



# INTERNATIONAL JOURNAL OF CREATIVE RESEARCH THOUGHTS (IJCRT)

An International Open Access, Peer-reviewed, Refereed Journal

## THE IMPACT OF COVID-19 ON EDUCATION AND STUDENT PERFORMANCE IN THIRUVALLUR DISTRICT

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### Abstract:

The COVID-19 pandemic led to the closure of educational institutions for over a year to prevent the spread of the infection. In response, online education was introduced to bridge the learning gap. Although it proved helpful, some students struggled with distractions during online classes, and this challenge continued when physical classes resumed. This study aimed to assess the impact of online classes on teenage students, particularly their susceptibility to distractions, and propose remedial measures to improve their learning experience during physical classes. The study involved high school, higher secondary, and undergraduate students in Thiruvallur District.

**Keywords:** COVID-19, online classes, distractions, student performance, physical classes

### Introduction:

The COVID-19 pandemic hit India in 2020, prompting the government to implement strict lockdown measures to safeguard the population. Educational institutions remained closed for several months, causing concern among parents, teachers, and students about their academic future. To mitigate the impact, online classes were introduced, with the Tamil Nadu government laying down regulations for their implementation. While these online classes filled the educational gap, some students became distracted by entertainment available on the internet, and this trend persisted when physical classes resumed. This study aims to identify the reasons behind student distractions during offline classes and propose solutions for a smoother learning experience.

### Literature Review:

Various studies have examined the effects of the pandemic on academic performance, study habits, student-faculty relationships, and mental health among different student groups. The results suggest that online learning readiness and emotional competence have implications for academic performance. Moreover, there is a positive relationship between the use of digital tools for online education and academic performance. However, the transition to online classes has negatively impacted the academic performance of certain students.

### Objective of the Study:

- To assess students' academic performance and well-being in the context of online and offline classes.
- To identify ways in which teachers can enhance students' skills and learning experience.

**Methodology:**

The study involved high school, higher secondary, ITI, Diploma, and undergraduate students in Thiruvallur District. A structured questionnaire was distributed whatsapp and through email, and the responses were collected via email as a Google form. The data was analyzed using Percentage Analysis and One-way ANOVA test.

**Analysis****Gender**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Male	9	5.6	5.6	5.6
Female	5	4.4	4.4	10.0
Total	24	100.0	100.0	

**Level of Education**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid School Level	9	5.6	5.6	5.6
ITI	4	1.3	1.3	6.9
Diploma	1	5.0	5.0	11.9
Under Graduate	0	.1	.1	12.0
Total	24	100.0	100.0	

**Electronic Gadgets used**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Mobile phone	3	1.3	1.3	1.3
Computer	7	1.8	1.8	3.1
Laptop	5	0.2	0.2	3.3
Tablets	8	8.7	8.7	12.0
Friends	5	2.1	2.1	14.1
Total	24	100.0	100.0	

**Mode for learning Materials**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Email	3	0.5	0.5	0.5
Whatsapp Groups	3	6.6	6.6	7.1
Institute Website	7	1.8	1.8	8.9
Youtube	6	9.0	9.0	17.9
Recorded Videos	5	2.1	2.1	20.0
Total	24	100.0	100.0	

**Useful for Academic Purpose**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid A	6	5.2	5.2	5.2
B	2	5.8	5.8	11.0
C	1	6.9	6.9	17.9
DA	0	.1	.1	18.0
DA	0	.0	.0	18.0
Total	24	100.0	100.0	

## Oneway

### Descriptives

#### Useful for Academic Purpose

	N	Mean	Std. Deviation	Std. Error	5% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
Male	101	.4455	.49950	.04970	.3469	.5442	.00	.00
Female	13	.6522	.48698	.10154	.4416	.8628	.00	.00
Total	114	.6694	.58339	.06137	.5479	.7908	.00	.00

### ANOVA

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	7.276	1	7.276	10.304	.000
Within Groups	160.168	22	7.280		
Total	167.444	23			

### Interpretations:

The majority of respondents were male students (55.6%) compared to female students (44.4%). The highest proportion of students belonged to the school level (55.6%), followed by Diploma (25.0%), ITI (11.3%), and Undergraduate (8.1%). Tablets (38.7%) were the most commonly used electronic gadgets, followed by computers (21.8%), laptops (20.2%), and mobile phones (7.3%). Regarding the mode for learning materials, YouTube (29.0%) was the most popular, followed by Whatsapp Groups (26.6%), Institute Website (21.8%), and recorded videos (12.1%). Most students (45.2%) strongly agreed that their electronic gadgets were useful for academic purposes.

Both male and female students were agreed that their Electronic Gadgets were used for the Academic excellence. Even though offline education slowly turn-up to its original phase students now-a-days using offline and online materials for their clarification of the subject matter.

### Conclusion:

The COVID-19 pandemic necessitated a significant shift in the education sector, resulting in a revolution in online teaching and learning methods. The government of India and educational institutions implemented guidelines to ensure quality education during this period. Students at higher education levels adapted well to online learning, utilizing various platforms to enhance their academic performance. However, some students in technical courses missed practical learning and hands-on experiences.

The study highlights that most students were capable of self-directed online learning, searching and studying relevant topics to develop their knowledge. However, returning to physical classes posed challenges, with some students struggling to concentrate and write effectively after relying on digital materials during the pandemic.

### Suggestions:

- Teachers should conduct more activity-based classes to build team spirit among students and engage them in institutional learning.
- Encourage students to participate in sports and cultural activities to improve their physical and mental health.
- Teachers should plan lessons with renewed enthusiasm, focusing on continuous monitoring and mentoring to strengthen teacher-student relationships in the learning process.

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