

**ESSAY**  
**Healthcare**

**SAMPLE**

# **Effects of Coronavirus on Education**

Name

University

Course Name

Instructor's Name

Date

## Effects of Coronavirus on Education

COVID-19 is a health crisis that has affected several sectors in every country across the globe. The education system is one of the areas that face adverse implications of the pandemic, leaving stakeholders in a dilemma on whether or not to reopen schools. Health experts argue that schools should remain closed to reduce contact and save lives, and propose adoption of a home-based teaching approach. The inability to pass skills, conduct assessments, and shift to online learning are the significant impacts of COVID-19 on the education sector.

### Inability to Pass Skills

The immediate effect of COVID-19 pandemic on education is that it has made it impossible for teachers to have close contact with the learners. Students tend to acquire basic skills when they are in contact with their teachers in the learning environment. Oberle (2018) opines that the acquisition of social skills requires close peer to peer relations amongst learners regardless of their level of education. The closing of schools due to the COVID-19 pandemic has made it hard for learners to share ideas in their regular classroom activities such as discussions and outdoor events. Teachers impart social skills to the students by focusing on teamwork during the learning process. However, these areas may not be adequately covered when each of the learners is studying from their homes. Parents may teach morals but fail to reinforce the development of social skills on the learners (Oberle, 2018). It is, therefore, possible that the continued shut down of schools could hinder the development of these skills, thus compromising the social capabilities of the learners towards their adulthood.

### Inability to Conduct Assessments

The closure of learning institutions does interrupt not only learning but also hinders the implementation of the assessment activities. A significant number of examining bodies across



the globe have suspended their activities indefinitely (UDE, 2020). The assessment results inform the families and other education stakeholders on the progress of their learners. Also, the assessment results provide criteria for determining whether or not the learners should proceed to the next levels of study. Lack of assessment leaves the learners stressed, considering that they would have to stay in the same level of study for an unforeseeable future, thus having their time wasted. The US universities, for instance, have suspended several examinations scheduled for its international students due to the COVID-19 pandemic (ECS, 2020). The suspension of the examinations means that the learners may not move to the next level. Also, the graduation calendars have been affected, considering that the graduating classes have not completed their syllabus while others have not done their final examinations. The standstill has adverse implications of the learners since some may be depressed by the virtue that they would have to stay in school longer than expected

### **Shift to Online Learning**

The expansion of online education may be the long-term effect of COVID-19. The closure of schools has not hindered the continuation of learning in some states. Some learning institutions in the US, for instance, continue to offer studies via virtual platforms such as zoom and other social networks (UDE, 2020). Other countries across the globe have also embraced this mode of study. This trend is likely to continue after the COVID-19 pandemic to avert disruption of learning activities in the future. However, online learning has some limitations that make it less effective. Learners from low-economic households may not afford the learning technologies used, meaning that they would not participate in the learning process. Also, some of the science-based courses require practical sessions to be conducted by instructors and learners. Such activities may fail due to the lack of specimens and apparatus in households. The inability



to afford the learning devices makes some of the learners develop feelings of inferiority when compared to their peers, hence living depressed lives.

### **Solution**

A section of the society suggests the opening of school in shifts starting from high to low levels. However, this may be risky since the virus is still spreading. Implementing such a decision would escalate the pandemic, a factor that could risk the lives of the learners and their families. In my opinion, there is a need to delay the reopening of schools to cut the chain of virus transmission completely. Meanwhile, I suggest the government to support the learners from low-income families to afford the online learning devices to reduce the learning disparities between the rich and the poor.

### **Conclusion**

The COVID-19 pandemic has had severe implications on the education sector. A significant number of countries have shut down the learning institutions indefinitely. The inability to acquire social skills and lack of assessments are the immediate effects of the pandemic on the education system. On the other hand, the expansion of online education is the long-term effect of the COVID-19 because it may be adopted globally to prevent learning activities in the future. There is a need to postpone the reopening of schools to cut the virus transmission chain. At the same time, the state ought to support low-income families to enable their children to participate in online learning activities.



## References

Education Commission of the States (ECS) (2020). COVID-19 update: State policy responses and other executive actions to the Coronavirus in public schools. <https://www.ecs.org/covid-19-update/>

Oberle, E. (2018). Social-emotional competence and early adolescents' peer acceptance in school: Examining the role of afternoon cortisol. *PloS One*, 13(2), e0192639. <https://doi.org/10.1371/journal.pone.0192639>

US Department of Education (UDE) (2020). Readout of the US Department of Education's COVID-19 conference call with higher education Stakeholders. <https://www.ed.gov/news/press-releases/readout-us-department-educations-covid-19-conference-call-higher-education-stakeholders>

