

# Global Evidence Of Pandemic Effects On Educational Disruption

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**Abstract :** The article provides a vivid illustration of the challenges faced by the education sector during the pandemic. Education disruptions have increased stress and anxiety in students and their families. In addition to this, schools in rural areas and underdeveloped countries failed to provide the necessary equipment and facilities to help the students proceed with online classes. These articles have relied on secondary data and information to understand various concepts and theories. In order to combat these consequences, a worldwide initiative called REDS was formed to analyze the opinion of students and individuals connected with the education sector and remodel the system for combating the challenges posed by the pandemic. The study proceeded with the help of thematic analysis. *Keywords:* Covid19, school closure, REDS, challenges, internet connection, economic conditions

## 1. Introduction

The pandemic has disrupted the education system at an unparalleled level, with educational institutions present globally facing abrupt changes. The Response to Educational Disruption Survey (REDS) has investigated the impact of the pandemic on the learning of students amidst a health crisis. Moreover, it presented an explanation of the ways the stakeholders related to education around the world responded to this period. The article highlights a comparative study of the response shown by the educational systems of different countries spanning the globe.

### Research Objectives

The research objectives of this article are presented below:

- To understand the influence of the coronavirus pandemic on the educational system
- To explore the ways educational stakeholders reacted to the abrupt changes
- To investigate the impact of Covid19 on the education system with the help of the REDS

### Research questions

The questions of this article are illustrated below:

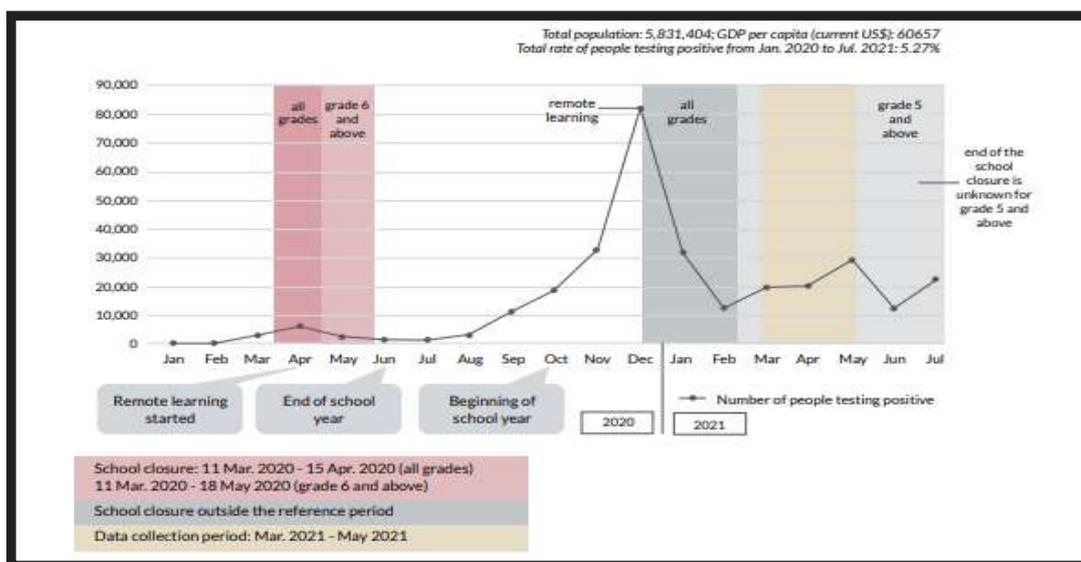
RQ1: In what ways does the coronavirus pandemic impact the educational system?

RQ2: In which manner do the stakeholders of education react to sudden changes amidst a health crisis?

RQ3: In what ways has evidence from REDS shown that Covid19 led to education disruption around the globe?

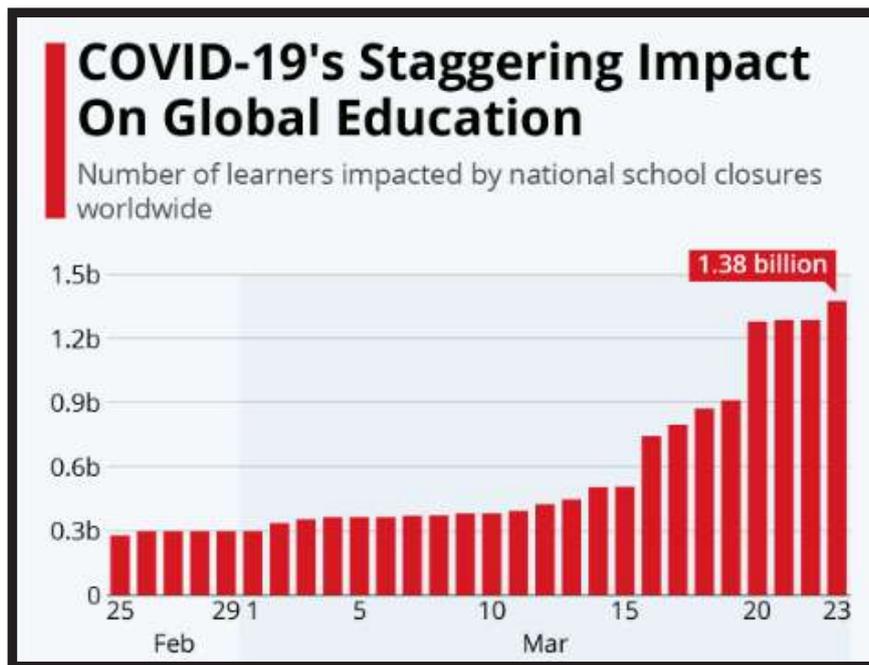
**Background**

The pandemic has forced schools in nearly 188 countries to close by disrupting the education process. Around 1.7 billion students were affected by the sudden changes that prevented face-to-face activities in the education system (Gcedclearinghouse.org, 2022). Though the pandemic has slowed down there are unprecedented effects on the students and their learning process. Disrupted learning has resulted in "unequal distribution of teachers", particularly observed in underdeveloped countries. The rural areas were deprived of online modes of education due to a lack of facilities (Reimers, 2022). As shown in figure 1, high-income cities like Denmark have provided online teaching to students belonging to different grades.



**Figure 1: Individuals testing Covid positive after school closure in Denmark**  
 (Source: Gcedclearinghouse.org, 2022)

Evidence from UNESCO has presented that students from high-income regions have faced issues like "learning losses" and inequality. Moreover, less affluent countries like Ukraine have established "learning recovery programs" and prepared educational budgets to revive from the long-term effects of the pandemic (Jalongo, 2021). Regions around Central Asia and Europe were closed at the peak of the coronavirus pandemic due to the abruptness of the conditions.



**Figure 2: Number of school students affected by the pandemic around the global**  
(Source: Jalongo, 2021)

As presented in figure 2, around 1.38 billion learners globally have been greatly impacted by the pandemic. Countries have taken initiatives by incorporating remote experience to continue with their learning process (Bairagi & Munot, 2019). Through interactive sessions between the students and teachers were not possible in the online setup, educational institutions have developed creative programs to share their experiences with the teachers. UNICEF has come up with guidelines by incorporating perspectives from teachers, students, parents, and administrators to help educational institutions combat the consequences of the pandemic (Mishra, Gupta & Shree, 2020). Responses are gathered with the help of REDS to present the views of the stakeholders in education

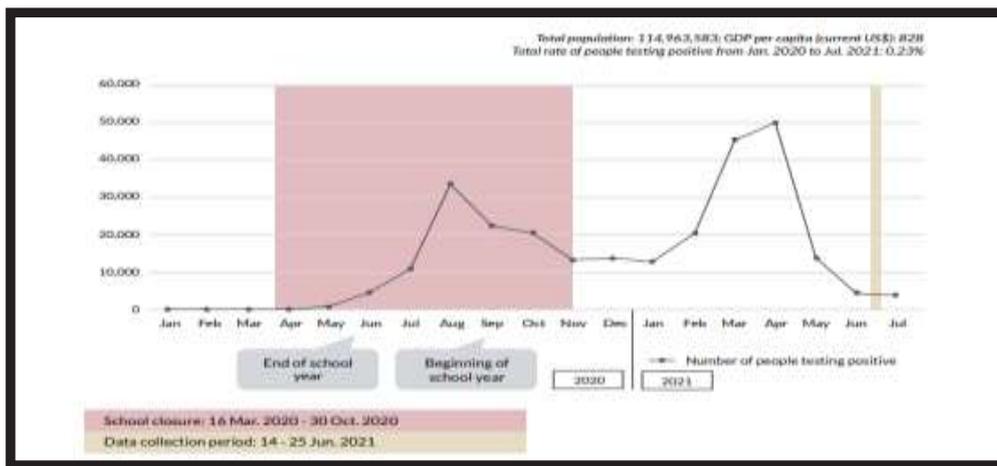
## 2. LITERATURE REVIEW

### Introduction

This section has illustrated a brief description of the consequences of a pandemic on educational institutions. Moreover, viewpoints and opinions were highlighted with the help of REDS in order to have an idea about the perceptions of students and their families. Different countries internationally have faced a set of different challenges while combating the effects of the pandemic.

### The educational disruption caused by the Covid19 pandemic

In the past two years, the pandemic has caused a disturbance in the education system that created vulnerability among learners. In addition, the covid19 has exacerbated the existing educational catastrophe and increased inequalities. According to the viewpoints of Friedman (2020), there was complete closure of schools owing to the spread of the virus. A number of countries worldwide have faced issues like a lack of proper internet connection and equipment to help students pursue distance learning.

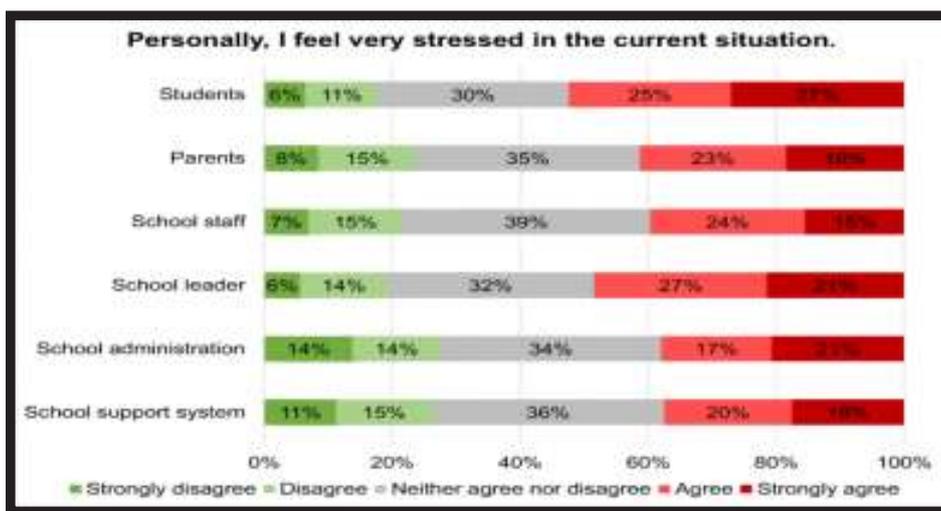


**Figure 3: Individuals being Covid19 positive after school closure in Ethiopia**  
 (Source: Lassoued, Alhendawi & Bashitialshaaer, 2020)

From figure 3 it can be illustrated that even after the closing of schools, there was an increase in positive cases in Ethiopia. This has created a sense of anxiety and panic among the students and their parents (Lassoued, Alhendawi & Bashitialshaaer, 2020). However, governments have organized vaccination programs and implemented the necessary health protocols before the reopening of schools.

**Response to Educational Disruption Survey (REDS)**

REDS was developed as a response to the unprecedented period observed in the education system due to rapid changes that occurred with the emergence of the pandemic. It is referred to as an "international large-scale assessment" to understand the viewpoints of the stakeholders of education during the pandemic years. REDS presented a framework for collecting data regarding the educational system. As per the views of Bajaba, Mandurah & Yamin (2021), data collection programs present a set of questions to the participants based on emerging topics. It is considered an interactive process where questions related to educational disturbance are presented to the students, their families, and school administrators in the learning process implemented during the pandemic.



**Figure 4: Stress and anxiety among school staff and students during the pandemic**  
 (Source: Bajaba, Mandurah & Yamin, 2021)

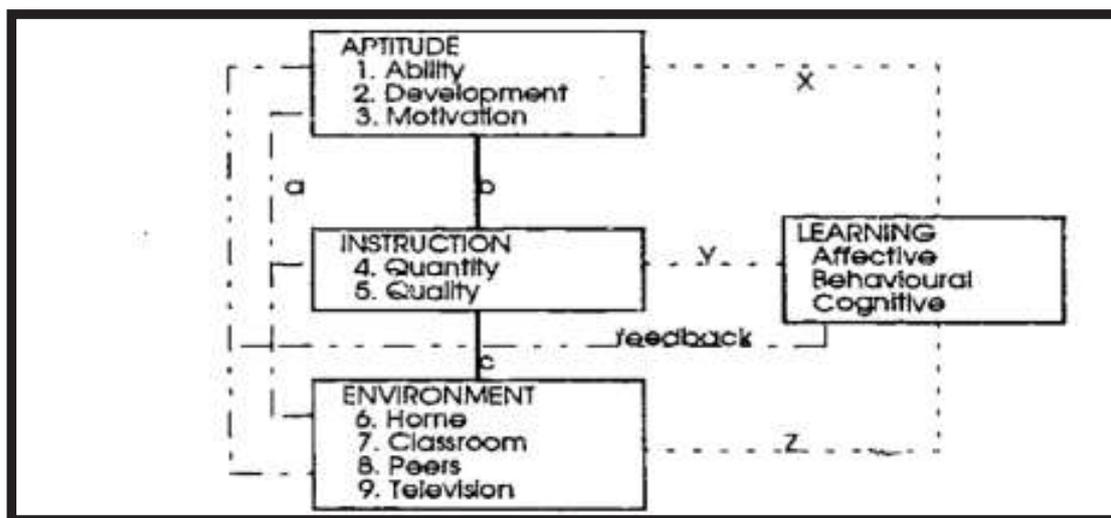
From figure 4, it can be concluded that there was a panic situation seen among individuals associated with the education system. Isolation and insecurity about their

careers have increased stress levels among the students belonging to secondary classes presented by the survey respondents of REDS.

**Theory**

***Walberg Theory***

With respect to the Walberg theory, it can be understood that the psychological attributes of students have an impact on their educational outcomes. The pandemic has created uncertainty in the minds of students along with a lack of opportunities for practical sessions (Mogaji& Jain, 2020). The theory highlights that student-teacher interactions, classroom management, and parental support are important to keep the students in a healthy environment. Moreover, motivations and social-behavioral characteristics are critical to helping students combat the epidemic crisis.



**Figure 5: Objectives of Walberg Theory**  
 (Source: Mogaji& Jain, 2020)

As shown in figure 5, the learning outcomes of a student are critically dependent on the quality of interactions and the classroom environment (Babbar& Gupta, 2022). Furthermore, the attitude of teachers and motivation are crucial to keeping the students on their track.

**3. METHODOLOGY**

For this research article, researchers have considered a secondary qualitative research strategy to collect relevant information. Different peer-reviewed articles, journals, and government and business reports are reviewed to gather important concepts and factual knowledge regarding the topic of research. A descriptive design is used in the article for defining the steps crucial for selecting the data collection method. Descriptive research design presents systematic information in order to explain the concepts related to research questions (Pandey & Pandey, 2021). A positivist research paradigm is selected by the researchers for developing this article. All the suitable information gathered is presented in a thematic analysis to highlight the important codes and themes with respect to the research topic.

**RESULT**

**Quality review**

Authors	Study design	Number of resources	Measured outcomes	Result	review
Debbarma & Durai, 2021	Primary quantitative method	15	Influence of pandemic on students of India	The north-eastern states of India have faced poor network issues that hampered their educational journey amidst the pandemic	
Reuge <i>et al.</i> 2021	Secondary qualitative method	30	Response recorded by the education system in relation to the disruption caused by pandemic	Students worldwide have faced consequences due to socio-economic challenges presented by the pandemic	e

Mok <i>et al.</i> 2021	Primary quantitative method	19	Impact of the pandemic on learning outcomes in HongKong	Students in Hong Kong have illustrated that technology literacy and household income greatly affected their online learning experience.
Onyema <i>et al.</i> 2020	Primary quantitative method	17	Influence of the coronavirus pandemic on the educational system	It is important to develop digital skills and include proper infrastructure to enhance their online learning process

**Table 1: Quality review**  
 (Source: By learner)

**Thematic coding**

Author	Code	Themes

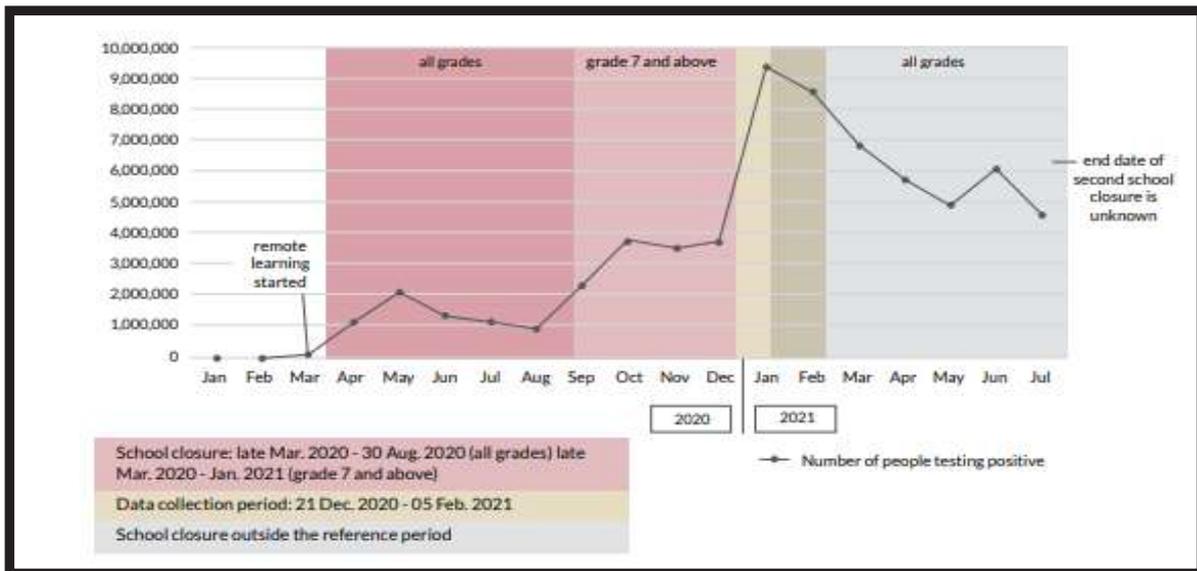
<p>Reuge <i>et al.</i> 2021 Debbarma &amp; Durai, 2021</p>	<p>REDS, covid19 pandemic, learning outcomes, students, school closure</p>	<p>Implementations of REDS while understan                  challenges faced by students to contribute                  learning process amidst the pandemic</p>
<p>Onyema <i>et al.</i> 2020 Mok <i>et al.</i> 2021</p>	<p>Digital skills, technology                  literacy, household income,                  learning outcomes, pandemic</p>	<p>Lack of digital skills and economic conditi                  presented hindrances to the learning exper                  students during the pandemic</p>

**Table 2: Thematic coding**  
 (Source: By learner)

**Thematic analysis**

**Theme 1:** Implementation of REDS while understanding the challenges faced by students to contribute to their learning process amidst the pandemic

REDS is a global initiative to provide informative data to the education sector regarding creative models of teaching. As stated by Reuge *et al.* (2021), the pandemic has led to education disruptions and schools' closure for a long period of time. The challenges faced by schools and students to continue with their learning journey on the global front. REDS have implemented a survey that incorporated participants from different countries to understand their viewpoints about the challenges faced and distance learning. Data collection is done from different countries to understand the national educational disruptions that can be helpful for the education sector to make effective decisions.

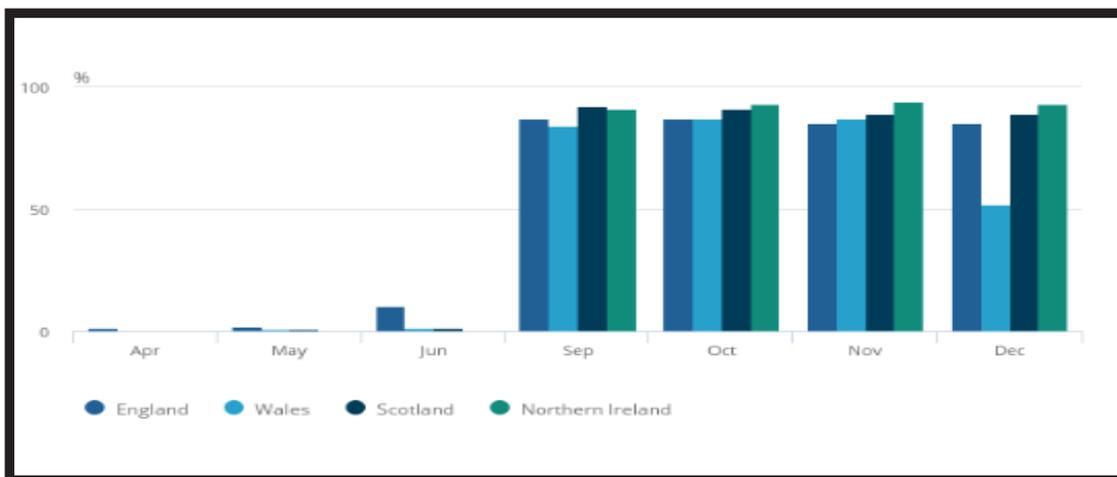


**Figure 6: Data showing the number of individuals testing Covid19 positive after school closure in the United Arab Emirates (Source: Debbarma & Durai, 2021)**

From figure 6, it can be seen that students of the United Arab Emirates have shown symptoms of the virus after the school closure that restricted them from engaging in offline classes. Remote causes were introduced to empower teachers and strengthen gender equality among students (Debbarma & Durai, 2021). This aspect was outlined in the international report of REDS and the need for proper communication and feedback to check the academic process of students.

**Theme 2:** Lack of digital skills and economic conditions have presented hindrances in the learning experience of students during the pandemic

Online mode of education has become the main strategy to instruct students during the pandemic. As per the findings of Onyema *et al.* (2020), restrictions imposed by the government have shifted the system towards asynchronous and synchronous modes. Academic institutions were closed due to prolonged lockdown and the students were forced to stay at home. Online classes have presented a set of different challenges to the students. Mostly the rural areas lack good internal connections to help the students access the classes. Students were not provided with training to adopt different technologies used to connect with their teachers (Moket *al.* 2021). Lack of technology literacy has greatly impacted the students learning journey as they were not used to different collaboration tools.



**Figure 7: School attendees saw in the UK**

(Source: Mok *et al.* 2021)

As shown in figure 7, students of the UK have opted for offline classes after the pandemic has slowed down. Economic conditions in households due to lack of jobs and smooth flow of income have reduced the access to educational equipment to carry on online mode of classes.

## 4. Discussion

Students globally have faced the negative impact of a pandemic on their educational process. Factors like lack of internet connectivity and equipment, socio-economic factors, and interactive sessions have disturbed their learning journey (Mahapatra & Sharma, 2021). REDS is a global initiative conducted by stakeholders of education in different countries to understand their perspectives. This survey was done to help the education sector with proper guidance to design courses and assess the students for their betterment.

## 5. CONCLUSION

Every sector has had several challenges with the onset of the pandemic, and prolonged lockdowns have hampered the smooth operations of the education field as well. The constant changes in learning have negatively impacted the mind of the students. There was a lack of face-to-face interactions along with connectivity issues that affected the student's educational journey. Hence, it can be concluded that the education sector has witnessed consequences due to school closure and lack of facilities provided to the students in order to adopt a remote mode of learning. REDS has illustrated the viewpoints of individuals related to the influence of the pandemic on the education system.

### Limitations

Since these articles included secondary data, all the information cannot be presented in a statistical format. The mono-methods utilized have limited the use of a number of resources that could have widened the perspectives of the strategies including educational institutions to stay connected with the students during the pandemic.

### FUTURE SCOPE

There are areas that need more attention from future researchers to understand the way parents reacted to the pandemic. Moral and parental support is critical to help the students combat the abrupt changes presented by the pandemic. Therefore, researchers in the future need to take the opinions of parents to understand their actions to help their children.

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