PERCEPTIONS OF SECONDARY SCHOOL TEACHERS ABOUT BRIDGING THE ACADEMIC DEFICIENCIES IN STUDENTS CREATED DURING COVID 19 INSTITUTIONAL LOCKDOWN IN MIRPUR AJK

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1. Introduction

1.1 Background of the Study

The rapid expansion of the novel coronavirus illness (Covid-19) from Wuhan, China, has had long-term negative consequences for the world, to the point where the World Health Organization (WHO) declared it a pandemic on March 11, 2020. (WHO, 2020; Kapasia et al., 2020). The pandemic's lethal spread has prompted fear around the world, particularly in Pakistan (WHO, 2020). To stop the virus from spreading anymore, many governments throughout the world have declared states of emergency, particularly Saudi Arabia, the Philippines, the United Kingdom, and Australia (Norlin, 2020). Similarly, when the number of cases increased, the Pakistani federal government was forced to take serious measures, enacting a national Movement Control Order (PKP) on March 18, 2020. (Abdul Halim, 2020). To combat Covid-19's virality, different levels of the Movement Control Order were implemented, each with different enforced limits. Infection management and physical separation are key aspects for stopping the virus from spreading even further containing the pandemic catastrophe, among the many criteria implemented. Many countries, including Pakistan, have implemented mandatory physical distance regulations, resulting in the shutdown of national schools and universities. According to UNESCO (2020), as of June 1, 2020, the nationwide closures, which included 149 country-wide closures, impacted around 68 percent of the world's student population, or 1,190,137,755 students.

In order to continue to deliver education and sustain student academic progress, educational institutions at all levels, from primary to tertiary, were expected to make appropriate and timely changes in compliance with this policy. The focus of the teaching and learning activities was immediately changed to full academic shortcomings. Although remote and online learning has been viewed as an educational tool that can be used to supplement existing face-to-face

learning, it is not frequently employed as the sole means of delivering the entire school year's curriculum. While it is considered that information technology has enabled individuals who have accessibility to continue learning throughout lockdown (Zwain, 2019), the digital divide between rural and urban areas is evident. For example, in Pakistan, the digital divide is 30:70.(Muin, 2020).

Because different locations of a country have different levels of technological capability and accessibility, teachers and students will have different experiences with distance and online learning. Teachers and students in less developed locations may choose onsite lessons over those in more developed areas with stronger connectivity. For teachers who are comfortable with the digital domain, the overnight transition from traditional physical contact classes to full academic deficiencies may be less unsettling. Based on their learning experiences with their teachers, students' opinions of their learning journey will also change. The purpose of this study perception of secondary school teachers about bridging the academic deficiencies in students created during Covid-19 institutional lockdown in Mirpur AJK

1.2 Statement of the Problem

Due to the closing of educational facilities, there was an immediate transition from face-to-face lessons to academic session inadequacies. Educators, teachers, and lecturers were forced to conduct classes next to computers, just as they would in a traditional classroom. Several educators have never led sessions in an online environment before, necessitating the rapid development of a wide range of skills. They also had to change the structure and content of their services, as well as decide on the best ways to engage their pupils in a virtual environment. As educators scrambled to make adjustments and transfer their teaching content that meets the academic mode's deficiencies, they faced challenges such as connection issues, pedagogy, and evaluation methodologies, in addition to the need to adapt and transmit their teaching

adapted to suit the academic mode's deficiencies.

Students were also impacted by the abrupt switch to academic deficits, in addition to the difficulties faced by educators. Students who were used to face-to-face communication had to fast adjust to academic and online setting shortcomings, which resulted in some students being bored and disillusioned with the unfamiliar curriculum. Others have faced more technological barriers, such as a lack of reliable internet connections, and also hardware constraints or outdated gadgets. Furthermore, the multiple adjustments and limits associated with Covid-19, as well as the concomitant psychosocial strains that students and educators have been experiencing, have exacerbated the difficulty of shifting from near to far learning (Marshall & Wolanskyj-Spinner, 2020).

The epidemic has hastened the shift away from traditional classroom study and toward learning and distance learning. To deal with the real likelihood that academic inadequacies will be a critical element of the direction of future education, it is critical to understand the impact of teacher and student perceptions on academic deficiencies. Prior to, during, and after their online classes, educators and students must strengthen networking, build meaningful and successful connections, and improve their communication effectiveness (Li & Bailey, 2020). This encounter will have an impact on how they make meaning and reflect on learning and teaching (Carlson, 2020). It is hoped that by conducting a thorough literature evaluation of papers relating to instructors' and students' perceptions of academic deficits, policymakers at the Ministry of Education will be able to develop, modify, and implement a better curriculum to fulfil the needs of students. On a smaller scale, the conclusions of this analysis can help close the gap among student expectations and lessons delivered due to academic shortcomings.

1.3 Objectives and purpose of study

The purpose of study to perceptions of secondary school teachers about

bridging the academic deficiencies in students created during Covid 19 institutional lockdown in Mirpur AJK.

- To measure teacher perceptions of academic deficiencies of students in learning institutional lockdown in Mirpur AJK during COVID-19
- To determine the relationship between teacher perceptions of academic deficiencies and their achievement in learning
- To predict student achievement in academic through teacher perceptions in Mirpur AJK during COVID-19

1.4 Significance of the study

The study regarding have been performed in traditional 'face-to-face' educational situations, the innovation of the situation, as well as how the teachers perceptions and students have been adjusting to this situation, provide ideal prospects for examination. Examining and reflecting on this experience is critical in order to better prepare for the possibility of recurrence or the occurrence of other circumstances that need a quick transfer to distance teaching and learning. Furthermore, the lessons learnt from this dramatic change in schooling can be used to improve education in the following of the pandemic.

1.5 Research Questions

The study involves the following research questions.

1. What are teacher perceptions of academic deficiencies in learning

institutional lockdown in Mirpur AJK during COVID-19?

2. What is the relationship between teacher perceptions of academic deficiencies of students and their achievement in learning?

3. What is the relationship between among student achievement in learning through academic deficiencies in Mirpur AJK during COVID-19?

1.6 Operational definitions

1.6.1 Academic deficiencies

Academic deficiency is defined as a violation of 17 ii, iv, v, or vi. It will be dealt with in accordance with the Academic Disciplinary Procedure outlined below. Every breach of 17 vi, as well as any breach of 17 iv or v that lasts more than two weeks, will typically result in the procedure being initiated right away.

1.6.2 Covid- 19

The SARS-CoV-2 virus causes Coronavirus Disease (COVID-19), an infectious disease. The majority of patients infected with COVID-19 will have mild to moderate illnesses and will improve without any additional therapy. Some, on the other hand, will become critically unwell and require medical assistance.

2. Literature Review

2.1 Previous Researches

People's unwavering commitment to severe preventative measures including social distancing, according to medically recommended quarantine procedures, and adopting cleanliness and hygiene can help limit the Covid-19 outbreak to a larger extent (Khachfe et al., 2020). To prevent and control the spread of the Covid-19 epidemic, most governments throughout the world have

temporarily shuttered educational institutions. Several countries' educational institutions were obliged to employ remote learning environments and other e-learning tools once national social distancing directives were formed (Gewin, 2020). Around the world, schools, universities, and institutions are fast disappearing, and authorities are attempting to replace them by online learning programmes (Clancy & Sentence, 2020).

The education system was mostly depended on teachers' capacity to teach any of the disciplines or courses in the institution's main focus of the curriculum before the unprecedented Covid-19 outbreak rocked the world. During the pandemic, however, the traditional way of learning and teaching had been completely replaced by online and academic deficiencies (Karuppannan & Mohammed, 2020), and teachers who'd been striving for proficiency in face-to-face classroom teaching have been scrambling to prepare themselves to be online instructors (Shahzad et al., 2020). This arose because institutions attempting to alleviate the effects of the education crisis prioritised continuing education delivery through alternative learning and teaching channels.

During the epidemic, education has given academic shortcomings a whole new meaning. It is the only strategy that can secure the long-term viability of education while combating the pandemic's spread, as opposed to being used as a supplementary or alternative resource (Yunus et al., 2021). When there are no other options, online and remote education has become the most prominent pillar of support for the newly developed education curriculum in the midst of the chaos. During in the Covid-19 pandemic, many countries saw official support in the form of educational technologies (particularly online learning, radio, television, and texting) to enable access to remote learning. Nevertheless, based on one's income level, the reactions differed greatly. Only about a quarter of low-income nations provide any remote learning, and the vast majority of those that do rely on television and radio, whereas almost 90% of elevated countries provide remote learning options, almost all of which are available online (UNESCO, 2020).

Throughout the entire Covid-19 outbreak, both kids and instructors have

had a difficult time. As governments around the world fought to resist the virus in every way they could, information about Covid-19 developed as doctors and scientists got a better grasp of the virus with each passing day. As a result, the authorities' severe preventive efforts to curb the pandemic's spread have shifted on a regular basis. Due to the closure of academic institutions and the accompanying Standard Operating Procedures implemented upon the reopening of schools, this had an inexorable ripple effect from across education landscape. Of course, this applies to Pakistan as well, particularly during the initial MCO 1.0 on March 18, 2020, when schools and higher learning institutes were temporarily closed and then reopened (Abdul Halim, 2020). Educators and students had to rush to embrace e-learning, then return to school for a brief period in some states before the Covid-19 outbreak in 2021 forced another shutdown. However, this is far from the only issue that has arisen.

According to research conducted by the Education Ministry of Pakistan in early 2021 on the learning and teaching infrastructure for able to access technology among teachers and students, over 36.9% (roughly 1.85 million) of Pakistani pupils nationwide still do not have any electronic gadgets to help them with academic shortcomings. To add to this, only 6% of students have desktop computers, 5.67% have tablets, 9% have laptops, and roughly 46% have cellphones (Chan, Karim & Yusof, 2020). Due to the fact that classes might last for several hours depending on the degree of education, not having the appropriate technology drastically limits the efficacy of the student's education process. Because they are continually confronted with a computer, kids will grow discouraged to learn if the learning process becomes tedious (Toquero, 2020). 'Students are confused, teachers are not appropriately taught, and our technology amenities are far from entirely equipped to collaborate,' Wazzan (2020) outlined and addressed the current difficulties. Some governments and providers are now under pressure to move too quickly in order to assure uninterrupted education, with enough medium-term planning or ramp-up time.'

Sintema (2020) notes that A further reduction in academic performance

will be caused by a lack of contact hours and opportunity to have meaningful talks with teachers who are having difficulties. This viewpoint is backed up by data from other researchers, who found that a big concern for academic deficits is a lack of involvement with educators (Lestiyanawati & Widyantoro, 2020; Ariyanti, 2020). Students require two-way communication to succeed in school, which might be difficult to obtain because to academic deficits alone. Furthermore, several students have stated that the learning environment at home is not suitable to their studies, and that they are required to help with domestic tasks during the lockdown, which has had a bad affect on their studies, causing them to become dejected and despondent (Mishra, 2020). From the teacher's perspective, a good working environment has been linked to job satisfaction and performance. To enhance the efficacy of their instruction, teachers also demand a conducive working environment at home (Raziq & Maulabakhsh, 2015). Teachers working at home, particularly those with new families and young children, are equally as likely to get influenced by their housework (Yew & Tan, 2020)

3. Research Methodology

This chapter deals the research methodology of the research. Basic purpose of the study will be perceptions of secondary school teachers about bridging the academic lacks in students created during covid 19 institutional lockdown in Mirpur AJK. The term "method" refers to a method or technique for approaching challenges in order to discover a solution. Author employs qualitative method to speed up analysis of problem in thesis proposal. Researchers are increasingly turning to qualitative methods for collecting data and interpreting the results. The words in the sentences will be used to explain the qualitative data.

3.1 Population and sample of the study

In this research all the teachers of Mirpur AJK are as population. After the consultation with the supervisor 179 teachers of Government Secondary school from Mirpur AJK whereas the numerous teachers teaching at secondary schools will be selected by random sampling method.

3.3 Research design

secondary data were obtained from research literature in order to provide an overview of the research issue, which acts as a foundation for study 1, which is a qualitative data collection in the form of interviews. The goal of study 1 is to use it as a kind of pilot study to get a sense of how respondents use the system. According to (Sheehan, . The Creativity Challenge. , 2009) qualitative research encompasses a wide range of topics such as meaning, definitions, concepts, and descriptions. The methodologies can be varied, as the study can take an interpretive or ecological approach. Qualitative research is also useful for uncovering hidden meanings and complicated customer insights (Morrison, 2011)Research 1 can be used as a starting point for developing a second, larger, and more definite study, in this context research. (Clow K. E., 2014)

Qualitative research will be used in this study. For the collection of data interview will be used will be used. This study was passed out in secondary schools in both rural and urban male and female in Mirpur AJK.

3.4 Research instrument

In research investigations, selecting the right methodological approach is critical. In this dissertation, primary data is employed in two stages to reply to the research hypotheses. In-depth, one-on-one conversations are used to acquire

primary qualitative data for study. The purpose of an in-depth interview is to better understand and explore the applicant's views and ideas (Clow K. E., 2014). Furthermore, compared to focus groups, data acquired through with an in-depth, one-on-one interview might be better, since individuals often feel more at ease (Clow K. E., 2014).

The intention of this research is to learn how respondents react to various creative techniques. Furthermore, the interview responses are used as a foundation for the quantitative data collection phase of the study. A research guide is intended to be used during interviews and can be changed during the session to allow the investigator to elicit additional information. Each interview is scheduled for 20 to 30 minutes to ensure that all pertinent information is obtained. All interviews are taped and later transcribed so that the obtained data, which is gathered through a series of questions, may be investigated and pertinent true facts.

3.5.2 Validity of the Tool

To certify the validity of study tool it will be talk with obtainable experts who decide essential changes were complete accordingly.

3.5 Data Collection

The researcher will be getting interviews personally and through friends to teachers. The interviews will be administered individually to teachers which they are teaching rural and urban areas of Government secondary schools.

3.6 Data Analysis

The author conducted an analysis of the data once it was collected. In qualitative

research, the formulation problem is addressed by the use of data analysis techniques. It is the process of searching and arranging systematic data from interviews, field notes and other materials such that it may be easily understood and findings reported to others. Analysis of data entails finding information linked to problem formulation via interviews and other materials and structuring it methodically so that others can readily understand and be informed.

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