



COVID Pandemic and Impact of Online Teaching Learning process on Teenagers

Prof. Waghadare Dhananjay Shivaji¹, Prof. Nimase Hanumant Ganpat²

¹Assistant Professor Department of English, K.B. P. Mahavidyalaya Pandharpur, Dist. Solapur Maharashtra,

²Assistant Professor Department of Marathi, Arts & Commerce College Pusegaon, Dist Satara Maharashtra

Abstract: People throughout the world have been facing the crisis of COVID-19 since December 2019. Microbe of pandemic has demolished the structure of traditional educational system; rather there is big question mark of existence before the whole mankind. Online teaching learning became inevitable in this scenario. The purpose of this research paper is to explore the impact of online teaching learning process on teenagers. The screen time of teenagers has increased tremendously; we can say that teenagers hampered lot due to the pandemic. They have been confined unwillingly in their homes, teenagers spend most of their time with laptops and smartphones, and due to this situation they are addicted towards online games and social media. This paper is an attempt to highlight negative impact of the online teaching on teenagers.

Key words: Teenagers, COVID-19, Online teaching learning process

1) INTRODUCTION

In the month of December 2019, the first case of COVID found and it shattered the world's socio-economic scenario of the world and rapidly converted in the pandemic. The field of education affected enormously due to COVID. Rapidly increasing cases compelled government to lockdown due to this situation schools started online education without any preparation. It affects the learning capacity of the students. Especially teenagers the screen-time of the students increased. Teenagers spend most of their time for playing games, social media chatting. Availability of the smartphones internet particularly in the rural and semi urban areas are very poor. In remote areas Wi-Fi facility is not available it creates serious problem for teaching learning process. Impact on health of teenagers is also an essential factor during this pandemic. All these factors can be studied in the following manner.

2) ADDICTION OF ONLINE GAMES OF TEENAGERS

Due to COVID-19 pandemic the use of smartphones, tab and laptop is inevitable. Children have got addicted towards the online gaming. The survey published in the journal *Journal of Addictive Behaviors, Therapy & Rehabilitation* showed that

Among 584 adolescent includes 247 girls (42%) and 337 boys (58%). Among the studied 584 adolescents 172 (29%) adolescents meet 8 out of the 14 criteria and considered as addicted to online games.

Really above mentioned results are shocking, being addicted towards games teenagers rarely focused on their studies. Games like PUB-G, Free Fire, and other games have become integral part of the life of adolescent. The addiction of the online games has increasing since the period of first lockdown in our country. We can say that this is one of the morbid effects of the imposed teaching learning process. This is the biggest challenge before parents and teachers.

3) HEALTH ISSUES IN THE ADOLESCENTS

As teenagers spend most of their time for online classes and online gaming, health issues found among them are very serious. Psycho-physical impact is found in the teenagers. The survey conducted by students of Lucknow-based Spring Dale College(SDC) Chain of schools it was published in the Times of India According *To this survey 58% students Faced severe health issues like fatigue ,anxiety, headache, backache and eyesight trouble and 42% students faced other similar Physio-Psychological problems.* The specimen survey mentioned above gives us the severity of the



problem created through the bombarding of Virtual teaching learning .Though there are few educational institutions have implemented blended learning but problem still persists .

Lack Of Communication between adolescents and parents

Being detached from sports, reading and hobbies students face problem of lack of communication with their parents. Teenagers spend most of their time for online learning and online gaming, they indulge in their fascinated virtual world. They communicate virtually with their virtual friends through social media and online games. It has created severe impact on the familial relationship; face to face communication has become rarely possible between teachers and parents also.

4) PROBLEM OF CONNECTIVITY IN THE REMOTE AREAS

Connectivity of internet is the major problem in this country. In our country we have geographical diversity, we have remote and hilly areas in such type of areas connectivity of internet is biggest problem, and the students belong to such areas faces severe problem of learning. When we consider the regions of Maharashtra we have area of Vidharbha and Konkan and Some parts of Northern Maharashtra these are remote areas. Due to availability of connectivity rural and partially semi urban students face the difficulty in their learning.as virtual learning cannot be option for traditional learning. It creates hindrance for teenagers for their grasping power.

5) LACK OF PHYSICAL EXERCISES AND SPORTS

Since March 2020 government imposed strict lockdown, schools are closed so teenagers feel this scenario like confinement. Sports grounds in the schools are strictly restricted for adolescents. Lack of physical activities in teenagers creates serious issue; it creates problems like obesity, laziness and drowsiness in them. Participation in the Cultural programmes and other offline activities became impossible for teenagers.

5) CONCLUSION

In this paper we have discussed some negative impact of online teaching learning on the teenagers we observe following problems in them during the lockdown

- 1) Educational loss
- 2) Health problems
- 3) Addiction of Online gaming
- 4) Communication gap

It is the responsibility of schools and parents to overcome above mentioned problems.

REFERENCES

- All India survey on higher education, 2019
All India Survey on Higher Education (AISHE)
- **Ministry of Human Resource Development**
Government of India, New Delhi (2019)
Google Scholar
Brandon, 2020
S. Brandon
- **Celebrities are helping the UK's schoolchildren learn during lockdown**
April 21
World Economic Forum (2020)
Retrieved from <file:///D:/COVID/Meet%20your%20new%20geography%20teacher%20Sir%20David%20Attborough%20World%20Economic%20Forum.html>
Google Scholar
Bridges, 1991
W. Bridges
- **Managing transitions: Making the most of change**
Addison-Wesley Publishing Company, Inc. (1991)
Google Scholar
De Brouwer et al., 2020



E. De Brouwer, D. Raimondi, Y. Moreau

- **Modeling the COVID-19 outbreaks and the effectiveness of the containment measures adopted across countries**
medRxiv (2020), pp. 1-8, 10.1101/2020.04.02.20046375do
CrossRefView Record in ScopusGoogle Scholar
DQ Institute, 2019
DQ Institute (2019). Outsmart the Cyber-pandemic: Empower every child with digital intelligence by 2020. Retrieved from file:///D:/COVID/DQEveryChild%20DQ%20Institute.html.
Google Scholar
EdSource 2020
EdSource. (2020). Coronavirus: Highlighting strategies for student success. Retrieved from <https://edsource.org/topic/coronavirus>.
Google Scholar
FutureLearn 2020
FutureLearn. (March 19, (2020)). COVID-19: The best resources for online teaching during coronavirus. Retrieved from file:///D:/COVID/COVID-19%20The%20Best%20Resources%20For%20Online%20Teaching%20During%20Coronavirus%20-%20Blog%20-%20FutureLearn.html.
Google Scholar
- **Deschooling society**
Harper & Row, New York (1971)
Google Scholar
Johnson and Christensen, 2012
B. Johnson, L. Christensen
- **Educational research: Quantitative, qualitative and mixed approaches**
(4 ed.), Sage Publications, Inc., Thousand Oaks, California (2012)
Google Scholar
Khachfe et al., 2020
H.H. Khachfe, M. Chahrour, J. Sammouri, H. Salhab, B.E. Makki, M. Fares
- **An Epidemiological Study on COVID-19: A Rapidly Spreading Disease**
Cureus, 12 (3) (2020), 10.7759/cureus.7313
doi: E7313
Google Scholar
Lederman, D. (2020)(March 18., Will shift to remote teaching be boon or bane for online learning? Inside Higher Ed. Retrieved from file:///D:/COVID/Most%20teaching%20is%20going%20remote.%20Will%20that%20help%20or%20hurt%20online%20learning.html.
Google Scholar
K. Lewin
- **Group decision and social change**
E.E. Maccoby, T.M. Newcomb, E.L. Hartley (Eds.), Readings in social psychology, Rinehart & Winston, Holt (1958), pp. 197-211
View Record in ScopusGoogle Scholar
- **Educating despite the Covid-19 outbreak: Lessons from Singapore**
March 20
The World University Rankings (2020)
Retrieved from <https://www.timeshighereducation.com/blog/educating-despite-covid-19-outbreak-lessons-singapore#%20>
Google Scholar
J. Martinez
- **Take this pandemic moment to improve education**
EduSource (2020)
Retrieved from <https://edsource.org/2020/take-this-pandemic-moment-to-improve-education/633500>
Google Scholar
National School Choice Week. (2020). Free online resources for schools shifting online during coronavirus pandemic. Retrieved from file:///D:/COVID/National%20School%20Choice%20Week.html.