



# Covid Crisis Management among Secondary School Teachers

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**Abstract:** The corona virus disease (COVID-19) pandemic has caused an unprecedented crisis in all areas. In the field of education, this emergency has led to the massive closure of face-to-face activities of educational institutions in more than 190 countries in order to prevent the spread of the virus and mitigate its impact. In this perspective the present study explores to know the covid crisis management among secondary school teachers. Objectives of the study were to find whether secondary school teachers with respect to Gender and Age differ in their perception towards covid crisis management. Samples of 200 teachers belonging to secondary schools of Bangalore district, Karnataka during the academic year 2021-22 were selected. Data pertaining to covid crisis management were collected through simple random sampling techniques through survey method. The tool used for the present study was covid crisis management scale developed by Dr. T. Pradeep Kumar (2021) was adopted. The separate variance model of t-test was used for testing the hypotheses for the significance of mean difference in the covid crisis management scores of various groups was compared. Results revealed that Perception of male and female secondary school teachers do not differ significantly towards covid crisis management. Perception of young and older secondary school teachers differ significantly towards covid crisis management. Comparing the mean values of older teachers (78.747) is higher than that of young teachers (76.096). Thus older secondary school teachers have greater perception covid crisis management.

**Key Words:** Covid, Pandemic, School teachers, Management, Crisis.

## 1. BACKGROUND OF THE STUDY:

COVID-19 has been a global disruptor. In many cases due to uncertainty and limited information, the pandemic has created chaos across business and private activity; education is no exception. The reality of the limited flexibility of existing systems of teaching was immediately acknowledged by the closure of physical facilities and the subsequent migration to online teaching. However, in spite of technologies to enable remote participation, it has become apparent that the capacity for learning in an autonomous environment is not homogeneous. From this perspective the pandemic created an opportunity to assess educational infrastructure in real time as part of on-going crisis management. This has always been an important cornerstone in crisis management planning. Its importance has increased tenfold in a crisis, where physical distancing is integral to the crisis coming to an end. Organizations need to prioritize the health and welfare of their employees. One way of doing that is to promote transparency around the organization's response. Employees are nervous and afraid. They are concerned not only for their health and safety but also their financial futures.

According to data from the United Nations Educational, Scientific and Cultural Organization (UNESCO) by mid-May 2020, more than 1.2 billion students at all levels of education worldwide had stopped having face-to-face classes. In this context, the crisis will have a profoundly negative impact on the various social sectors, particularly health and education, as well as on employment and poverty (Mouza,2020) Meanwhile, UNESCO has identified major gaps in educational outcomes, which are related to the unequal distribution of teachers in general, and of the best qualified teachers in particular, to the detriment of lower-income countries and regions and of rural areas, where indigenous and migrant populations tend to be concentrated (UNESCO, 2020).

## 2. OBJECTIVES:

- To study whether there is any significant difference in the perception of male and female secondary school teachers towards covid crisis management.
- To study whether there is any significant difference in the perception of younger and older aged secondary school teachers towards covid crisis management.



### 3. LITERATURE REVIEW:

**Ogunode Niyi Jacob (2020)** Studied the Impact of COVID-19 on Private Secondary School Teachers in F.C.T, Abuja, Nigeria. The research was carried out in the Abuja the capital of Nigeria. The study used a descriptive survey type. The population of the study comprised of 180 private secondary school teachers. Stratified random sampling was used as a sampling technique. The instrument used for data collection was a Questionnaire. The data collected was analyzed using a simple percentage. The result revealed that majorities of private secondary schools teachers in FCT have not been receiving salaries since the closed down of all educational institutions in Abuja, the government did not capture private secondary school teachers in their special loan package for different professional bodies working in F.C.T, private secondary schools teachers in FCT did not have an association through which they can access welfare packages from the government, only a few private secondary schools teachers in FCT, Abuja have started online teaching in their various schools and COVID-19 pandemic school closed down have led to the retrenchment of private secondary school teachers in FCT, Abuja. The study recommends that the government should direct the Central Bank of Nigeria to design low-interest loans facilities for all the private schools' teachers especially those in secondary schools in FCT and Nigeria at large.

**Rasha Mohammed Abdul Mohammed, Suha Majeed Mohammed Hussein, Sabah Ramadan Hussein Ahmed (2020)** conducted a study on Impact of COVID-19 Pandemic on Teachers, Learners and Family: Education and Global Health Crisis. The epidemic of corona virus Disease (COVID-19) is of significant concern to global educational systems. The School closures of COVID-19 left over one billion students out of school. The research articles were derivative from the World Health Organization (WHO) agendas and rules other data related to COVID-19 and reported cases were conducted utilizing seven electronic databases (CINAHL, MEDLINE, ProQuest, PubMed, Scopus, Science Direct, and Cochrane) for studies published in various languages from June 2020 to October 2020. The findings suggest that COVID-19 has detrimental effects on education, including learning disruptions, limited access to education and research services, employment losses, and increased student debt. The results also indicate that during the Corona virus pandemic, many educators and students relied on technology to ensure online continued learning. Though, weak substructure, counting network, electricity, inaccessibility and unavailability problems and poor digital skills, have hampered online education. The study highlights the negative impact of COVID-19 on the educational institutions, and the need for all schools and universities, teachers and students to accept and develop their digital skills in line with evolving international education developments and necessities.

### 4. RESEARCH METHODOLOGY :

Samples of 200 teachers belonging to secondary schools of Bangalore district, Karnataka during the academic year 2021-22 were selected. Data pertaining to the covid crisis management were collected through simple random sampling techniques through survey method. The tool used for the present study was covid crisis management scale developed by Dr. T. Pradeep Kumar (2021) was adopted. The reliability of the test was determined by split half Method. Reliability was found to be 0.72. The research visited the schools personally and it order to collect the data. The tools were administered to the selected samples under normal conditions. The school teachers were asked to respond to the items freely and frankly. The separate variance model of t-test was used for testing the hypotheses for the significance of mean difference in the covid crisis management scores of various groups was compared.

### 5. ANALYSIS & INTERPRETATION :

**Hypothesis -1 There is no significant difference in the perception of male and female secondary school teachers towards covid crisis management.**

**Table 1:** Showing sample size, mean, number, S.D, t-value of level of significance of the perception of male and female secondary school teachers towards covid crisis management.

Variable	Group	N	Mean	S.D	t-Value	Level of Significance
Gender	Male	41	77.5610	6.00020	0.44	Not significant at 0.05 level
	Female	159	77.5031	7.92438		



**Table Number 1** shows that the obtained t-value 0.44 is less than the tabled t-value of 1.960 for the degrees of freedom 198 at 0.05 level. Thus the null hypothesis is accepted and hence it is concluded that perception of male and female secondary school teachers do not differ significantly towards covid crisis management.

**Hypothesis 2: There is no significant difference in the perception of younger and older aged secondary school teachers towards covid crisis management.**

**Table 2:** Showing sample size, mean, number, S.D, t-value of level of significance of the perception of younger and older aged secondary school teachers towards covid crisis management.

Variable	Group	N	Mean	S.D	t-Value	Level of Significance
Age	Younger	93	76.0968	8.23574	2.507	*Significant at 0.01
	Older	107	78.7477	6.70974		

Table Number 2 shows that the obtained t-value 2.507 is greater than the tabled t-value of 2.326 for the degrees of freedom 198 at 0.01 level. Thus the null hypothesis is rejected and alternative hypothesis is accepted and hence it is concluded that perception of younger and older aged secondary school teachers differ significantly towards covid crisis management. Comparing the mean values of older aged teachers (78.747) is higher than that of younger aged teachers (76.096). Thus older aged secondary school teachers have greater perception towards covid crisis management.

## 6. RESULTS / FINDINGS OF THE STUDY:

- Perception of male and female secondary school teachers do not differ significantly towards covid crisis management.
- Perception of young and older secondary school teachers differ significantly towards covid crisis management. Comparing the mean values of older teachers (78.747) is higher than that of young teachers (76.096). Thus older secondary school teachers have greater perception towards covid crisis management.

## 7. DISCUSSION & RECOMMENDATIONS:

The study revealed that perception of younger and older secondary school teachers differ significantly towards covid crisis management. Comparing the mean values of older teachers (78.747) is higher than that of younger teachers (76.096). Thus older secondary school teachers have greater perception towards covid crisis management. This may be due to Covid 19 pandemic disrupted the strategic plans of educational institutions leading to challenges and sudden closure of educational institutions and physical classes were suspended, which left a huge impact on teaching and learning. There was a dilemma among the stake holders during covid crisis there was a lack of experience in handling technological device and teaching through online mode. This can be overcome only through providing proper training/workshops in managing covid crisis and educational institutions should take initiative in building the confidence, strength and courage through effective communication among teachers, students and parents. The support from governmental and non governmental bodies can help in combating and managing the covid crisis. Schools should make sure that they have effective platform for sharing work with pupils and receiving submitted work, such as a virtual learning environment (VLE) making provision for online lessons, and for interactions between pupils and teachers and between pupils and other pupils; providing activities that involve consolidating learning; using strategies that focus on helping pupils to become independent learners (meta cognitive approaches); and engaging with parents, especially at primary levels. Schools should focus on possibilities (rather than how much they should be constrained) within the limitations of safeguarding guidelines. Many schools and trusts have not yet provided sufficient training on remote learning. This should be a priority so that schools can be prepared in any future consequences.

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