EUROPEAN JOURNAL OF BIOMEDICAL AND PHARMACEUTICAL SCIENCES
http://www.ejbps.com

ISSN 2349-8870
Volume: 9
Issue: 9
180-190
Year: 2022

A STUDY TO ASSESS THE IMPACT OF COVID-19 PANDEMIC ON ACADEMIC LIFE AMONG ADOLESCENTS IN KERALA

Meha Susan Manoj[1*], Mruthul R.[1], Sobika A. B. [1], Sona Shaji[1] and Susan Stephen[1] and Jyothilakshmi J.[2]

[1]BSc. Nursing Students, Bishop Benziger College of Nursing, Kollam, Kerala, India.
[2]Nursing tutor, Bishop Benziger College of Nursing, Kollam, Kerala, India.

***Corresponding Author: Meha Susan Manoj**
BSc. Nursing Students, Bishop Benziger College of Nursing, Kollam, Kerala, India.

Article Received on 24/06/2022 **Article Revised on 14/07/2022** **Article Accepted on 04/08/2022**

ABSTRACT
The research work undertook was "A study to assess the impact of COVID-19 pandemic on academic life among adolescents in Kerala". The objective of the study was: to assess the impact of Covid-19 on academic life among adolescents in Kerala. A quantitative research approach was used in the study. Convenience sampling technique was used. Sample consists of 100 students studying from 8th to 10th standard schools in Kerala. The researcher collected the data using opinionnaire regarding the impact of COVID-19 on academic life among adolescents in Kerala. The tool was found to be reliable. The study result shows that in the educational status of students the majority of the students 31% neutral with effectiveness of online learning during COVID – 19 pandemic, 25% disagree with online academic relationship with teachers, 36% of students strongly disagree with utilization of online facility. In technological status, the majority of the students 43% neutral with educational advancement in online platform, 30% of students strongly agreed to online education technology leads to health problems, 40% of students agreed that online technology improved learning status. In physical status, 33% strongly agreed online classes make stress burst, 39% of students agreed that less hours spent in online classes, 48% of students strongly agreed that they have physical problems due to online class. In co-curricular activity, the majority of the students 31% neutral with recreational activities in online platform,33% of students neutral with skill improvement through online classes, 27% of students agreed with level of satisfaction with online platform for co-curricular activity,37% disagreed with satisfaction of games and other physical activity in online platform, 30% of students disagreed with favorable online environment for games as same as school environment. Based on the findings the investigators have drawn implications which were of vital concerns in the field of nursing practice, nursing education and nursing administration for future development.

KEYWORDS: Impact of COVID-19, academic life, adolescents.

INTRODUCTION
The corona virus was unknown before its outbreak began in Wuhan, China in December 2019. COVID - 19 is now a pandemic disease affecting globally. In the face of pandemic also there is need for continuation of academic activities. So, educational institute have shifted rapidly to distance and online learning.[1] It aims to assist teachers, schools, college and universities facilitate student learning in periods of their closure. Most of the online systems of classes may help continuous learning of students. Understanding the teaching learning process during this critical period is essential to style different effective method for the functioning of teaching and learning. With this backdrop, the current study aims to spot the way of online classes, learning status, mode of learning and perceived benefits and problems associated with online classes during the lockdown amidst the pandemic.[2] The education sectors of India as well as world are badly affected by this. It has enforced the world wide lock down creating very bad effect on the student's life. Therefore our educational system has been fighting to survive the crises with a different approach and digitizing the challenges to wash away the threat of the pandemic.[3]

The COVID – 19 pandemic has affected educational systems worldwide, leading to the near- total closures of schools, universities and colleges. Most governments decided to temporarily close educational institutions in an attempt to reduce the spread of COVID – 19. School closures impact not only students, teachers, and families but have far reaching economic and societal

consequences. School closures in response to the pandemic have shed light on various social and economic issues, including student debt, digital learning, food insecurity and homelessness.[4] According to the United Nations International Children's Fund 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. School closures negatively impact student learning outcomes.[5] Schooling provides essential learning and when schools close, children and youth are deprived opportunities for growth and development[6]. Online learning has become a critical lifeline for education, as institutions seek to minimize the potential for community transmission.[7] 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. In the social media during this period, there was a lot of discussion on long hours of school students before a screen with passive teaching by the teacher. Many health issues were also brought to the notice of the school forums to reduce the exposure of students to online teaching. It was reported that students were suffering from stress, depression and anxiety.[8]

STATEMENT OF THE PROBLEM

A study to assess the impact of COVID-19 pandemic on academic life among adolescents in Kerala.

OBJECTIVES

The objectives of the study were

- To assess the impact of COVID-19 on academic life among adolescents in Kerala.

OPERATIONAL DEFINITIONS

IMPACT OF COVID-19: In this study, impact of COVID-19 include positive and negative impact that means effect faced by the adolescents in their academic life such as stress, unavailability of resources, advanced online education, digital skill improvement, problems with self-directed learning, self-learning note preparation, lack of interaction due to COVID-19 pandemic.

ACADEMIC LIFE: In this study, academic life means impact occurred in adolescent's academic life due to COVID – 19 pandemic that relate to the work done in school for better skill improvement which includes curriculum and extra curriculum activities those like strategies such as discussion, collaborative learning, interactive activities and skill based games that support student's educational development.

ADOLESCENTS: In this study, adolescents refer to the students studying from 8th to 10th standard of high school using online platform for their class.

RESEARCH METHODOLOGY

Research approach	: Quantitative research
Research design	**:** Non-Experimental research design
Variables	**Dependent variable:** impact of COVID-19 on academic life among adolescents **Demographic variables:** age, gender, residential area, religion, type of school, electronic devices used for online class, online platform used for online class, hours of online class among adolescents in Kerala
Setting of the study	: Virtual setting through Google form.
Population	: Adolescents studying from 8th to 10th standard of high schools in Kerala who has email id and internet accessibility.
Sample	Adolescents studying from 8th to 10th standard of high schools in Kerala.
Sample Size	: 100 adolescents studying from 8th to 10th standard of high schools in Kerala
Sampling Technique	: Convenience sampling technique

RESULTS AND DISCUSSION

1. Section A: Table showing frequency and percentage distribution of selected demographic variables according to baseline characteristics.

Demographic Variables	Frequency (f)	Percentage (%)
Age		
12-13	15	15%
14-15	31	31%
16-17	54	54%
Sex		
Male	18	18%
Female	82	82%
Residential area		
Rural	58	58%
Urban	42	42%
Type of school		

Government school	39	41%
Private school	58	59%
Electronic devices used for online class		
Laptop	6	6%
Personnel computer	2	2%
Smartphone	80	80%
Tablet	2	2%
Television (Victors)	9	9%
Ipod	1	1%
Online platform used for online class		
Zoom	32	32%
Google meet	49	49%
Whatsapp	13	13%
Google classroom	4	4%
Skype	0	0%
Moodle	2	2%
Hours of class in online platform per day		
1 hr/day	6	6%
2 hr/day	21	21%
3 hr/day	25	25%
4 hr/day	42	42%
5 hr/day	6	6%

SECTION B

To assess the impact of COVID-19 on academic life among adolescents in Kerala.

A. ONLINE EDUCATIONAL STATUS

(N = 100)

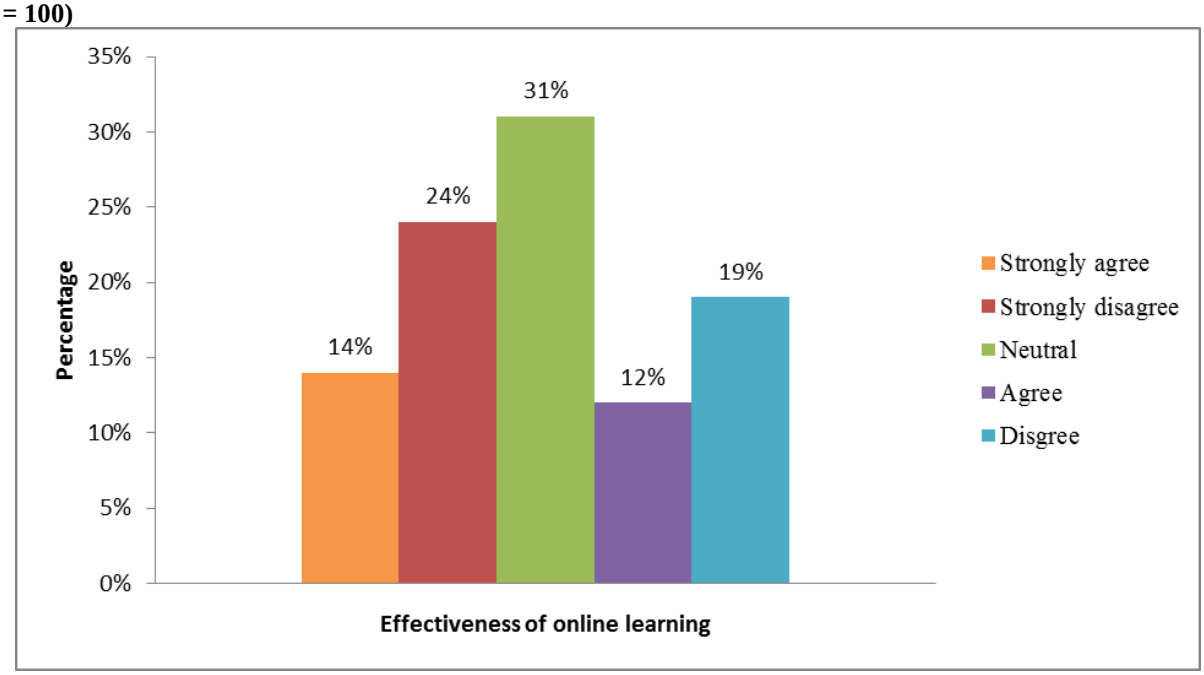

Figure 9: Percentage wise distribution of samples, according to the statement that online learning is effective than classroom learning.

The current data shows that the majority of the students (31%) are neutral to the statement that online learning is more effective than classroom learning.

(N = 100)

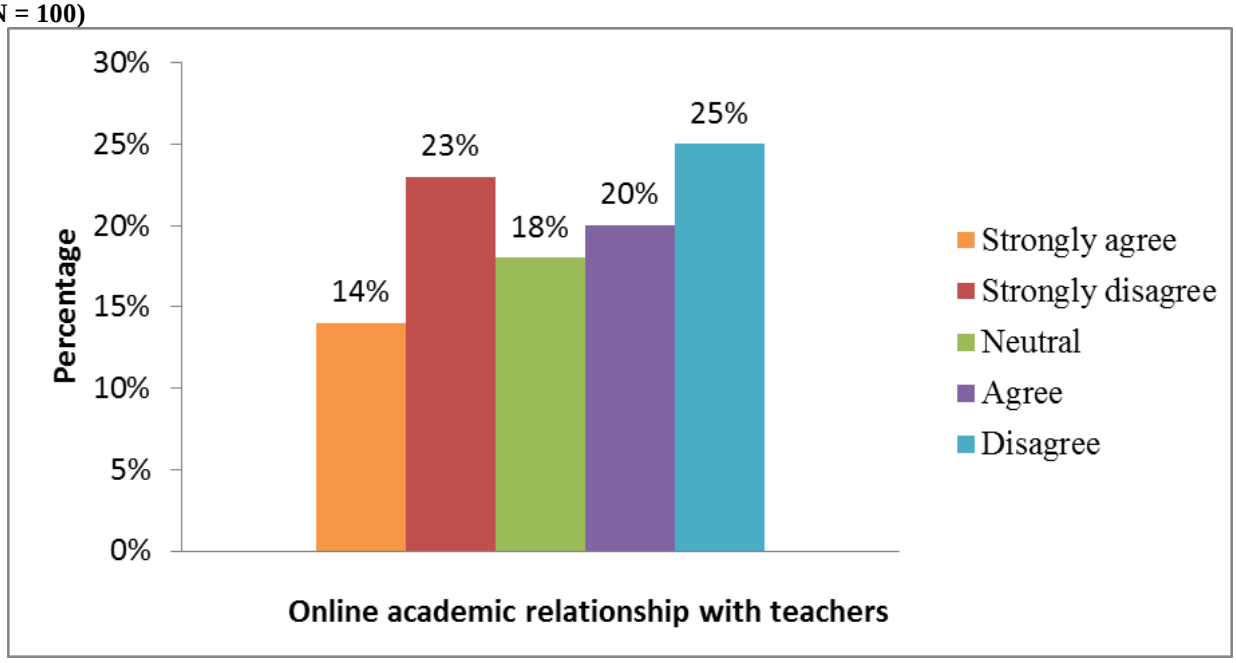

Figure 10:Percentage wise distribution of samples, according to the statement that able to maintain academic relation with teachers.

The current data shows that the majority of the students (25%) disagree with the statement that they are able to maintain academic relations with teachers

(N = 100)

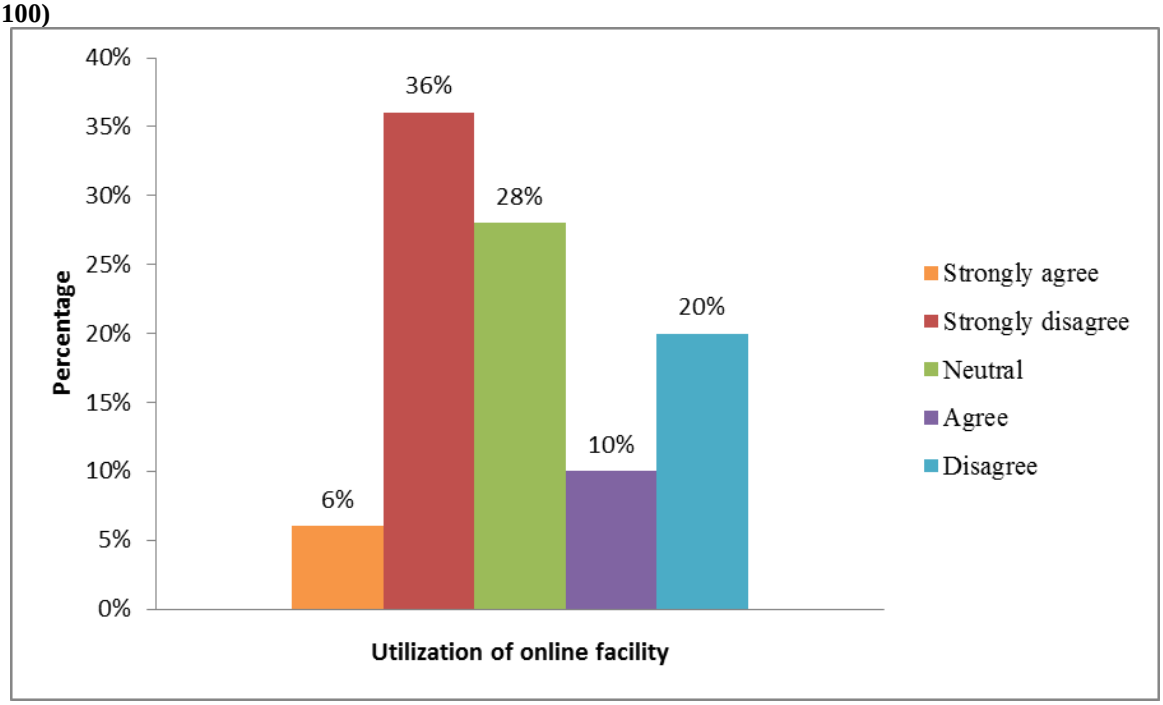

Figure 11: Percentage wise distribution of samples, according to the statement that online facility is not same as school facility.

The current data shows that the majority of the students (36%) strongly disagree with the statement that online facilities are not the same as school facilities.

B. TECHNOLOGICAL STATUS
(N = 100)

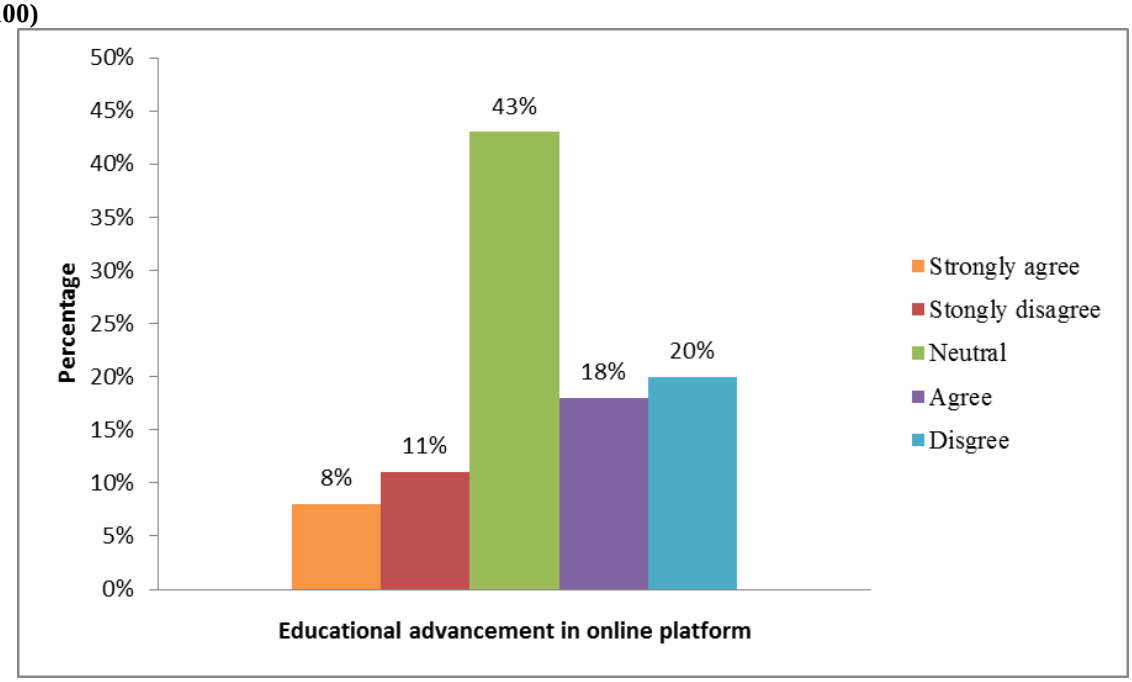

Figure 12: Percentage wise distribution of samples, according to the statement that online platform less support in skill advancement in education.

The current data shows that the majority of the students (43%) were neutral to the statement that online platforms less support skill advancement in education.

(N = 100)

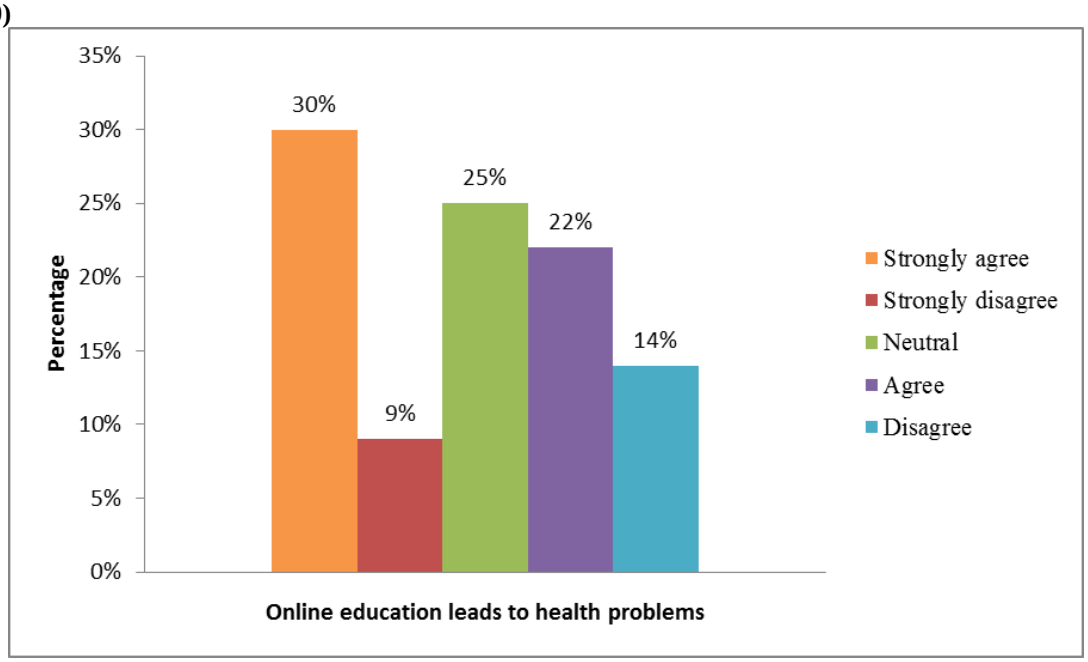

Figure 13: Percentage wise distribution of samples, according to the statement that online education technology leads to health problems.

The current data shows that the majority of the students (30%) strongly agreed to the statement that online education technology leads to health problems.

(N = 100)

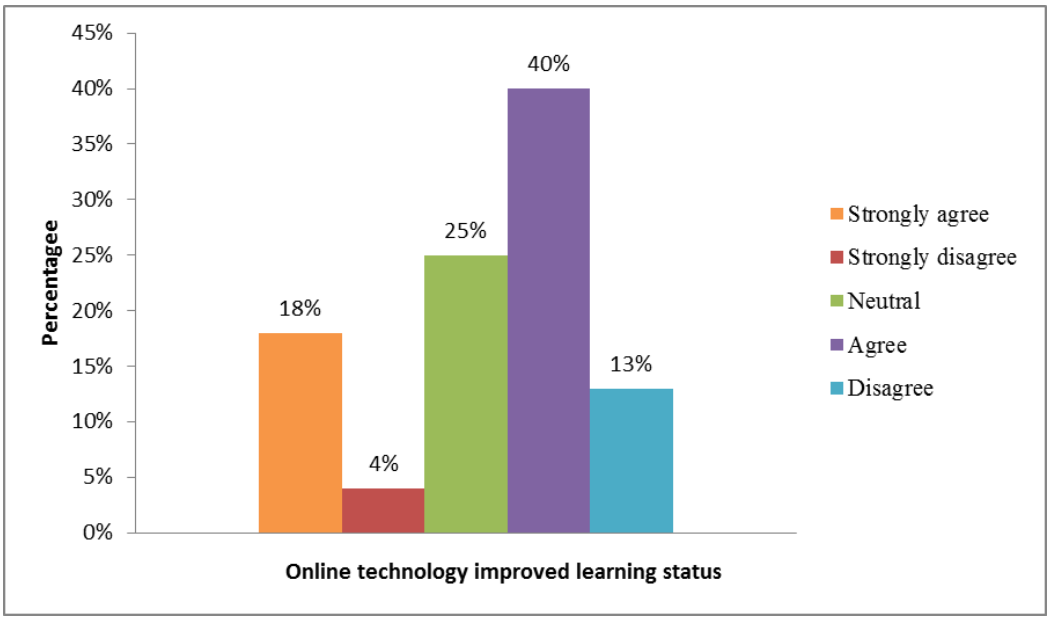

Figure 14: Percentage wise distribution of samples, according to the statement that online technology helps in increasing learning status.

The current data shows that the majority of the students (40%) agreed to the statement that online technology helps in increasing learning status.

C. PHYSICAL STATUS

(N = 100)

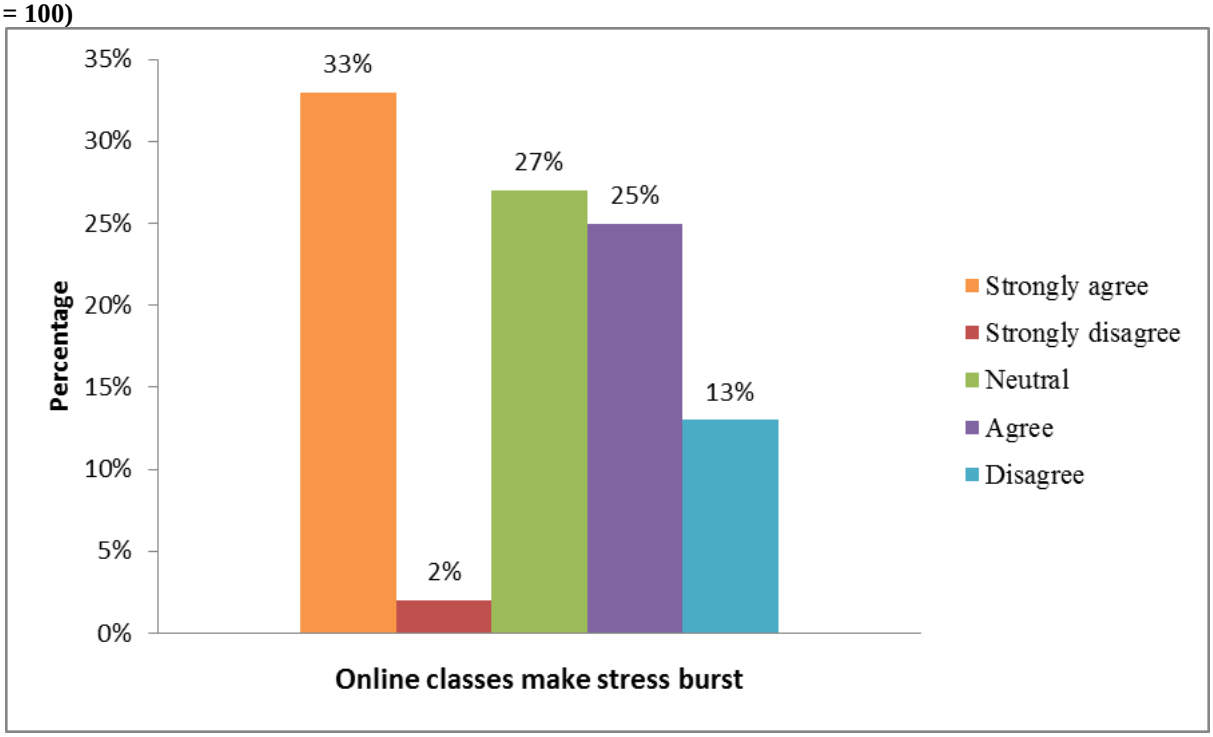

Figure 15: Percentage wise distribution of samples, according to the statement that online classes make stress burst.

The current data shows that the majority of the students (33%) strongly agreed to the statement that online classes make stress burst.

(N =100)

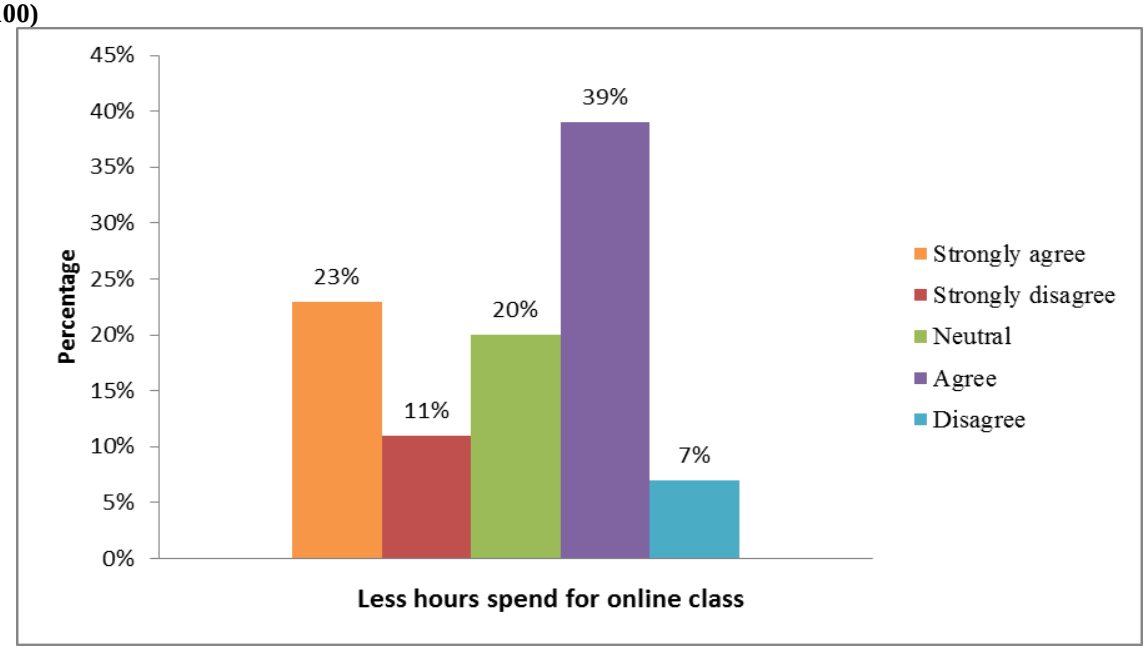

Figure 16: Percentage wise distribution of samples, according to the statement that hours spend in online class is less as offline classes.

The current data shows that the majority of the students (39%) agreed with the statement that hours spent in online classes are less as offline classes.

(N = 100)

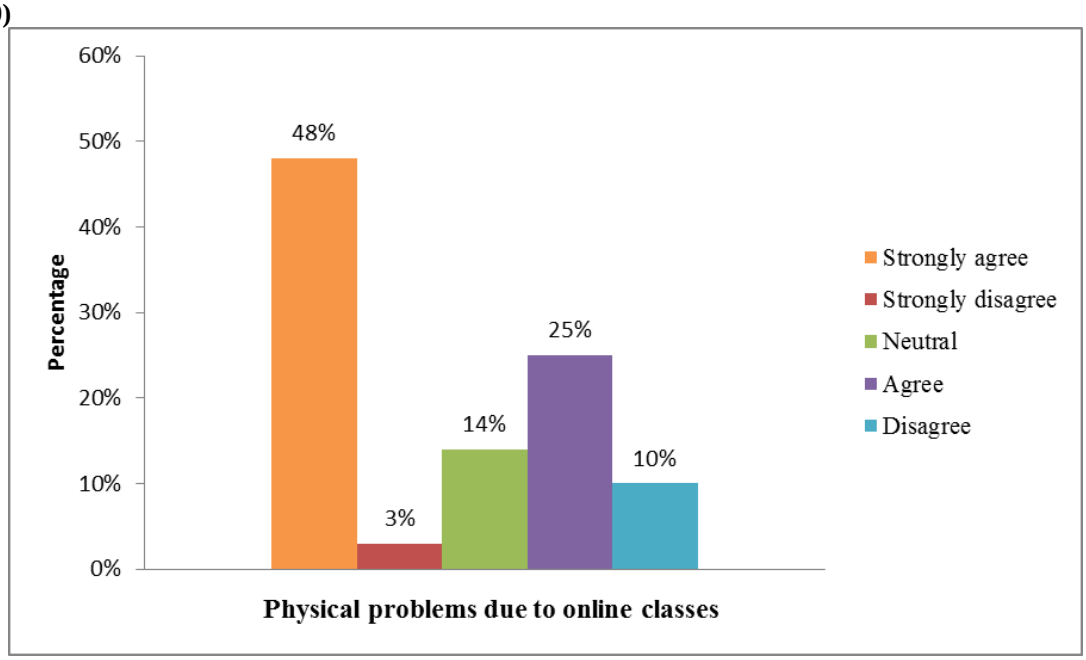

Figure 17: Percentage wise distribution of samples, according to the statement that physical problems after working on digital device.

The current data shows that the majority of the students (48%) strongly agreed to the statement that they have physical problems after working on a digital device.

D. CO-CURRICULAR ACTIVITY
(N = 100)

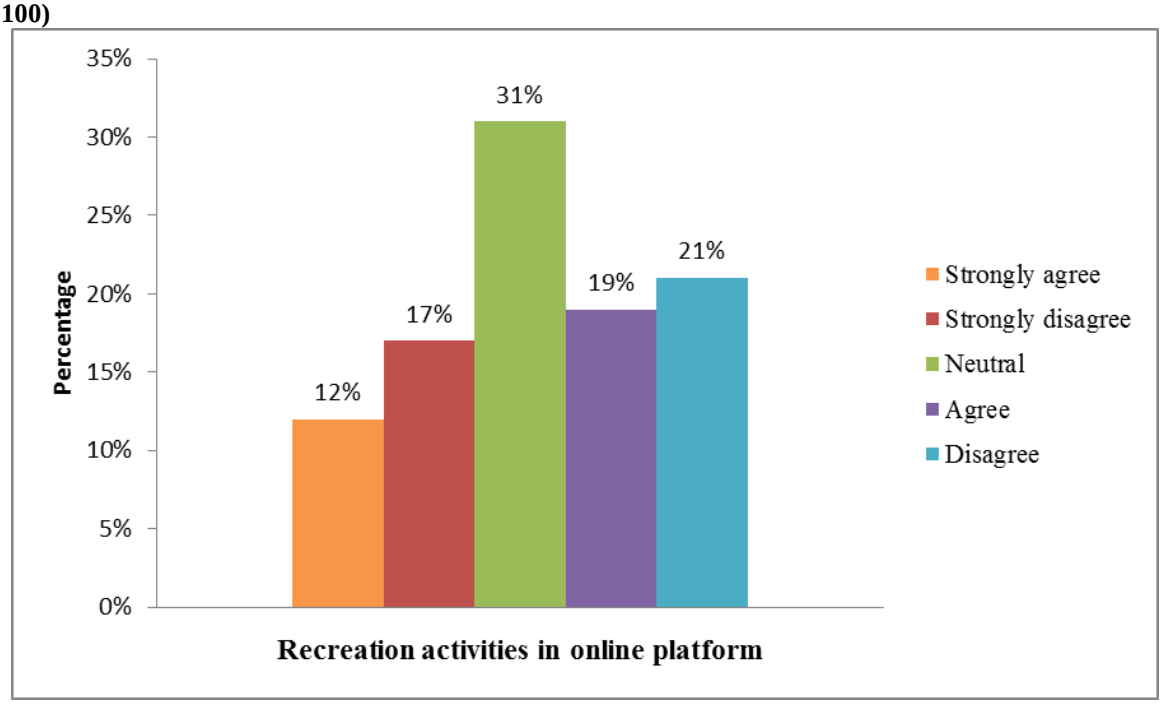

Figure 18: Percentage wise distribution of samples, according to the statement that online platform encourages recreational activities.

The current data shows that the majority of the students (31%) were neutral to the statement that online platforms encourage recreational activities.

(N = 100)

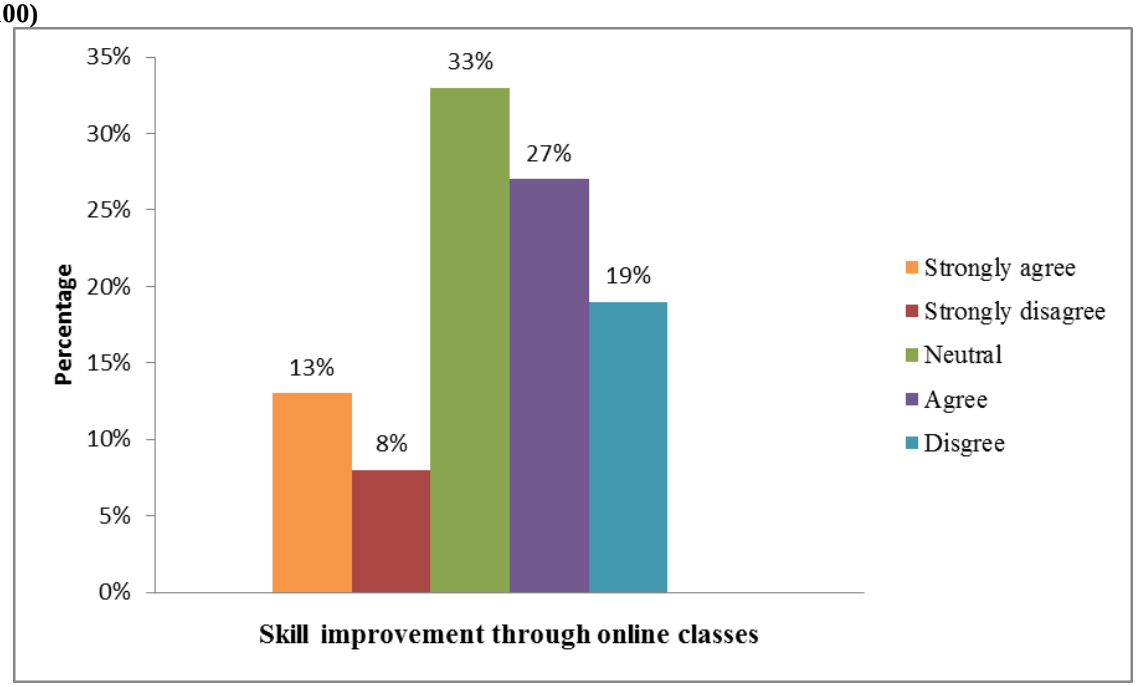

Figure 19: Percentage wise distribution of samples, according to the statement that co-curricular activities in online classes increased skill.

The current data shows that the majority of the students (33%)were neutral to the statement that co-curricular activities in online classes increased skill.

(N = 100)

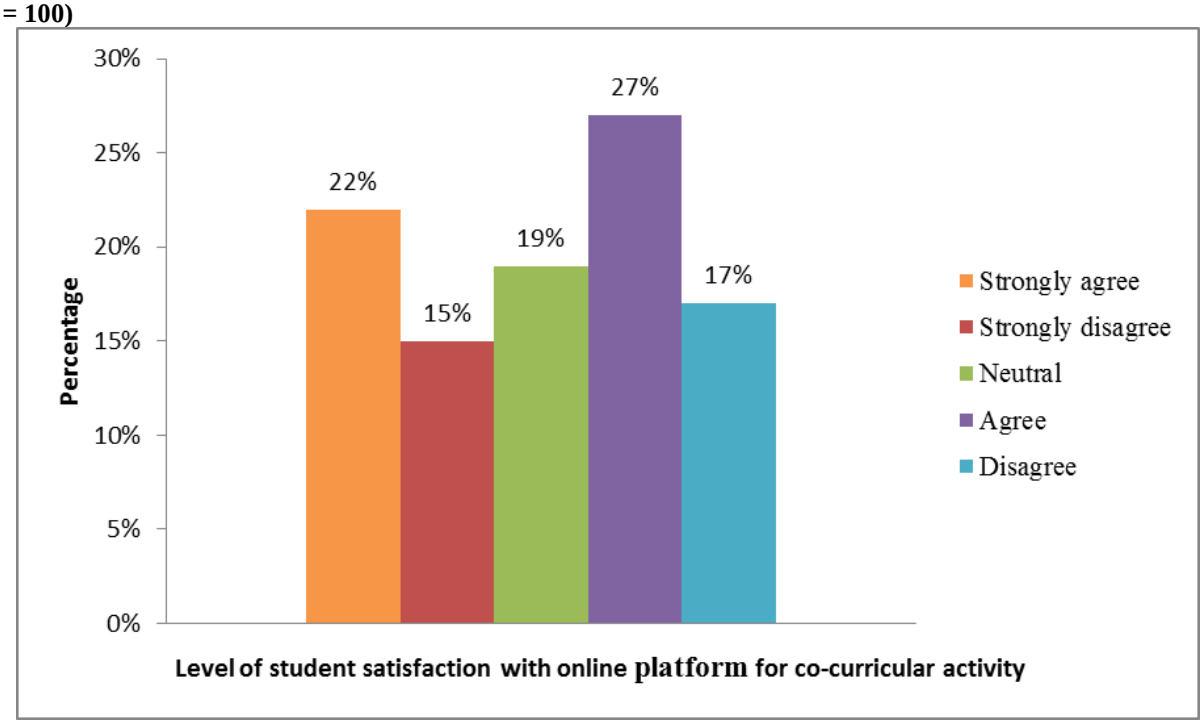

Figure 20: Percentage wise distribution of samples, according to the statement that not satisfied with the time spended in online platform for co-curricular activity.

The current data shows that the majority of the students (27%) agreed with the statement that they are not satisfied with the time spended in online platform for co-curricular activity.

E. ACADEMIC SPORTS ACTIVITY

(N = 100)

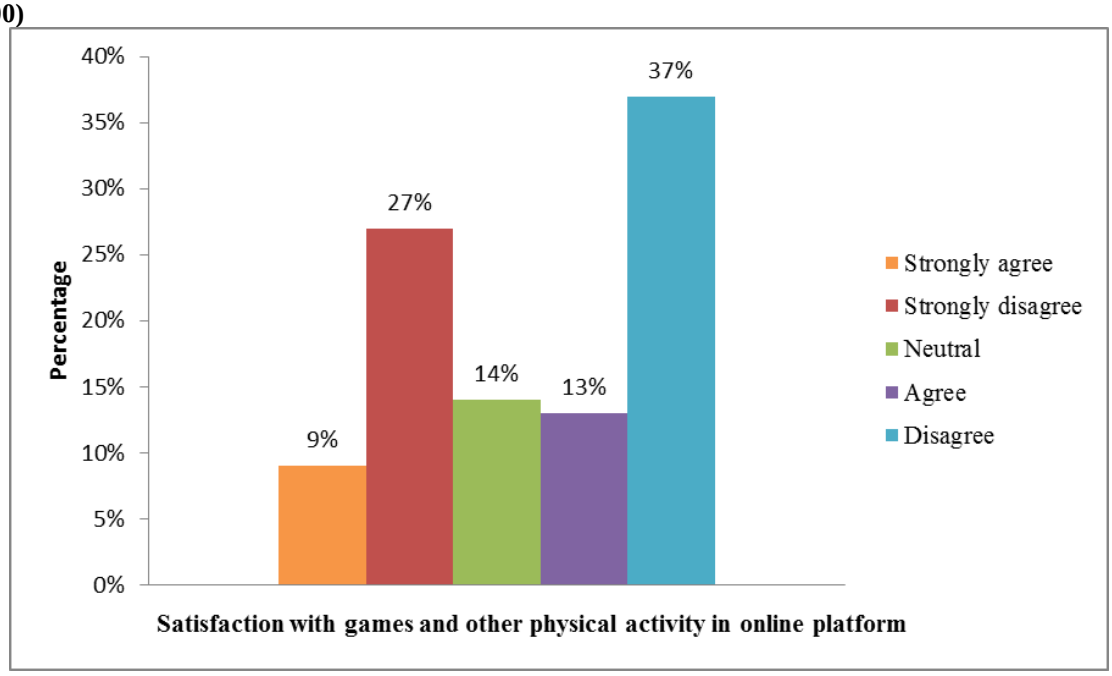

Figure 21: Percentage wise distribution of samples, according to the statement that satisfaction with games and other physical activity in online platform.

The current data shows that the majority of the students (37%) disagreed with the statement that they are satisfied with games and other physical activity on online platforms.

(N = **100)**

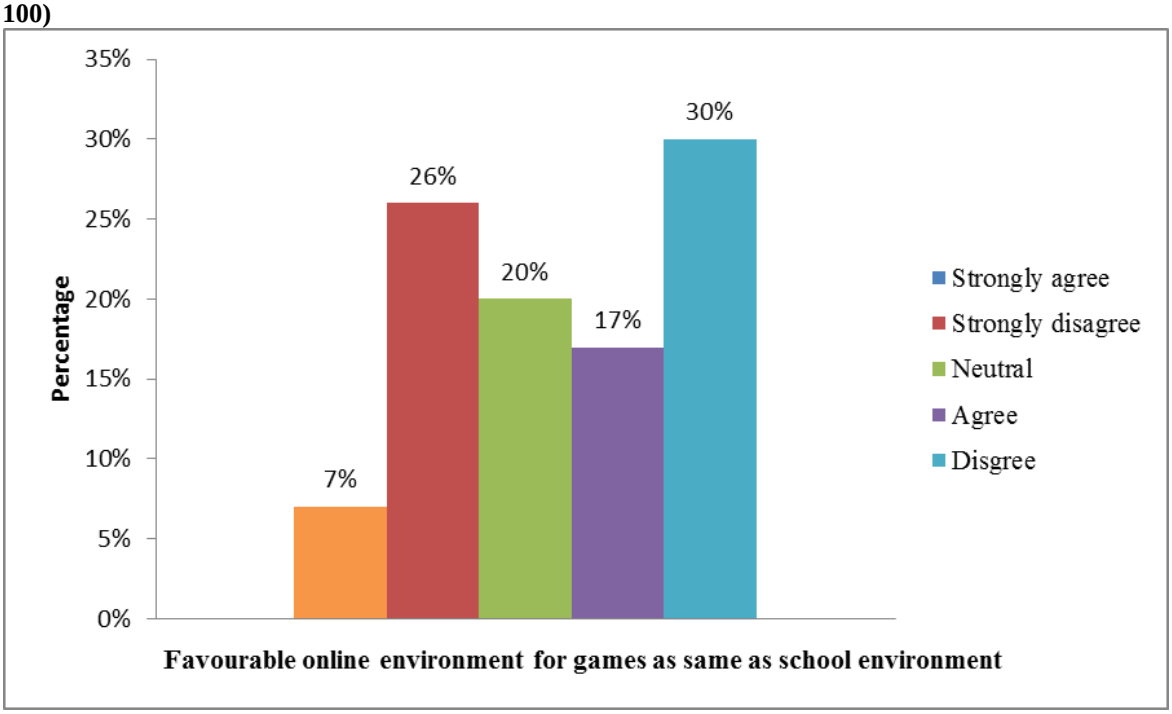

Figure 23: Percentage wise distribution of samples, according to the statement that they have favorable online environment for games as same as school environment.

The current data shows that the majority of the students (30%) disagreed with the statement that they have a favorable online environment for games as same as the school environment.

DISCUSSION

The present study was conducted to assess the impact of COVID-19 on academic life among adolescents in Kerala In order to achieve the objectives of the study, a non-experimental research design was adopted. The Sample was selected by convenience sampling technique. The sample consisted of 100 adolescents studying from 8th to 10th standard. The finding of the study has been discussed in relation to objectives and other similar studies.

Objectives of the study

• To assess the impact of Covid-19 on academic life among adolescents in Kerala.

Discussion of findings with other studies based on objectives

• To assess the impact of Covid-19 on academic life among adolescents in Kerala.

The present study revealed that in the educational status of students out of 100 students the majority of the students, that is; 31% neither agree nor disagreed to the statement that online learning is more effective than classroom learning during COVID – 19 pandemic. The data also revealed that 25% of students disagreed with the statement that they are able to maintain academic relation with teachers. Whereas, 36% of students strongly disagreed to the statement that online facility is not same as school facility.

In technological status, out of 100 students, majority of the students i.e.; 43% neither agree nor disagreed to the statement that online platform do not support in skill advancement in education. 30% of students strongly agreed to the statement that online education technology leads to health problems. Whereas 40% of students agreed that online technology helps in increasing their learning status during this COVID-19 pandemic.

The data revealed that in physical status, out of 100 students 33% of students strongly agreed to the statement that online classes make stress burst. 39% of students agreed to the statement that hours spend in online class is less as offline classes. And 48% of students strongly agreed that they have physical problems after working on digital device.

In co-curricular activity, out of 100 students, 31% of students neither agree nor disagreed to the statement does that online platform encourage recreational activities. For the statement, co-curricular activities in online classes increased skill, 33% of students neither agree nor disagreed. 27% of students agreed to the statement that they are not satisfied with the time spended in online platform for co-curricular activity.

The data found that in academic sports activity, out of 100 students, 37% of students disagreed to the statement that they are satisfied with sports and other physical activity in online platform. 35% of students strongly agreed to the statement that online platform made lack of

participation in sports activity. And 30% of students disagreed to the statement that they have favorable online environment for sports as same as school environment.

CONCLUSION

The present study was conducted to assess the impact of COVID-19 on academic life among adolescents in Kerala. The sample consisted of 100 adolescents studying from 8th to 10th standard. The finding of the study has been discussed in relation to objectives and other similar studies.

REFERENCES

1. Portillo J, Lopez de la Serna A. An international perspective for 'Improving teacher professional development for online and blended learning: a systematic meta-aggregative review'. Educational Technology Research and Development, 2021 Feb; 69(1): 25-8.
2. Kapasia N, Paul P, Roy A, Saha J, Zaveri A, Mallick R, Barman B, Das P, Chouhan P. Impact of lockdown on learning status of undergraduate and postgraduate students during COVID-19 pandemic in West Bengal, India. Children and youth services review, 2020 Sep 1; 116: 105194.
3. Gonzalez T, De La Rubia MA, Hincz KP, Comas-Lopez M, Subirats L, Fort S, Sacha GM. Influence of COVID-19 confinement on students' performance in higher education. PloS one, 2020 Oct 9; 15(10): e0239490.
4. Abidah A, Hidaayatullaah HN, Simamora RM, Fehabutar D, Mutakinati L. The impact of covid-19 to indonesian education and its relation to the philosophy of "merdeka belajar". Studies in Philosophy of Science and Education, 2020 Apr 1; 1(1): 38-49.
5. Mathivanan SK, Jayagopal P, Ahmed S, Manivannan SS, Kumar PJ, Raja KT, Dharinya SS, Prasad RG. Adoption of e-learning during lockdown in India. International Journal of System Assurance Engineering and Management, 2021 Feb 24: 1-0.
6. Manzoor A. April Wednesday. Online teaching and challenges of COVID-19 for inclusion of PWDs in higher education. Daily times archive.
7. Pelmin M. Readings on coronavirus disease (COVID-19) and the higher education institution (HEIs) emergency preparedness in the Philippines. Available at SSRN 3573896. 2020 Apr 12.
8. Jena PK. Impact of pandemic COVID-19 on education in India. International journal of current research (IJCR), 2020 Jul 30; 12.