations. The International Council for Open and Distance Education issued a special website to provide webinars, tips for online teaching and resources for teachers. Several organizations are also working to explain to teachers how to navigate complex copyright scenarios. The National Copyright Unit of Australia, a specialist copyright team responsible for copyright policy and administration for Australian schools and TAFE, issued a set of recommendations to follow on copyright issues while doing remote learning and a set of recommendations for using openly licensed content, specially aimed to parents supporting students. Centrum in Poland is holding open calls to support the work of teachers and educators leading in the open education sector. The Program on Information Justice and Intellectual Property at the American University is holding a set of webinars for different educators to guide them through copyright issues when delivering online teaching and how to address best practices for fair use.

Review of literature

Namrata Vardhan (2020) in her point of view students and teachers face a lot of difficulties during the Covid-19. Turning the teaching notes into the digital format was a big task for teachers. Students and teachers face a lot internet issues during the online classes.

Gail McCormick (2020) Students with certain characteristics are disproportionally impacted. First generation students of certain racial or ethnic backgrounds are more likely to return to multigenerational homes, where maintaining boundaries may be a challenge. The problems they experience, how these challenges affect academic performance, and factors that facilitated success or failure among under-resourced and underrepresented students.

Tamanna (2020) despite connectivity and other issues, online courses may bring greater benefits to these students because their parents sit together and can explain to the children. This helps in educating children as well as parents.

Anne Dennon (2020) Most campus closures were enacted out of an "abundance of caution" rather than in response to confirmed cases. Now, many colleges have set a hard limit for how many positive cases their campuses can support before pulling the plug.

Andrew P.Kelly (2020) "College in the time of corona virus: Challenges facing American higher education" Digital learning will become more ubiquitous out of necessity but will likely not become the preferred option of most undergraduate students. To strengthen remote learning, institutions will have to provide robust student supports virtually, which will require creative thinking and reallocation of resources and staff.

Research gap

The study related to Covid-19 has many researches relating to the particular sector, the consequences because of Covid-19, health care sector, business down fall and also the economic situations of the people and the country which has a huge impact. There were very few studies relating to the impact of Covid-19 on education sector. There were no studies pertaining to Covid-19 among the students. The researchers have highlighted to find out the impact of Covid-19 among the college students.

Objectives of the study

To study the impact of Covid-19 among the college students and also the challenges and problems faced by the students during the online classes during the pandemic.

Hypotheses for the study

H_{01} - There is no significant relationship between Gender and Technical issues.

H_{02} - There is no significant relationship between Gender and Distraction and time management.

H_{03} - There is no significant relationship between Gender and stay motivated.

H_{04} - There is no significant relationship between Gender and Understanding course expectations.

H_{05} - There is no significant relationship between Gender and lack of in-person interaction.

H_{06} - There is no significant relationship between Gender and adapting to unfamiliar technology.

H_{07} - There is no significant relationship between Gender and Uncertainty about the future.

Research design

The methodology adopted is descriptive based on the figures from the primary data questionnaire from the sample size which consist of 100 respondents through simple random sampling. This sample technique is considered as the economical method for collecting data from large geographical area. This method is cheaper and also faster but there is a chance for sampling error. The questionnaire consists of five-point Likert scales. Secondary data was collected from various sources like journals, reviews, and websites. After the data had been collected, it was processed & tabulated directly in to SPSS 20 Software. SPSS version 20 statistical software was used and the results obtained thereby have been analysed and interpreted.

Data analysis and interpretation

Demographic profile

Table- 1 Demographic profile			
Particulars		Freq.	%
Age	Below 15 years	40	40.0
	15-20 years	43	43.0
	20-25 years	10	10.0
	25-30 years	7	7.0
	Total	100	100.0
Gender	Male	26	26.0
	Female	74	74.0
	Total	100	100.0
Qualification	UG	37	37.0
	PG	22	22.0
	HSC	27	27.0
	Research scholar (M.Phil)	14	14.0
	Total	100	100
Monthly Takings	Below Rs.10000	21	21.0
	Rs.10000- Rs.20000	28	28.0
	Rs.20000- Rs.30000	24	24.0
	Rs.30000- Rs40000	17	17.0
	Above Rs.40000	10	10.0
	Total	100	100.0
Source: Primary data Analysis			

Interpretation: Table1 shows that out of total 100 respondents in which 40% fall under the age group of Below 15 years where as 43% fall under the age group of 15-20 years, 10% of the respondents belong to 20-25 years and the remaining respondents are from the age group of 25-30 years. There are 26% male respondents taken for the study and 74% of the study was done with female respondents. Out of 100 respondents, 37% belong to under graduation, 22% are from post-graduation, and 27% belong to HSC and the remaining respondents are from M.Phil course. 21% of the respondents have Below Rs.10000 as their monthly takings, 28% of the respondents are getting Rs.10000-Rs.20000 as their pocket money, 24% of the respondents are getting Rs.20000-Rs.30000, 17% of the respondents are having Rs.30000-Rs.40000 as their monthly takings and the remaining respondents are having Above Rs.40000.

Correlation Analysis

Table- 2Correlations		Gender	Technical issues	Distraction and time management	Staying motivated	Understanding course expectations	Lack of in-person interaction	Adapting to unfamiliar technology	Uncertainty about the future
Gender	r	1	.498**	.519**	.291	.575**	.382**	-.019	.281
	Sig		.000	.000	.053	.000	.010	.903	.062
Technical issues	r		1	.633**	.395**	.814**	.677**	.107	.518**
	Sig			.000	.007	.000	.000	.484	.000
Distraction and time management	r			1	.647**	.755**	.789**	.550**	.846**
	Sig				.000	.000	.000	.000	.000
Staying motivated	r				1	.480**	.610**	.352*	.419**
	Sig					.001	.000	.018	.004
Understanding course expectations	r					1	.598**	.340*	.624**
	Sig						.000	.022	.000
Lack of in-person interaction	r						1	.310*	.712**
	Sig							.038	.000
Adapting to unfamiliar technology	r							1	.497**
	Sig							s	.001
Uncertainty about the future	r								1
	Sig								
**. Correlation is significant at the 0.01 level (2-tailed).									
*. Correlation is significant at the 0.05 level (2-tailed).									
Source: Primary data Analysis									

Interpretation:

H_{01} -There is no significant relationship between Gender and Technical issues: The correlation table reveals that the Pearson's coefficient value for the relationship between gender and technical issues is 0.498 which shows a moderate positive correlation. The significant value for technical issues is 0.000 which is less than 0.05 and shows that there is significant relationship between gender and technical issues. Thus the **H_{01}** is rejected.

H_{02} -There is no significant relationship between Gender and Distraction and time management: The correlation table reveals that the Pearson's coefficient value for the relationship between gender and Distraction and time management is 0.519 which shows a moderate positive correlation. The significant value for Distraction and time management is 0.000 which is less than 0.05 and shows that there is significant relationship between gender and distraction and time management. Thus the **H_{02}** is rejected.

H_{03} -There is no significant relationship between Gender and staying motivated: The correlation table reveals that the Pearson's coefficient value for the relationship between gender and staying motivated is 0.291 which shows a moderate positive correlation. The significant value for staying motivated is 0.053 which is greater than 0.05 and shows that there is no significant relationship between gender and staying motivated. Thus the **H_{03}** is accepted.

H_{04} -There is no significant relationship between Gender and Understanding course expectations: The correlation table reveals that the Pearson's coefficient value for the relationship between gender and Understanding course expectations is 0.575 which shows a moderate positive correlation. The significant value for Understanding course expectations is 0.000 which is less than 0.05 and shows that there is significant relationship between gender and understanding course expectations. Thus the **H_{04}** is rejected.

H_{05} -There is no significant relationship between Gender and lack of in-person interaction: The correlation table reveals that the Pearson's coefficient value for the relationship between gender and lack of in-person interaction is 0.382 which shows a moderate positive correlation. The significant value for lack of in-person interaction is 0.010 which is less than 0.05 and shows that there is significant relationship between gender and lack of in-person interaction. Thus the **H_{05}** is rejected.

H_{06} -There is no significant relationship between Gender and Adapting to unfamiliar technology: The correlation table reveals that the Pearson's coefficient value for the relationship between gender and Adapting to unfamiliar technology is -0.019 which shows a moderate positive correlation. The significant value for Adapting to unfamiliar technology is

0.903 which is greater than 0.05 and shows that there is no significant relationship between gender and adapting to unfamiliar technology. Thus the **H$_{06}$** is accepted.

H$_{07}$ -There is no significant relationship between Gender and uncertainty about the future: The correlation table reveals that the Pearson's coefficient value for the relationship between gender and uncertainty about the future is 0.281 which shows a moderate positive correlation. The significant value for uncertainty about the future is 0.062 which is greater than 0.05 and shows that there is no significant relationship between gender and technical issues. Thus the **H$_{07}$** is accepted.

Factor Analysis

Table- 3KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.725
Bartlett's Test of Sphericity	Approx. Chi-Square	338.047
	Df	28
	Sig.	.000
Source: Primary data Analysis		

Interpretation: Table 3 reveals a KMO score of 72.5% is an acceptable one and therefore the factors with fewer score can be dropped and the acceptable factors were selected for the study.

Table- 4 Rotated Component Matrix			
	Component		
	1	2	3
Less income and unable to recharge for the internet	**.937**		
Government action towards all-pass towards final year students	.930		
Missing of campus placements by final years students	. 923		
All events are happening through online mode	.924		
Anxious about internet access		**.827**	
Poor climate conditions to access the internet		.807	
Unavailability of smart phone and laptops			**.778**
Two children and having one smart phone or laptop			.773
Extraction Method: Principal Component Analysis. Rotation Method: Varimax with Kaiser Normalization.			
Source: Primary data Analysis			

Interpretation: From the above table 4 the selected 8 components were rotated in the Varimax rotation. The eight components were Less income and unable to recharge for the internet, Government action towards all-pass towards final year students, Missing of campus placements by final years students, All events are happening through online mode, Anxious about internet access, Poor climate conditions to access the internet, Unavailability of smart phone and laptops, Two children and having one smart phone or laptop.

Table-5 Communalities table			
Components	Factors	Initial	Extraction
Awareness	**Less income and unable to recharge for the internet**	1.000	**.937**
	Government action towards all-pass towards final year students	1.000	.930
	Missing of campus placements by final years students	1.000	. 923
	All events are happening through online mode	1.000	.924
Convenience	**Anxious about internet access**	1.000	**.827**
	Poor climate conditions to access the internet	1.000	.807
Access	**Unavailability of smart phone and laptops**	1.000	**.778**
	Two children and having one smart phone or laptop	1.000	.773
Extraction method: Principal Component Analysis			
Source: Primary Data Analysis			

Interpretation: Table 5 shows the 3 components were analysed from the factor analysis.

1. Awareness which comprises of Less income and unable to recharge for the internet, Government action towards all-pass towards final year students, Missing of campus placements by final years students, All events are happening through online mode in which **Less income and unable to recharge for the internet** has a higher score of 0.937.

2. Convenience which comprises of Anxious about internet access, Poor climate conditions to access the internet in which **Anxious about internet access** has a higher score of 0.827.

3. Access which comprises of Unavailability of smart phone and laptops, two children and having one smart phone or laptop in which **Unavailability of smart phone and laptops** has a higher score of 0.778.

Findings from the study

Demographic Analysis

The majority of the respondents were Female respondents from the age group of 15-20 years studying UG and have a monthly income of Rs.10000- Rs.20000 as their family Income.

Correlation Analysis

There is significant relationship between genders and staying motivated, adapting to unfamiliar technology. There is no significant relationship between gender and technical issues, distraction and time management, understanding course expectations, lack of in-person interaction, unfamiliar technology, and uncertainty about the future.

Factor Analysis

1. Three components were identified in the factor analysis. In the first component named **Awareness** has less income and unable to recharge for the internet with 93.7%, Government action towards all-pass towards final year students with 93%, Missing of campus placements by final years students with 92.3%, all events are happening through online mode with 92.4%.

2. The second component named **Convenience** has Anxious about internet access with 82.7%, Poor climate conditions to access the internet with 80.7%.

3. The third component named **Access** has Unavailability of smart phone and laptops with 77.8%, two children and having one smart phone or laptop with 77.3%

Conclusion

As Covid-19 has a huge impact on all most all the sectors in our country. The major impact on the education sector has a huge impact on the students rather than on the management or the teachers. People tend to take classes through online mode even though there are so many difficulties. As concluding observations there is no significant relationship between the gender and technical issues, distraction and time management, understanding course expectations, lack of in-person interaction, unfamiliar technology, and uncertainty about the future. There is significant relationship between genders and staying motivated, adapting to unfamiliar technology. Three components were analysed from the factor analysis namely Awareness, Convenience and Access.

Suggestions

In the pandemic situation the whole city is in lockdown to control the spread of the disease. Educational sectors were also closed in order to control the disease the major suggestions for the problems faced by the college students and also the school students with the online classes were students can tend to attend the classes through offline mode in alternative days with half of the class strength so that students can be relieved from stress and can concentrate on their studies. Students can have an in-person interaction with the staffs and can concentrate on the activities and events held in the college.

Scope for further research

This study tries to portray the impact of Covid-19 among the students and also to find out the challenges and problems faced by the students during the online classes in the course of the quarantine period. The future researchers can try to portray the benefits with the online classes thereby attached from the part of the students and the teachers and also the knowledge they gain from the new Apps and technologies therewith.

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WE declare that the submitted paper is original research work, which is not been published or submitted for publication elsewhere.