

Effects Of Covid-19's Lockdown On The Academic Skills Of Elementary School Students

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Abstract

Humans were plagued by the Coronavirus Disease 2019 (COVID-19) pandemic. There have already been millions of fatalities globally because of the new coronavirus. There are no exceptions in Pakistan. The COVID-19 pandemic has made learning more difficult, wreaking havoc on elementary school children's academic abilities. The purpose of this study is to reflect how the COVID-19 lockdown impacts elementary school students' academic skills in Pakistan. This research aims to resolve two essential questions firstly how the coronavirus pandemic affects the study habits of elementary school students; and secondary How the coronavirus affects elementary school students' academic skills. In this study, a quantitative research method was utilised, and the participants were questioned in the form of a survey to collect data. The population of the study were 1200 elementary school students. Purposive sampling technique was used to choose 240 students as a sample. The results of the study showed that students were unable to maintain their study habits and behaviour throughout the pandemic, which resulted in an increase in stress and a decrease in reading, writing, and speaking abilities. It was concluded that the coronavirus affected elementary school students. It was concluded that during the epidemic, students didn't follow their study patterns and were under more pressure to study than usual.

Keywords: Academic Skills, (COVID-19), Pandemic, lockdown

Introduction:

Many people's routines and outlooks have been transformed because of the worldwide coronavirus disease 2019 (COVID-19) pandemic, leading to heightened anxiety and confusion, as well as other potentially devastating psychological repercussions. The coronavirus has altered the course of history. The epidemic has had an impact on almost every element of life. The coronavirus (Covid-19) pandemic is a worldwide health concern as well as a political, economic, cultural, social,

psychological, and educational one. COVID-19 school closures has affect 87 percent of the world's student population, according to UNESCO (UNESCO, 2020). UNESCO is beginning to employ distance learning practises to reach students who are most vulnerable. 190 nations, including Pakistan, have temporarily shuttered educational institutions to prevent and restrict the spread of the COVID-19 pandemic, according to the United Nations Educational, Scientific, and Cultural Organization (UNESCO). As a direct result of the COVID-19 outbreak, every youngster on the planet has been infected. In Pakistan, there are no exceptions. Enrolment, graduation, and educational quality all declined because of school closures to combat the spread of COVID-19. Frequent educational interruptions, according to study, have a detrimental impact on students' academics and careers. In Pakistan, the coronavirus has also highlighted technical disparities. The coronavirus has wreaked havoc on low-income communities.

According to Hazir (2020), the pandemic has rendered both employed and low-income people unable to pay for their children's education. Even temporary school cancellations are costly, Mustafa says (2020). Their disruptions have an impact on individuals throughout communities, but they are most severe for disadvantaged children and their families, leading in missed schooling, diminished nutrition, childcare concerns, and economic cost to nonworking families. Mustafa (2020) found that when schools close, parents must care for their children while still dealing with online learning. The Federal Ministry of Education established Pakistan's first Teleschool to assist public school pupils with their studies. It's encouraging that the government is trying. This programme assists parents who understand the value of education and provide time for their children to study. Most pupils, particularly those living in rural regions, do not use Teleschool. Many pupils do not possess a television. Low-income families utilise their school breaks to collect wood and care for their pets. Some companies recruit youngsters. Children with these and other diseases permanently lose their capacity to learn. When the school year is disrupted, kids, their families, and instructors suffer (Reimers, Schleicher, Saavedra, & Tuominen, 2020).

There are numerous approaches for minimising school closures. Despite the hurdles, wealthy nations are adopting online education. In low- and middle-income nations, the situation is severe or mixed, with huge gaps in educational achievement. Many young people do not have access to the resources and help they require. Students who do not have access to computers or the Internet at home may be at risk. Is it feasible to learn art and music online? Are there any alternatives for students who are unable to attend their programmes online? This has a far greater impact on the schooling of poor children. The frequency of diseases rose when schools reopened after a period of closure. During the COVID-19 lockdown, it is critical to address Pakistanis' lack of mental health understanding. This stress may have an impact on the students' mental and physical wellbeing. The pandemic may have a substantial influence on this year's undergraduates' jobs or graduation, or they may not have graduated at all (Niranjan, 2020).

Pujari (2020), children, teachers, and parents in India are encountering a variety of challenges because of school closures. As a result, while online education is a superior, practical, and accepted option, it poses challenges for low-income parents and children. Research findings, elementary school kids infected with the coronavirus are more likely to have mental health

concerns, as well as poor academic performance in public schools. Many people are likely to be suffering worry, dread, and anxiety because of the coronavirus lockdown, such as a fear of dying or concern that their family may die (Sahu, 2020). Because little is known about the effects of lockdown on students' learning skills during the COVID-19 pandemic (Grubic et al., 2020), and little research has been done in Pakistan during the pandemic, it is important to examine the effects of COVID-19 lockdown on the academic skills of elementary school students.

Statement of Problem:

The main goal of this study was to ascertain how elementary school children' academic abilities were affected by COVID-19's lockout. Millions of people have been adversely affected by this coronavirus. Children's education in underdeveloped countries like Pakistan has been irreparably harmed by this pandemic. The purpose of this study is to ascertain how COVID-19 impacts elementary school study habits experiences. The stated problem was to determine how the coronavirus epidemic affected elementary schools' students study habits and academic abilities.

Research Objectives:

These are the main objectives of this research.

1. To determine how the coronavirus pandemic impacts the study habits of elementary school students.
2. To find out how the coronavirus affects the learning skills of elementary schools' students.

Research Questions:

These are the research questions.

1. How has the coronavirus influenced study habits of elementary schools' students?
2. What long-term effects does coronavirus have on the potential and skill development of students?

Research methodology:

The study's objective was to discover how the coronavirus pandemic affects the study habits, potential, and skill development of elementary school pupils. This study uses survey questions to obtain data from the participants in accordance with the quantitative research methodology. To acquire information from students, a descriptive survey was conducted.

Population:

There was a total of 650 students from 10 different public elementary schools that took part in this study. Within the district of Mianwali, the students that took part in the research were all in the sixth to eighth grades.

Sample size and Technique:

A purposive sampling technique was employed to obtain data for this study. The sample size of the study was 240. Twenty-four from each elementary school were selected.

Tools Used for Data Collection and Procedure:

To conduct the survey component of the investigation, a questionnaire was prepared. The purpose of the questionnaire was to get accurate data collection from the students in the shortest amount of time possible. The questionnaire underwent preliminary testing with the assistance of an expert in the relevant field. To assess the impact that the Coronavirus has had on academic abilities, the students were given a total of (09 item) Likert scale questionnaire to answer.

Table No 1: Due to the coronavirus, schools were closed, and children were unable to learn or behave as usual.

Response	Frequency	Percentage
Strongly Disagree	4	1.7
Disagree	36	15.0
Neutral	32	13.3
Agree	150	62.5
Strongly agree	18	7.5
Total	240	100.0

The above table shows that the students did not maintain their normal study habits and behaviour during the school shutdown. Four students out of 240 strongly disagreed with the statement, indicating 1.7% representation. The next category of the table indicates disagreement with the statement that there were 36 responders, representing 15% of the population. In the following category, 32 respondents were neutral, representing 13.3% of the total. The proposition was supported by 62.5 percent of the 150 respondents. In the fifth category, 18 respondents, or 7.5 percent, strongly agreed with the statement. So, the result shows that the students did not keep up their study habits and good behaviour while they were away from school.

Table No 2: During the break, students' daily routines were not as disciplined as they were during the school year

Response	Frequency	Percentage
Strongly Disagree	0	0
Disagree	28	11.7
Neutral	46	19.2
Agree	144	60.0
Strongly agree	22	9.2
Total	240	100.0

The table above shows that students were not disciplined in their daily routines throughout the coronavirus epidemic. Among the 240 students in the sample, 0 strongly disagreed with the statement. The statement was rejected by 28 respondents, or 11.70%. The next category of the table, 19.2 percent of respondents, 46, were neutral to the statement. The following table category was agreed upon, and 144 respondents agreed with the statement to a degree of 60%. 22 students, or 9.2 percent of the sample, strongly agreed. According to the research results, students lacked discipline during the coronavirus epidemic.

Table No 3: During the epidemic, students experience greater study-related stress than they would in daily life

Response	Frequency	Percentage
Strongly Disagree	8	3.3
Disagree	48	20.0
Neutral	24	10.0
Agree	104	43.3
Strongly agree	56	23.3
Total	240	100.0

This table illustrates that students had greater study-related anxiety during the epidemic than under normal conditions. 8 respondents, or 3.5%, expressed strong disagreement. The subsequent category reveals that 20% of the study's sample, or 48 respondents, disagreed. 10% of the 24 respondents were neutral. 43.3 percent of 104 respondents agreed with the statement. 23.3% of the student population, or 56 respondents, strongly agreed. So, the data suggest that students felt more pressure to study during the epidemic than during their normal routine.

Table No 4: The students reading abilities have suffered as a result of the coronavirus lockdown

Response	Frequency	Percentage
Strongly Disagree	4	1.7
Disagree	24	10.0
Neutral	46	19.2
Agree	120	50.0
Strongly agree	46	19.2
Total	240	100.0

The above table illustrates that the coronavirus has affected the reading abilities of the students. There were 240 students who answered the question; four strongly disagreed, or 1.7% of the total. There were 24 respondents that expressed disagreement, representing 10% of the total. 46 respondents were impartial, or 19.20% of the sample. 120 respondents agreed with the

statement, representing 50% of the sample. The following section of the table reveals that 46 respondents strongly agreed, representing 19.20%. Consequently, the study indicates that the coronavirus has impacted the children's ability to read.

Table No 5: Students' writing skills have been affected by the coronavirus lockdown.

Response	Frequency	Percentage
Strongly Disagree	4	1.7
Disagree	26	10.8
Neutral	48	20.0
Agree	142	59.2
Strongly agree	20	8.3
Total	240	100.0

Above table illustrates how the coronavirus has affected pupils' writing abilities. 4 replies, or 1.7%, out of 240 students strongly disagreed with the statement. 10.8% of respondents disagreed with the statement. 20% of respondents (48 respondents) had a neutral response. 142 students, or 59.2 % of the sample, agreed with the statement in the next table row. 20 respondents, or 8.3 %, strongly agreed with the statement. So, the data suggests that the coronavirus has made it harder for the students to write.

Table No 6: Coronavirus has impaired the students ' communication skills.

Response	Frequency	Percentage
Strongly Disagree	0	0
Disagree	30	12.5
Neutral	50	20.8
Agree	148	61.7
Strongly agree	12	5.0
Total	240	100.0

The above table demonstrates that the coronavirus has impaired the learners' speech abilities. 0 respondents out of 240 strongly disagreed with the statement, representing 0% of the sample. 12.5% of the sample, or 30 individuals, disagreed with the statement. 20% of the sample, or 50 respondents, were undecided. The following category in the table indicates that 148 respondents, or 61.7%, agreed. There were 12 respondents who strongly agreed, or 5% of the total. The data demonstrates that the coronavirus has decreased the students' capacity to communicate.

Table No 7: Student listening has been impaired by the coronavirus lockdown.

Response	Frequency	Percentage
Strongly Disagree	8	3.3

Disagree	52	21.7
Neutral	32	13.3
Agree	142	59.2
Strongly agree	6	2.5
Total	240	100.0

The above table illustrates that the coronavirus has diminished the students' listening ability. 8 of the study's respondents (3.3% of the total sample) strongly disagreed with the statement. 52 respondents, or 21.7% of the sample, neutral that the coronavirus had affected the learners' ability to listen. Thirty-two respondents, or 13.3 percent of the sample, were indifferent to the statement. 142 respondents, or 59.2% of the sample, agreed that the coronavirus had impacted the learners' ability to listen. Only six responders, or 2.5 percent of the total, strongly disagreed with the assertion. Consequently, this study suggests that the coronavirus has affected the students' ability to listen.

Table No 8 : Students' creative and artistic talents suffered because of the widespread dread of coronavirus.

Response	Frequency	Percentage
Strongly Disagree	0	0
Disagree	0	0
Neutral	58	24.2
Agree	132	55.0
Strongly agree	50	20.8
Total	240	100.0

The above table shows that students' fear of the coronavirus hurt their ability to be creative and make art. 240 students were asked, and none of them strongly disagreed with the statement. In the study, none of the people asked agreed with the statement. 58 out of the 58 people who took part in the study didn't like or dislike the statement. 132 of the people who took part in the study agreed that students' fear of the coronavirus hurt their creative and artistic skills. Fifty people said that they agreed with the statement very much. So, the result shows that the students were less creative and artistic because they were afraid of the coronavirus.

Table No 9: The student's ability to communicate effectively has been compromised as a result of the coronavirus lockdown.

Response	Frequency	Percentage
Strongly Disagree	2	0.8
Disagree	38	15.8
Neutral	56	23.3

Agree	134	55.8
Strongly agree	10	4.2
Total	240	100.0

The above table shows how the coronavirus has changed the students' ability to talk to each other. 02 out of 240 students strongly disagreed with the statement. These two students made up 0.8% of the study's sample. 38 of the respondents who took part in the study didn't agree that the coronavirus had made it harder for the learners to communicate. This is 15.8% of the sample. 23.3% of the sample, or 56 respondents, didn't have an opinion on the issue. The coronavirus, according to 55.8% of the sample, or 134 respondents, has made it more difficult for students to communicate. 10 of the respondents, or 4.2% of the sample, said they strongly agreed with the statement. Because of this, the coronavirus has made it harder for the students to talk to each other.

Findings:

- It was found that the coronavirus had a bad effect on most of the students. The result shows that the students did not keep up their study habits and behaviour while they were away from school.
- Students were found to lack discipline during the coronavirus epidemic. According to the findings, the coronavirus has significantly impacted the elementary children' study habits.
- Students were reported to be under more stress to study during the pandemic than they were during their normal routine.
- It was found that coronavirus has adversely impaired the reading capacity and prospective talents of elementary school students.
- During the country's school lockdown, it was found that the coronavirus had impacted children' writing skills.
- It was found that coronavirus makes it difficult for elementary school students to talk to each other when school is closed because of COVID 19.
- It was revealed that the students ' capacity to listen has been decreased because of the coronavirus, which caused the lockdown of schools in Pakistan during COVID 19.
- It was found that the students' anxiety over the coronavirus caused them to have lower levels of creative and artistic output.
- It was revealed that the students' ability to communicate with one another had been hindered because of the coronavirus lock down of elementary schools.

Discussion:

Analysis of the data shows that the coronavirus made it hard for elementary school students in public schools to learn. Students were also worried about their futures when the coronavirus spread. The main goal of this study was to figure out how the coronavirus affects elementary school students' ability to learn in public schools. Students who can't study because of things like the

coronavirus will always have to deal with the effects. Chiel, Winthrop, and Winn (2020) discuss how the coronavirus makes it hard to teach. In many countries, learning by mail has become popular, but it's a boring way to learn. This method doesn't work very well when schools are closed. Since online education started, teachers have a lot more work to do, which makes them feel stressed. This study shows how the coronavirus affects the learning of elementary school students in public schools. During the coronavirus outbreak, it was found that students did not have enough self-control. The results show that the coronavirus has changed a lot about how kids in elementary school study.

The results of Burgess and Sievertsen's (2020) study revealed that kids don't just go to school for fun; it also helps them learn how to get along with others. Most importantly, it helps the child reach his or her full potential and learn the basic skills he or she will need for the rest of his or her life. The results of Owusu Fordjour, Koomson, and Hanson's (2020) study show that COVID-19 hurt the education of the children because most of them couldn't learn on their own. This backs up the results of the study. The research results were also confirmed by Khan et al., Kimhi et al., and Salman et al. COVID-19 has hurt 42 million people in Pakistan. A previous study (UNICEF, 2020) found that students couldn't talk to each other when they weren't at school. 42 million Pakistani school children have been affected by COVID-19 (from primary to higher education level). People's physical and mental health could be at risk if they are afraid of COVID-19, which has four root pillars: fear of the body, fear of significant others, fear of the unknown, and action/inaction (Schimmenti et al., 2020). The results of studies (Grewenig et al., 2020; Haeck and Lefebvre, 2020; Pensiero et al., 2020; Kaffenberger, 2021) back up the idea that COVID-19-related school closures hurt elementary school students.

Conclusion:

- It was concluded that the coronavirus had a negative impact on most of the elementary schools' students. The students did not maintain their study routines, behaviour, and were under greater pressure to study during the pandemic than they were during their regular routine.
- In addition, it was concluded that coronavirus has negatively affected reading ability, potential talent, writing and speaking abilities.
- During the lockdown of Pakistan's schools during COVID 19, it was revealed that students' listening abilities had been affected by the coronavirus.
- It was discovered that the students' fear over the coronavirus diminished their creative and artistic productivity.
- It was established that the lockdown of elementary schools due to the coronavirus had a negative impact on the students' capacity to communicate with one another.

Recommendations:

- It was recommended that the government establish preparations for the first few months before schools close to make it easier for students to swiftly make up for lost

educational ground. The goal of these plans would be to make it possible for students to fast make up for lost educational ground.

- It was recommended to provide alternate education options and mobile-based learning tools with the flexibility to meet, track, and support their specific requirements and progress during school lockdowns.

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