



# EFFECT OF FEW BACKGROUND VARIABLES ON COVID CRISIS MANAGEMENT

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## **Abstract:**

COVID-19 has been a global disruptor. In many cases due to uncertainty and limited information, the pandemic has created chaos across business and private activity; education is no exception. The reality of the limited flexibility of existing systems of teaching was immediately acknowledged by the closure of physical facilities and the subsequent migration to online teaching. In this perspective the present study explores the Effect of few background variables on covid crisis management. Objectives of the study were to find whether secondary school teachers with respect to Educational qualifications & Teaching Experience differ in their covid crisis management. Samples of 200 teachers belonging to secondary schools of Bangalore district, Karnataka during the academic year 2021-22 were selected. Data pertaining to the covid crisis management were collected through simple random sampling techniques through survey method. The tool used for the present study was covid crisis management scale developed by Dr. T. Pradeep Kumar (2021) was adopted. The separate variance model of t-test was used for testing the hypotheses for the significance of mean difference in the covid crisis management scores of various groups was compared. Results revealed that Secondary school teachers having bachelors and master degree, Junior and senior teaching experienced do not differ significantly on covid crisis management.

**Keywords: Covid, Pandemic, Variables, Management, Crisis**

## **Background of the study:**

India is in a state of biological war against an invisible enemy (corona virus), which has imposed an unprecedented health emergency of this century. Continuity of education is one of the most broad-reaching activities to support, children's resilience and well-being and reduce anxiety during an emergency. However, not all children will need individualized mental health support, and indeed this is rarely feasible. For the majority of children, ensuring continuity of safe and appropriate education and other basic social services is enough to help them adjust to the new normal. The humanitarian guidelines for supporting mental health and psychosocial well-being advise a multilayered approach with all young people receiving

education, supplemented by specific programs for vulnerable children and youth. As teachers, we all have diverse needs and different ways of coping with stressful situations. For children, it is the same. Some children will have dealt well with restrictions and school closures caused by the COVID-19 pandemic. For others, it is challenging to cope with all the changes and uncertainty. Some children will return to school having experienced some level of stress, anxiety, isolation and grief. Some may have experienced increased violence at home. School teachers and personnel are critical in supporting children's transition back to in-person classroom learning, particularly after extended periods of school closure. In addition to continuing to use the different skills teachers have been using to ensure their students' learning and emotional well-being (UNESCO, 2020).

There was a major setback for the educational institutions in order to manage the covid crisis situations, especially conducting classes, communicating with stake holders. Some of the Risks and Challenges of Covid Crisis Management during Pandemic are Distance learning which reinforces teaching and learning approaches. Educators will be overwhelmed and unsupported to do their jobs well, the protection and safety of children will be harder to safeguard, School closures will widen the equity gaps, Blended learning approaches will be tried, tested, and increasingly used, Teachers and schools will receive more respect, appreciation, and support for their important role in the society.

### Objectives:

- To study whether there is any significant difference in the secondary school teachers having bachelors and master degree towards covid crisis management.
- To study whether there is any significant difference in the Junior and Senior experienced secondary school teachers towards covid crisis management

### Literature Review:

**OECD (2020)** conducted a study on the impact of covid -19 on education – Insight from Education at a Glance. Teacher's preparedness to support digital learning ensuring a minimum safety distance between pupils and staff will depend on many factors such as classroom size, room availability, and the number of students per class. Countries with smaller class sizes may find it easier to comply with new restrictions on social distancing provided they have the space to accommodate the number of students safely. Although France and the United Kingdom recommend the same limit on the number of children per primary class, public institutions in France have class sizes of 23 students on average, smaller than the United Kingdom where the average is 27 students per class. With more than 30 students per class in lower secondary level, countries such as Chile, Colombia and Japan may face more difficulties in reorganizing classes into smaller groups of students to maintain a safe distance between desks.

**Shivangi Dhawan (2020)** Conducted a study on Online Learning: A Panacea in the Time of COVID-19 Crisis. Educational institutions (schools, colleges, and universities) in India are currently based only on traditional methods of learning, that is, they follow the traditional set up of face-to-face lectures in a classroom. Although many academic units have also started blended learning, still a lot of them are stuck with old procedures. The sudden outbreak of a deadly disease called Covid-19 caused by a Corona Virus (SARS-CoV-2) shook the entire world. The World Health Organization declared it as a pandemic. This situation challenged the education system across the world and forced educators to shift to an online mode of teaching overnight. Many academic institutions that were earlier reluctant to change their traditional pedagogical approach had no option but to shift entirely to online teaching–learning.

**Stephan Gerhard Huber, Christoph Helm (2020)** Conducted a study on the COVID-19 and schooling: evaluation, assessment and accountability in times of crises—reacting quickly to explore key issues for policy, practice and research with the school barometer. The crisis caused by the COVID-19 virus has far-reaching effects in the field of education, as schools were closed in March 2020 in many countries around the world. In Germany, Austria and Switzerland, 7116 persons participated in the German language version: 2222 parents, 2152 students, 1949 school staff, 655 school leaders, 58 school authority and 80 members of the school support system. The aim was to gather, analyse and present data in an exploratory way to inform policy, practice and further research, some exemplary results and possible implications for policy, practice and research. Furthermore, to reflect on the strengths and limitations of the School Barometer and fast surveys as well as the methodological options for data collection and analysis when using a short monitoring survey approach during pandemic.

### **Research Methodology:**

Samples of 200 teachers belonging to secondary schools of Bangalore district, Karnataka during the academic year 2021-22 were selected. Data pertaining to the covid crisis management were collected through simple random sampling techniques through survey method. The tool used for the present study was covid crisis management scale developed by Dr. T. Pradeep Kumar (2021) was adopted. The reliability of the test was determined by split half Method. Reliability was found to be 0.72. The research visited the schools personally and in order to collect the data. The tools were administered to the selected samples under normal conditions. The school teachers were asked to respond to the items freely and frankly. The separate variance model of t-test was used for testing the hypotheses for the significance of mean difference in the covid crisis management scores of various groups was compared.

## Analysis & Interpretation

**Hypothesis 1: There is no significant difference in the secondary school teachers having bachelors and master degree towards covid crisis management.**

**Table 1:** Showing sample size, mean, number, S.D, t-value of level of significance of the secondary school teachers having bachelors and master degree towards covid crisis management.

Variable	Group	N	Mean	S.D	t-Value	Level of Significance
Educational qualifications	Bachelors	129	77.2481	7.61478	0.673	Not significant at 0.05 level
	Masters	71	78.0000	7.47759		

Table number 1 Shows that the obtained t-value 0.673 is less than the tabled t-value of 1.960 for the degrees of freedom 198 at 0.05 level. Hence it is concluded that Secondary school teachers having bachelors and master degree do not differ significantly towards covid crisis management.

**Hypothesis 2: There is no significant difference in the Junior and Senior experienced secondary school teachers towards covid crisis management.**

**Table 2** Showing sample size, mean , number, S.D, t-value of level of significance of the Junior and Senior experienced secondary school teachers towards covid crisis management.

variable	Group	N	Mean	S.D	t-Value	Level of Significance
Teaching Experience	Junior	90	76.5333	8.29539	1.669	Not significant at 0.05 level
	Senior	110	78.3182	6.82673		

Table Number 2 Shows that the obtained t-value 1.669 is less than the obtained t-value of 1.960 for the degrees of freedom 198 at 0.05 level. Hence it is concluded that Junior and Senior teaching experienced secondary school teachers do not differ significantly towards covid crisis management.

## Results / Findings:

- Secondary school teachers having bachelors and master degree do not differ significantly on covid crisis management.
- Junior and Senior teaching experienced secondary school teachers do not differ significantly on covid crisis management

## Discussion & Recommendations:

- **Parents will need reassurance that schools are safe.** Parents clearly had concerns regarding the safety of schools, with more concern in communities serving high proportions of disadvantaged pupils.
- **Schools may need help with the management of non-attending pupils.** Schools will be in a difficult position in regard to issuing financial penalties for non-attendance. This will be especially the case if they have large numbers of families who choose to keep their children away from school, and if they cannot convince parents that their school is Covid-secure. Contacting and liaising with these families could be a large and time-consuming task at a time when schools will be managing many other complex issues.
- **While the Government's additional funding for catch-up support is welcome, schools need extra resources to manage the demands of Covid-19.** This is particularly true for additional cleaning and sanitizing regimes, whilst additional staff are likely to be required to ensure social distancing is managed appropriately.
- **In future episodes of partial lockdown, 'blended learning' must ensure equity for all pupils.** When schools were asked to open more the quality of remote provision, and engagement with it, reduced compared to earlier in lockdown. Staffing was skewed towards in-school provision at this time to meet the demands of social distancing, leaving pupils based at home with less attention from their teachers. In future periods of blended learning, properly-resourced remote learning needs to be coupled with high-quality in-school teaching for vulnerable pupils, children of key workers, disadvantaged pupils and pupils with unsuitable home learning environments
- **Schools need more government support to prepare for remote learning in a local lockdown. In particular, they need a clear steer on safeguarding.** The Government has said that schools must have in place a comprehensive remote learning plan so that they can respond immediately should there be a local or national lockdown. This requirement is challenging and far removed from most schools' current remote learning offer. They are asked to plan for teaching the curriculum through full-day length school sessions, ideally involving contact with teachers. Many teachers do not have access to the resources they need to support remote learning from home, nor have they received adequate training to do so.
- **Schools need to take an evidence-informed approach to preparing for local lockdown.** In preparing their remote learning plans, schools should give these considerations. They include:

making sure that the school has an effective platform for sharing work with pupils and receiving submitted work, such as a virtual learning environment (VLE); making provision for online lessons, and for interactions between pupils and teachers and between pupils and other pupils; providing activities that involve consolidating learning; using strategies that focus on helping pupils to become independent learners (meta cognitive approaches); and engaging with parents, especially in primary schools. Schools should focus on how much is possible (rather than how much they should be constrained) within the limitations of safeguarding guidelines. Many schools and trusts have not yet provided sufficient training on remote learning. This should be a priority so that schools are prepared in an event of local lockdown.

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