

**Impact on Quality of education during covid 19 on educational stakeholders**<sup>1</sup>Dhanu BC- Assistant professor Surana College<sup>2</sup>Meera V- Assistant professor Surana College<sup>3</sup>Sunitha CR- Assistant professor Surana College<sup>4</sup>Vijay s Narayan-Assistant professor Surana College**ABSTRACT**

The entire world is at present facing this pandemic disease called COVID-19. The outbreak of this disease has brought changes in various sectors both positive and negative. One such affected by it is the education field. The adherence to the government rules and regulations is a must and hence the closures of educational institutions have challenging affected not only the students and teachers but also parents.

Teachers and parents are facing the brunt of the situation significantly because of home schooling which has an impact on productivity of parents and teachers they need to work from home which becomes a great task to monitor their children. In such a dilemma technology has given answers to certain questions in all the fields and has trickled in to the system of education as well, creating an enormous shift from traditional teaching to modern teaching. In this process the teachers are criticized for their teaching methodology but on the other hand it is difficult for teachers to evaluate the comprehending ability and assessment of students from the online classes. Hence, every teacher has to shoulder up with an additional responsibilities in teaching the content to students, overcoming different hurdles faced by them and students. This study focuses On Quality of Education during Covid-19 and Its Impact on the Educational Stakeholders in Bangalore.

*Index Terms* - Covid-19, Educational Stakeholders, Quality of Education

**INTRODUCTION**

During this outbreak of covid-19 pandemic every industry is hit very badly and educational industry is facing huge problems in delivering the content to students and hence virtual classes or online classes has taken a prominent place there is a need of an hour to study about the effectiveness of a quality of education, as it is evident that there is a shift from offline classes to online classes it becomes important to understand if it is possible to deliver the content to students in virtual classes with the same effect of offline classes and its impact on educational stakeholders.

**OBJECTIVES**

To study the quality of online teaching and its effectiveness.

To analyze the impact of technology on educational stake holders.

**STATEMENT OF PROBLEM**

The world stands at a dilemma with the chaos created by COVID-19. It has brought drastic change in the field of education and the methodology of teaching-learning process. The impact has brought about a shift from chalk to paperless methods. Even though there is a lot of improvement in the field of education and the importance of ICT facilities, there are a lot of challenges faced by the educational stakeholders. The predicament brings about uncertainties with regard to same quality of education students receive real-time i.e. to engage the students in an interactive approach online, identify the students' mindset and alter the teaching methodology based on the audience method of learning. In order to help in the overall development

of the students, it becomes very important to understand the view of educational stake holders categorically during this outbreak, to assess the impact and to analyze the factors affecting the quality of education during this pandemic in Bangalore.

### **RESEARCH METHODOLOGY SAMPLING PROCEDURE**

As far as the objectives of the study are concerned, the study aims to analyze and describe the Quality of Education during Covid- 19 and Its Impact on the Educational Stakeholders in Bangalore. Hence, the research design applied for this study is analytical and descriptive in nature. Both primary and secondary data were used in this study. The primary data was collected from students' parents and teachers by using questioner. The sample respondents have been selected by adopting a purposive sampling method. The sample size was 110 respondents.

### **DATA ANALYSIS AND INTERPRETATION**

Collected data is analyzed using the statistical tools namely reliability test, and chi-square.

## Reliability Test

### Case Processing Summary

		N	%
Cases	Valid	110	100.0
	Excluded <sup>a</sup>	0	0.0
	Total	110	100.0

a. List wise deletion based on all variables in the procedure.

### Reliability Statistics

Cronbach's Alpha	No of Items
.607	9

The reliability statistics that is cronbach's alpha value is .607 which states that the data is reliable for further study.

**Table 1: Age and students' academic success effectively**

	students' academic success effectively				Total
	Disagree	Neutral	Agree	Strongly Agree	
<b>Age 25 years and less</b>	9 (10.5)	18 (19.8)	36 (32.1)	5 (5.6)	68 (68.0)
<b>26-35years</b>	3 (4.2)	11 (7.9)	10 (12.8)	3 (2.2)	27 (27.0)
<b>36-45years</b>	4 (2.0)	3 (3.8)	5 (6.1)	1 (1.1)	13 (13.0)
<b>46-55years</b>	1 (.3)	0 (.6)	1 (.9)	0 (.2)	2 (2.0)
<b>Total</b>	<b>17</b> <b>17.0</b>	<b>32</b> <b>32.0</b>	<b>52</b> <b>52.0</b>	<b>9</b> <b>9.0</b>	<b>110</b> <b>110.0</b>

From the above table it is found that 32.1 % respondents who belong to the age group of 25 years and less agree that online classes help in promoting students' academic success effectively, and 3% of the respondents who belong to the age group of 46-55 years disagree the statement.

### HYPOTHESIS:

**Null hypothesis (h<sub>0</sub>)** – There is no association between age and students' academic success through online class.

**Alternative hypothesis (h<sub>1</sub>)** – There is association between age and students' academic success through online class.

### Chi-Square Tests

	Value	Df	Asymp. Sig. (2-sided)
<b>Pearson Chi-Square</b>	8.012 <sup>a</sup>	9	.533

From the above table it is evident that the p value is .533 and hence null hypothesis is accepted and alternative hypothesis is rejected.

**Table2: Assessment and effective academic success of students.**

**HYPOTHESIS:**

**Null hypothesis (h<sub>0</sub>)** - There is no association between assessments, and online teaching which could help in promoting students' academic success effectively.

**Alternative hypothesis (h<sub>1</sub>)** - There is association between assessments, and online teaching which could help in promoting students' academic success effectively.

**Pearson Chi-Square**

	<b>Value</b>	<b>df</b>	<b>Asymp. Sig. (2-sided)</b>
<b>Pearson Chi-Square</b>	42.952 <sup>a</sup>	9	<b>.000</b>

It is clear that there is significance between weekly assessment and effective academic success of the students. Hence null hypothesis is rejected and alternative hypothesis is accepted.

**Table 3:** Exposure to online sources by educational stakeholders and academic success

	academic success				Total
	Disagree	Neutral	Agree	Strongly Agree	
Success of educational stakeholders	2	10	1	1	14
	(2.2)	(4.1)	(6.6)	(1.1)	(14.0)
	2	14	19	5	40
	(6.2)	(11.6)	(18.9)	(3.3)	(40.0)
	13	5	31	3	52
	(8.0)	(15.1)	(24.6)	(4.3)	(52.0)
	0	3	1	0	4
	(.6)	(1.2)	(1.9)	(.3)	(4.0)
Total	17	32	52	9	110
	17.0	32.0	52.0	9.0	110.0

From the above table it is found that 24.6% of the respondents agree to the statement exposures to online sources by educational stakeholders will help in academic success of the students, .3% of the respondents strongly agree.

#### Hypothesis:

**Null hypothesis (h<sub>0</sub>)** – There is no association between exposures to online sources by educational stakeholders and academic success of the students.

**Alternative hypothesis (h<sub>1</sub>)** – There is association between exposures to online sources by educational stakeholders and academic success of the students.

#### Chi-Square Tests

	Value	Df	Asymp. Sig. (2-sided)
<b>Pearson Chi-Square</b>	<b>33.802<sup>a</sup></b>	<b>9</b>	<b>.000</b>

From the above table it is very clear that the significant level is .000 which is 1% hence null hypothesis is rejected and alternative hypothesis is accepted.

**Table 4: Adapting Technology and online teaching effective than classroom teaching**

Adapting technology	online teaching effective than classroom teaching			Total
	Disagree	Neutral	Agree	
	25	9	10	44
	17.6	12.0	14.4	44.0
	11	17	8	36
	14.4	9.8	11.8	36.0
	8	4	18	30

	12.0	8.2	9.8	30.0
	<b>44</b>	<b>30</b>	<b>36</b>	<b>110</b>
<b>Total</b>	<b>44.0</b>	<b>30.0</b>	<b>36.0</b>	<b>110.0</b>

From the above table it is found that 17.6% of the respondents disagree that online teaching is effective than classroom teaching and only 9% of the respondents agree the statement.

### Hypothesis:

**Null hypothesis (h<sub>0</sub>)** – There is no association between adapting technology and online teaching effective than classroom teaching.

**Alternative hypothesis (h<sub>1</sub>)** – There is association between adapting technology and online teaching effective than classroom teaching.

Chi-Square Tests			
	Value	df	Asymp. Sig. (2-sided)
Pears on Chi-Square	22.765 <sup>a</sup>	4	.000

From the table it is found that p value is .000 and hence the significant value is 1% and hence the null hypothesis is rejected and alternative hypothesis is accepted.

### SUGGESTION

Respondents who belong to the age group below 25 years, agree that online classes helps in promoting academic success effectively and hence the quality of online teaching is up to standards( as per the chi square test).

Impact of technology is analyzed on educational stakeholders which states that adapting technology by educational stakeholders does create an impact on online teaching, but it also states that online teaching cannot deliver quality education as classroom teaching, as there could be various technical errors or network glitch which would result in interruption in delivering the content at the right flow. (As per the chi square test).

### CONCLUSION

Online classes or virtual classes have taken a major turn in the field of education especially during this outbreak of pandemic disease covid-19, hence it is very important to understand the aspects of quality of education, as teachers are putting in a lot of efforts to provide quality education as it was given classroom, it becomes important to analyze to impact of technology on all educational stakeholders, it is also found that the usage of internet has drastically increased in the field of education, which would help in connecting to students and fostering in providing quality education to all students which is become challenging in the current situation.

It is also evident that in future all classes would be conducted only through online classes, hence it is important for all educational stake holders to adapt according to the technology and teachers should inculcate various methodology of teaching which is relevant for online teaching.

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