

# The Impact of Covid-19 on Learning Routines - The Perspective of the Pakistani Parents for Primary and Secondary Students

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## ABSTRACT:

This study aimed at accessing the impact of Covid-19 on students' learning routines.

The study employed a Descriptive survey design in which 08 item questionnaires was administered to 150 respondents mainly students' parents and teachers of SZABIST (Shaheed Zulfikar Ali Bhutto Institute of Science & Technology) Primary and Secondary Schools in different cities of Sindh Pakistan

The study employed simple random sampling technique in selecting the respondents for the study. The study revealed some challenges students & parents encounter in the close down of schools due to the outbreak of the pandemic Covid-19.

Students are unable to study effectively at home thus, making the online system of learning very ineffective. Again, parents are incapable of assisting their wards on how to access online learning platform, neither can they entirely supervise the learning of their children at home without any complications. Another component addressed in this study was about the role of parents and school in building up the character of students, their daily routines, discipline and social habits.

It came to light that the pandemic really has had a negative impact on their learning as many of them are not used to effectively learn by themselves. As Pakistan is facing power failure and in remote cities access to internet is also a big challenge which had created more issues to the process. For e- learning challenge majority of the students had lack of the technical knowhow of these technological devices and applications.

The study therefore recommends that students should be introduced to innovative and offline e-learning platforms to supplement classroom teaching and learning and also be of benefit to students who may not have access to internet connectivity. Parents are guided for working on students routines and timeline for their better performance.

**Keywords:** (e-learning, COVID-19, pandemic, outbreak, learning, teaching)

## 1. Introduction:

Across the world, nearly two billion students are suddenly not in their formal educational institutions. Shocked, the globe struggles with Zoom and Google Classroom to keep children and young adults learning. But there is a dark side to education access: students with little to no connectivity or even the right hardware to receive a digital education, whether synchronously or not. In Pakistan, a country accustomed to tens of millions of children being out of school all year, the ways in which we think about education in Corona time will have both short and long-term implications for putting meaning back into our education system (Baker, 2020).

What are some currently acknowledged constraints? Only one-third of the Pakistani population was reported to have a broadband subscription at the end of 2019. A similar number was reported for 3G/4G subscriptions. How many people overlap in the two subscriptions is not clear from publicly-available data through the Pakistan Telecommunication Authority. But the question these figures raise is one of reliable, stable, and universal access to online education for the country's at least 50 million children who are just in school education (whether public or private) (Dingel, 2020) All of these suggest that the Pakistani government wants to solve correctly for student learning in a time of unprecedented uncertainty. But how will these options sit against the logistical constraints noted above?

Amidst this seeming chaos, what is clear is that life has dealt us a hand within which hides an opportunity: we are being compelled to rethink the purpose, design, delivery and evaluation of our education system as a country. Because Covid-19 does not differentiate by class, in shutting all of our schools and universities, it has reminded us to return to the most essential fundamentals of planning: what do human beings need to learn in order to live a good life? (Saltiel, 2020). It is prudent to mention that Pakistan already has a high number of children who are out of schools (The Economist, 2020). With frequent school closures, lack of infrastructure and poverty; Pakistan's education system stands at a critical point. While it ensures access to education and bringing back the out of school children, Pakistan needs to strategize and modernize its education policy urgently. While the COVID-19 is a testing time for Pakistan, it can learn from the challenges that are emerging to prepare for a better future. Hence the importance of training in school cannot be denied to nurture and develop a balanced and all round personality.

### **Impact Of Covid in school system**

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Students are unable to study effectively at home thus, making the online system of learning very ineffective. Again, parents are incapable of assisting their wards on how to access online learning platform, neither can they entirely supervise the learning of their children at home without any complications. Another component addressed in this study was about the role of parents and school in building up the character of students, their daily routines, discipline and social habits.

It came to light that the pandemic really has had a negative impact on their learning and behaviour management as many of them are not used to effectively learn and discipline by themselves.

As Pakistan is facing power failure and in remote cities access to internet is also a big challenge which had created more issues to the process. For e- learning challenge majority of the students had lack of the technical knowhow of these technological devices and applications in terms of utilizing them for formal classroom teaching learning activity.

The study therefore recommends that students should be introduced to innovative and offline e-learning platforms to supplement classroom teaching and learning and also be of benefit to students who may not have access to internet connectivity. Parents are guided for working on students routines and timeline for their better performance. The importance of school for maintaining students routines and managing their activities in a befitting manner cannot be ignored. Schools are not meant only for educational purpose but they train students social etiquettes and manners and help the in getting prepared to face challenges which actually was realized by students and parents in the days of school closure Education has been the bedrock of development of every nation; hence its sustainability is paramount to growth and development of all nations. Education over centuries have been hit with several challenges ranging from changes in school curriculum to closing down of Educational Institutions due to either a demonstration by students or staff, outbreak of a disease and/or instability in governance of a nation of which the education system in Pakistan is of no exception.




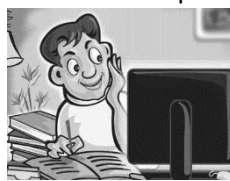





The Coronavirus pandemic has affected educational systems worldwide, leading to the widespread closure of schools in the affected countries. As of 28th February, 2020, over billions of learners were out of school due to schools not in session because of the pandemic.

According to UNESCO monitoring, over 100 countries have implemented nationwide closure, impacting nearly 90% of the world's student population. (UNESCO, COVID-19 Educational Disruption and Response, 2020). Schooling is not important only for children but parents also get direction in line with the expectations of society how to handle students issues regarding students behaviour and discipline. In Pakistan Parents mothers feel over-burdened to fulfil the demands of children as their outdoor activities are completely compromised and a change in their attitude is observed due to confined environment which makes their life more difficult to manage.

### Material and Method




In order to determine the behavior of students to COVID-19, a questionnaire was prepared to be answered by parents. Questionnaire was administered through online communication using emails and whats app It is shown below:










### QUESTIONNAIRE FOR PARENTS ON IMPACT OF COVID ON CHILDREN BEHAVIOR

4) School closure has made students rusty and their behavior got affected badly		
		
a. More <input type="checkbox"/>	aggressive <input type="checkbox"/>	b. More argumentative <input type="checkbox"/>
More submissive and understanding <input type="checkbox"/> c. <input type="checkbox"/>		
5) Do students feel fun and pleasure in attending online classes		
	<input type="checkbox"/>	
	<input type="checkbox"/>	
6) Children learning speed has slowed down after school closure		
7) Children are spending more time on		
		
a. watching TV programs and <input type="checkbox"/>	Movies <input type="checkbox"/>	b. <input type="checkbox"/>
imaginary games <input type="checkbox"/> Playing		

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 c. Playing Video games <input type="checkbox"/>	 d. Playing physical activities ( Indoors) <input type="checkbox"/>
 e. Breaking things at home or any type of destructions. <input type="checkbox"/>	

<b>Statements</b>	
1) Are your children following routines as before in the times of school regarding	
	
	
a. Study <input type="checkbox"/>	routines <input type="checkbox"/>
b. Sleep <input type="checkbox"/>	routines <input type="checkbox"/>
Cleanliness and hygiene <input type="checkbox"/>	
2) .How much time are mothers spending with children? After school closure due to COVID 19.	
a. Same as before i.e. 0% more ( 1-2 hours) <input type="checkbox"/>	
b. 10% more ( 3-4 hours) <input type="checkbox"/>	
c. 40% more ( 8-9 hours) <input type="checkbox"/>	
3) School closure has brought less stress on mothers	
	
<input type="checkbox"/>	<input type="checkbox"/>

### 3. Results and Discussion

The questionnaire was answered by a large number of parents and the results are compiled to show their responses on various aspects:

#### 3.1 Routines and School Closure

Parents found online classes helpful in maintaining student's routines for studies 68% parents were found successful in obtaining satisfied outcome of their children study routines. Parents have observed that due to school closure children are staying up till late hours and it's difficult to wake them up early in morning; 36% parents agreed that children are following their previous routines while 64% were not satisfied with their sleep routines. The query was about children's health and hygiene practices 46% parents are satisfied that their children are following correct practices and routines of cleanliness of self and eating habits while 54% percent are not happy about the practices due to not having an external pressure of school regarding students' personal hygiene. The trends are shown graphically as follows:

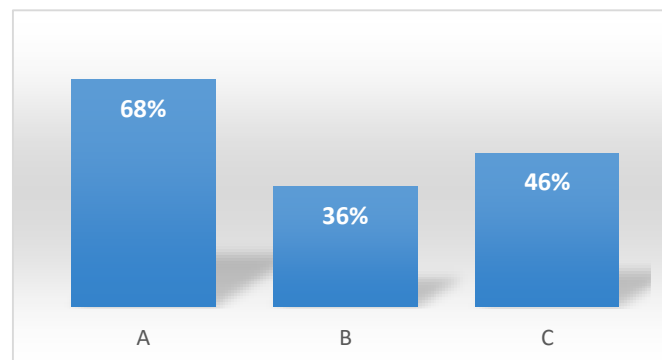


Figure 1 : Effect of school closure on students routines

#### 3.2 Quality Time Of Mothers

Mothers could not spare extra time to look after children activities at home other than their regular routines only 10% mothers followed the old routines with children and could not spare extra time to spend with their children studies or to company them. Parents feel overburdened due to closure of school children in order to engage them more in constructive activities and altogether they have to spend more time for satisfying them and give 3-8 hours in a day. Around 90% parents have got more engagement then regular for their children.



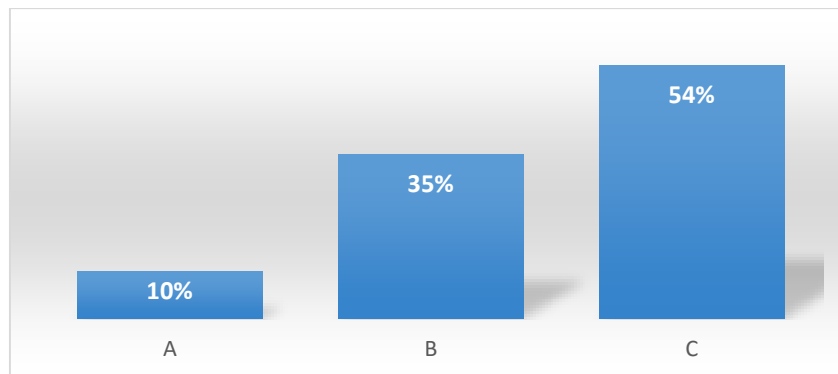


Figure 2 : Effect of quality time of mothers on students performance

### 3.3 School Closure and Mothers Relaxation

59% mothers feel relaxed for the heavy routines and responsibilities of sending children school and maintaining their upkeep while 41% are upset that children require more time and attention and they feel more committed and exhausted due to school closure and students learning responsibilities are now on them as online classes just give guidance but monitoring of performance is on them.

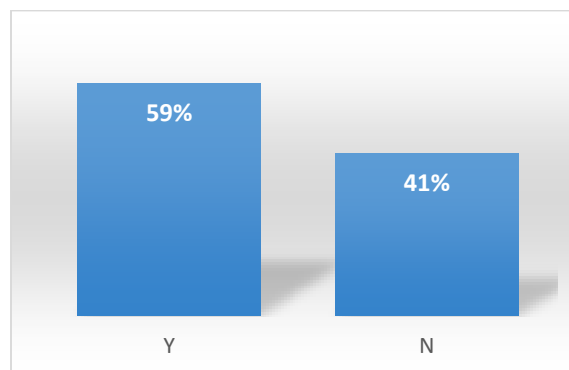


Figure 3 : Effect of school closure on mothers relaxation

### 3.4 Students Behavior Management

School closure has made students restless and their behavior became destructive; parents shown their concern regarding children aggression due to having a change in their life style along with change in school commitments and routines. 21% parents reported that children are showing aggression very often, while 53% parents have concern that children have become argumentative with family and this leads to aggression in later stage

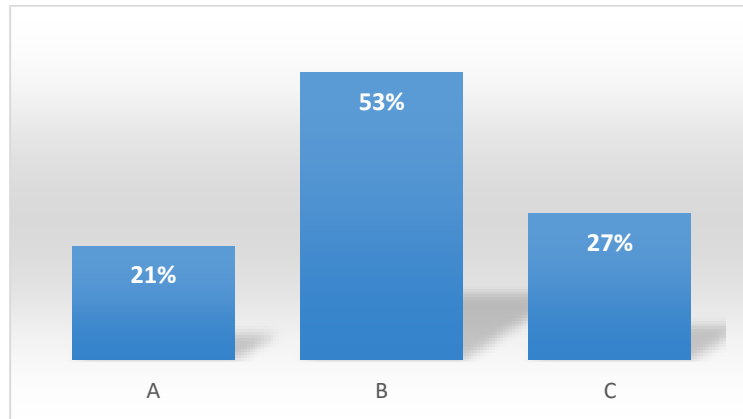


Figure 4 : Effect of school closure on students behavior

### 3.5 Reaction and Response Of Students On Online Teaching

Children are more screen friendly so they enjoy interactive sessions and feel free to perform and submit their work around 75% children are enthusiastic for online classes while 25% are facing issues in virtual teaching learning process.

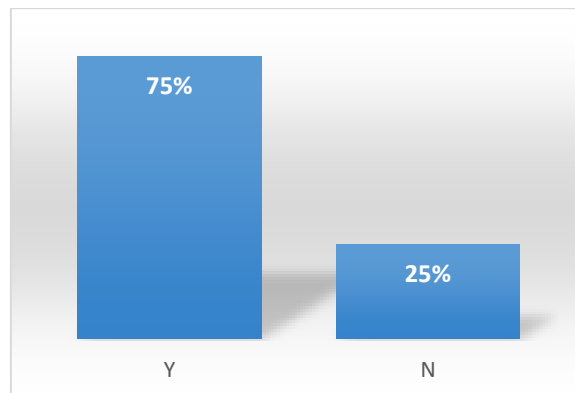


Figure 5 : Response of student's on online teaching



### 3.6 Impact On learning speed and concentration:

It has been observed that children were on their own and learning at their own pace and convenience but the outcome of this whole online teaching learning process submits that speed of learning was dependent on children mood and home environment reduced in speed and outcome. 64% parents agreed with teachers that students have shown slow progress may be due to informal learning environment and distant monitoring of teachers as these students are primary and secondary level students and 35% parents agreed that their children have done well up to their satisfaction.

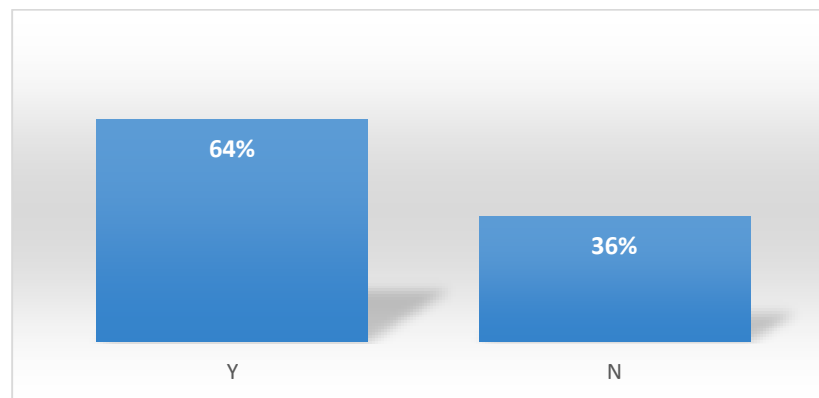


Figure 6: Impact on Learning Speed and Concentration

### 3.7 Students Utilization Of Time And Behavior Change

60% Parents reported that children screen time has been increased and they spend time on watching movies & TV programs more than before. While 37% reported children are more fond of playing video games 7.25% have reported that children have become destructive and they spoil things and make things messy at home 39% Parents have also reported that children are maintaining their routines of physical activities at home and play outdoors instead of spending screen time

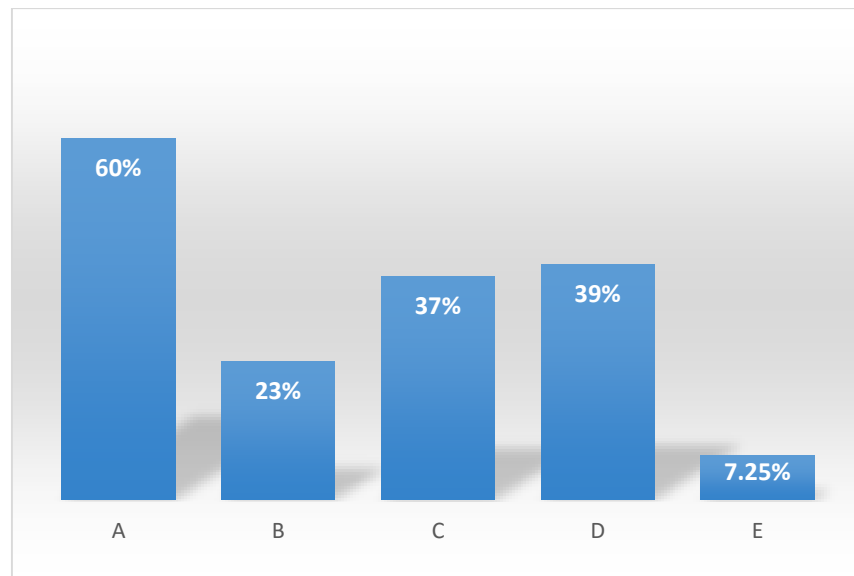


Figure 7: Trends for Students utilization of time

## Conclusion

Conclusively, as the government struggles to manage the overall crisis caused by the COVID-19, it should not reopen educational institutions unless they are properly equipped to adhere to the safety guidelines. However, it is also a good time for the Ministry of Education along with the other stakeholders to prove their genuine commitment to education – a sector that has otherwise become a source of making big bucks at the cost of learning.

Our study suggests that school is an essential entity of our system and it does not effect only the students lives but parents and overall community is also very much dependent on educational institutions for the wellbeing of students regarding their disciplining and character building.

This study proves due to lack of facilities it was not only difficult for schools to manage classes but also it was tough for parents to fulfil the demands of students while staying home.

It is very much required by government and ministries to equip the system with facilities to promote educational activities in times of emergencies and disasters.

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