

## Impact of Covid-19 and Pandemic in Educational Institutions

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### Abstract

An infectious disease known as Covid-19 that originates from China in late 2019 quickly evolved into a global phenomenon within several months. In relation to having an enormous detrimental effect on well-being, the Covid-19 medical emergency is having substantial negative impact on a wide range of many other areas, particularly in educational institutions. Since the Covid-19 pandemic started to spread widely worldwide, transition to online teaching and learning brought out a great deal of changes to professors and mostly to students.

**Keywords:** Covid-19, Web-based learning, Academic institutions, Learning platforms, Educational systems.

### Introduction

Covid-19 pandemic has created the largest disruption of education systems in history, affecting nearly 1.6 billion learners in more than 190 countries and all continents (United Nations, 2020). Students that experienced online learning have faced many difficulties during the period of pandemic. The transition was smooth for some schools but rough for others, particularly those from underdeveloped countries with limited infrastructure (Pham & Nguyen, 2020; Simbulan, 2020). Their greatest challenge was linked to their learning environment at home, while their last challenge was technological literacy and competency (Barrot, Llenares & Del Rosario, 2021). Covid-19 is inflicting and exacerbating educational risk and increasing imbalances in academic institutions in a global scale.

As the world continues to struggle with the aggressive Covid-19 emergence, schools and as well many other academic institutions have now been pressured and obligated to shift to entirely web-based learning. Any learning habitat in which it incorporates Internet, certain electronic devices or rather facilities both for provision and maintenance of educational systems, so far has been associated with digitalized schooling.

Behavioral issues, poor mental health, traumatic experiences and concerns about lost and wasted students and teachers engagement potentially affected both sides. Megan Kuhfeld is a research scientist at Northwest Evaluation Association (NWEA) which is

a platform that assists and take care of students that need academic support. Alongside other scientists such as Jim Soland, Karyn Lewis and Emily Morton they made a research on the destructive impacts Covid-19 pandemic had on the learning process for students in grades from 3 to 8. In addition to surging Covid-19 cases at the end of 2021, schools have faced severe staff shortages, high rates of absenteeism and quarantines, and rolling schools closures (Kuhfeld, Soland, Lewis & Morton, 2022). This research is focused in a reading and a mathematical test scores linked to the first two years since pandemic started using information and sources from 5 million students. The test was concentrated on scores before Covid-19 outbreak started (fall of 2019) and lastly approach approximately one year into pandemic explode (fall of 2021).

Average fall 2021 math test scores in grades 3-8 were 0.20 - 0.27 standard deviations (SDs) lower relative to same-grade peers in fall 2019, while reading test scores were 0.09 – 0.18 SDs lower. This a sizable drop. For context, the math drops are significantly larger than estimated impacts from other large-scale school disruptions, such as after Hurricane Katrina, math scores dropped 0.17 SDs in one year for New Orleans evacuees (Kuhfeld et al., 2022). This study examines the score of test gaps between two ranges of students. The comparison is between high and low poverty schools increased by 20% in mathematical section (correlating to 0.2 SDs) and 15% in reading section (correlating to 0.15 SDs), essentially throughout the 2020-2021 academic year.

These statistics are concerning and presumably disappointing, particularly knowing both students and teachers courageous sacrifices to gain knowledge and educate in extraordinarily challenging circumstances. Such test scores did not necessarily reflect either these students are indeed representative of “failed” generation or that perhaps everybody might give up easily on them.

Teachers are certainly not to be attributed for the sharp decrease in goal attainment or academic regression respectively from 2020 to 2022. Nevertheless, teachers already had demanding and difficult responsibilities prior to the unexpected Covid-19 epidemic. From now on they are facing enormous new dilemmas or various challenges, many of whom are beyond their power, supervision and control. Educational institutions and school systems are predominantly in a process of trying to discover appropriate intervention strategies and different techniques to utilize productivity downgrades considerably for the past two years. The “Road to Covid Recovery” project and the “National Student Support Accelerator” are two such large-scale evaluation studies that aim to produce this type of evidence while providing resources for districts to track and evaluate their own programming (Kuhfeld et al., 2022). Furthermore, an increasing range of methods have indeed been invented and developed for students that need help. These approach consist on how to optimally establish health care and recovery services since Covid-19 pandemic started, ongoing training courses or even intensive learning sessions in summertime when academic institutions are closed due to summer holidays.

Additionally, Associate Professor of Anthropology Elise Berman at University of North Carolina in the city of Charlotte, NC accompanied by Vicki S. Collet who is professor at the University of Arkansas in the city of Fayetteville, AR proposed to interview teachers along with Marshallese students and their families. These two professors wanted to execute a research to fully learn and understand about their own perspectives and experiences for the duration of Covid-19 outbreak. Marshallese people are of Micronesian origin and are thought to have emigrated towards the Marshall Islands from the continent of Asia hundreds of centuries ago.

The study offers insight for schools closures, whether of short duration, such as weather closures, or longer duration, such as closures due to infections and other crises that may impact face-to-face learning (Berman & Collet, 2021). The study two professors have asserted is titled "It Will Change Traditional School in a Very Positive Way: Educators' Perspectives of the Marshallese Experience during Spring 2020 Remote Learning. It is freshly broadcasted in Review of Education, Pedagogy and Cultural Studies. The study has broader implications. Our findings suggest that when educators are aware of and responsive to cultural and familiar structures and schedules, the likelihood that school-based learning activities will take place at home increase.

Educators should also be careful to value the varied modes of learning and interaction occurring at home (Berman & Collet, 2021). Teachers and instructors might even notice and identify upon that source of comprehension which students adsorb within their societies, families and communities. Professors and teachers might often highlight regarding the way they are using digitalized learning. From now on, digitalization is the main theme of delivering education. Teachers and education providers are adopting new ways of learning mostly based on digital tools. It will take time for them to collaborate with the new system and as well as for the students.

Teachers have to communicate and interact with all of the families, but also to ensure their students are secure, comfortable and mostly happy with the transition from physically present in class learning to the digitalized school system. These interactions increased educators' cultural knowledge about their students and families (Berman & Collet, 2021). School staff should be careful and take care of Marshallese students. They might have linguistics issues since their national language is not English and also are emigrants that live all across the United States of America.

Similarly, there also seems to have been a massive surge of scientific studies and investigation further into the new way of approach in the academic digitalized based learning. Whereas many solely focused into government initiatives, development opportunities or professional growth, some still are concerned on students actual learning outcomes across the whole time of the pandemic. The influence and consequences from Covid-19 on college and university students was studied among other researchers by Copeland et al. (2021) and Fawaz et al. (2021). According to Copeland et al. (2021), isolation from school environment and financial/social/health

related impacts, all heavily affected students emotion regulation likely resulting to recognition and exacerbating challenges (attitude, temperament, welfare setbacks). Students have expressed insecurities regarding teaching – learning process and formative methodologies, an unmanageable work load and performance requirements according to Fawaz et al. (2021) study. Dr. William E. Copeland is a clinical psychiatrist at the University of Vermont in the city of Burlington, VT and is specialized in epidemiology. Dr. Mirna Fawaz is a medical Professor and Head of Nursing Department at the University of Beirut in Lebanon.

Comparatively, Gonzales et al. (2020) discovered that isolation during most of the Covid-19 pandemic had progressively favorable potential benefits overall their own academic achievement, contradicting to Copeland et al. (2021) and Fawaz et al. (2021) conclusions drawn. Professor Gonzales is a lecturer in Biochemistry Department at University of Madrid in Spain that has examined differences in the online learning since Covid-19 pandemic started. These data collected were based to college student's utilization of study strategies that further upgraded their learning motivation and confidence for future benefits. Public education authorities and different schools rushed to construct reliable standards on regulatory framework, educator administration/leadership and student development when it comes to initiatives and guidelines.

Amidst their inadequate technological proficiency, teachers who have become used to conventional teaching method remained pressured to keep up with new technology. Virtual learning conferences and social assistance or support networks have been implemented to resolve these issues everyone might have. Rates of drop out among most students have risen itself as a result of global economic, sociological and academic elements. Although students could undoubtedly learn and acquire information electronically, mentoring and teaching strategies will be less than equilibrium value, specifically in classes and subjects which it involves face-to-face connection and physical interaction according to Franchi (2020) who is an academic medical researcher at the University of Sheffield in the United Kingdom.

During most of the Covid-19 lockdown, a few researchers suggested to focus on students computerized learning platforms participation. (Singh & Thurman, 2019), for instance, introduced a new structured descriptive questionnaire and survey to determine the student's responses, thoughts, feelings and struggles again throughout epidemic time. Students enjoyed the presence towards online learning platforms during Covid-19 isolation, based to their survey experimental research. Yet, 50% of these students assumed and speculated that classic classroom based learning was quite satisfactory rather than just using digitalized tools instead. In order to ensure validity, the experts revealed that somehow the statistical structure of their research prohibits a more in-depth assessment of the students reflections. Vandana Singh and Alexander Thurman are Associate Professors of Computer Sciences at the University of Tennessee in Knoxville, TN.

Unlike with the similar research, Khalil et al. (2020) carried out an extensive inspection of the usefulness of programmed web learning for a Saudi Arabian nursing university. Majority of students confirmed about the electronical learning process favorably, notably in terms of saving time, productivity and proper time management, as shown to the collected information. However, respondents mentioned plenty of logistical problems, awful tools functionality, operational issues and interpersonal complexities. Rehana Khalil is a lecturer in medical sciences at the Qassim University in the city of Unaizah located in Saudi Arabia.

These researches illustrated the virtual learning situation inability to fulfill the necessities of curriculums which further represent practical oriented disciplines, apart from progress to effectively integrate digitalized research laboratories and other medical facilities.

In a parallel manner, Adarkwah (2021) used a descriptive internal discussion to show the impacts of Covid-19 in Ghanaian students. In accordance with the findings, Ghanaian students regarded web-based learning unsuccessful and inadequate attributed to a range of barriers they are forced to contend with. Lack of social connection, poor correspondence, lack of required technological inputs and lastly low learning expectations were many of the reasons among this online system. Michael Agyemang Adarkwah is a teacher in several schools in Ghana and is a graduate in Educational Sciences from Southwest University in Chongniq, China.

Day et al. (2021) got scientific and concrete evidence by six academic institutions in three countries announced both benefits and disadvantages. Among many of the reported proof there exists absence of suitable gadgets, a poor learning condition in households, and a temporary loss to field observation and experimental availability. Terence Day is Doctor of Philosophy at the Okanagan University College (OUC) in Kelowna, South of British Columbia, Canada.

Fortunately, the proportion of such drawbacks and methods varies significantly within one student to another one. As a result, these individuals shall be properly analyzed and characterized in terms of environmental factors colliding and cooperating. Students opinions and feedbacks strongly demonstrate that the services and programs obtainable, their individual relation between teachers and also other classmates adversely caused distanced electronic learning risks, uncertainties and also many constraints. The compulsory quarantine combined with various economic reasons and social background of students exacerbated ongoing problems that they are confronting into the specific situation of Covid-19.

## **Methodology**

Method used in this research article was carried out with the qualitative method of observation, data collection and their interpretation in previous studies regarding the research question of whether Covid-19 has positively or negatively affected the quality of teaching in educational institutions.

## **Discussion**

These studies, researches, surveys and interviews emphasized the role of educational institutions rapid reaction capacities and flexibility in the scenario onto another catastrophe like Covid-19 epidemic. National institutions, wider organizational agreements, courses and several partnerships are vital in the post-Covid19 crisis world is interfacing nowadays. Uniting schools and industry partners together is a huge movement of fundamental areas which require constant and immediate intervention by government impact, parents, teachers and mostly by the academic supervisors that are in charge for the guidance of future generations.

Secondly, these studies have strengthened and boosted everybody's awareness of multiple limitations which students, especially those citizens that come from countries with the lowest rate of economy and resource base. Moreover, in this category are included students with poor Internet connectivity or unstable household conditions who also might address radically change to the procedure of relocation to fully digital learning. School systems in equivalent circumstances must use the indicated studies made by experts so they can construct and achieve better their own requirements and purposes in order to neutralize Covid-19 lockdown harmful consequences. Researches prepared by experts that contain the right set of knowledge and information needed for students are delivered directly to them. They need to contemplate what methods and technologies might want to use to overcome failures and future competitive obstacles. This would be a crucial evidence regarding innovative decision-making processes and forthcoming virtual learning mobilization.

Third, statistics about Covid-19 impact in educational systems lend support to a much more depth of understanding in convergence and solidarity of instructional strategies by enabling plenty perspectives behind where and how sustainable transformation to entirely online learning would be accomplished.

## **Conclusion**

Covid-19 controversy seems to have unforeseen influence on educational system internationally. It already has accelerated contribution against global educational targets, impoverishing the low and middle class. Despite this, education sector has clearly shown perseverance, adaptive capacity and attempting to set the reference models for a revival. There will still be potential threats and trouble of a descending circular pattern, with failures and stereotyping it as a destructive feedback spiral. Although each critical sequence of escalating economic and social factors tends to prove the total opposite of a proactive pattern, something that could ultimately led to the future education field anyone wished and desired for. Several of equitable and sustainable adjustments in effective learning evaluation, collective and individual gratification in all spheres of life through investing in education aspect. Everything depends on assets and productive resources to maintain not just education's core functions, but also basic moral structures. National and international authorities need

to correspond to fundamental values and constantly propose recommendations. Not only minors might retrieve their guaranteed future, but all educational leaders, administrators and academics can play a large part in making it a reality and reaching the desired goals.

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