

THE IMPACT OF COVID-19 ON SECONDARY LEVEL EDUCATION: SPECIAL REFERENCE TO NASRIYA CENTRAL COLLEGE - CHILAW DIVISION, PUTTALAM DISTRICT

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ABSTRACT

The role of education is vital, not only as an individual right, but also as a key fact in social and national development. Currently, the lifestyles of people and the behavior of society completely depend on the COVID-19 pandemic. The main objective of this research is to identify the impact of COVID-19 on secondary level grade six to nine education in Chilaw Nasriya Central College. Identifying the economic background of a family; examining the strength, weaknesses, opportunities, and challenges (SWOC) among secondary students during the pandemic period; and recommending policies for implementing e-learning in the future. Data for the research was collected through the primary and secondary data collection methods. The finding of this study is that, the strength of an interest can be seen in continued school attendance after reopening school (4.78). Weaknesses as challenges are present in facing the (term) examination (4.40) after the school reopens. An opportunity to revise their previous lessons. Challenges: the highest mean value among other factors (4.93), students faced subject-related difficulties during access to the online education method. Students failed to obtain better clarification on subjects. Furthermore, 71.5% of students' families lost their jobs and faced economic challenges during the lockdown and curfew period. Further analyses the relationship between SWOC factors (internal-external and cross association) through the chi-squared test. This study's recommendation introduces smart class rooms to every grade, allows students to aggregate knowledge related to online learning methods, provides adequate knowledge of accessing electronic devices for educational purposes, and distributes electronic devices for educational purposes.

KEYWORDS: COVID-19, E-learning, SWOC, secondary education, WhatsApp.

1. INTRODUCTION

COVID-19 is an infectious disease caused by Severe Acute Respiratory Syndrome Coronavirus 2 (SARS-CoV-2), which is a strain of coronavirus from the SARS species. It was first reported in Wuhan City, Hubei province, in China in December, 2019 and has since spread rapidly in many developed countries, including the USA, Spain, Italy, and the UK, and all over the world by May, 2020. The World Health Organization (WHO) announced COVID-19 as a General Health Emergency of International Concern on 30th January 2020 and declared as a pandemic disease on 11th March, 2020. By the middle of May 2020, 4.54 million cases had been reported across 215 countries and territories, resulting in more than 303,707 deaths and 1.71 million recoveries, with 1.71 million people having recovered.

Education is considered as a very important requirement, not only as an individual right, but also as a key fact in social and national development. The purpose of education is to mold a person to be perfect. Education provides a pathway for human beings in order to achieve success in every aspect of their lives. The main core of education is to learn. Learning is a process of acquiring knowledge or skills through learning, experiencing and being taught.

Sri Lanka is one of the most vulnerable middle-income countries which suffered most during this novel virus outbreak. During the second week of March 2020, the COVID-19 pandemic gradually started in Sri Lanka. Due to a public health emergency (PHE) in Sri Lanka, the government decided to close all government and private schools and other educational institutions temporarily as a measure to prevent the spread of COVID-19.

The sudden closure of schools to tackle the spread of COVID-19 meant the education system during the pandemic switched to online education. Furthermore, students, teachers, parents, and other educational groups have been affected enormously by the COVID-19 outbreak. According to a monitoring report by UNICEF, one hundred and eighty-six (186) countries are currently engaged in national closures or are engaged in local closures, impacting about 98.5 percent of the world's student population.

The current principal of the Chilaw Nasriya central college is J.M. Nasmy. As for the 15th principal, J.M. Nasmy, was appointed in 2015. This school is famous and an outstanding school in Sri Lanka for its 60 years of service to society under the management of 15 principals in different time periods. Annually, many students are selected for the university's following arts, commerce, science, and maths streams. From 1965 to 2016, more than 152 students were selected, while during 1986 to 2016, more than 78 students were selected to attend college. In addition to these, students also participate in extracurricular activities and win places at the zonal, divisional, and provincial and island levels. Yet, this pandemic has created a negative impact on school education progress, especially for secondary level students.

Based on the collected data, several facts could be mentioned from the point of view of data collection tools. From the questionnaire, it was able to be sorted out that there were terrible effects of COVID-19 on education. Also, the mentalities of students in education have totally been disturbed. They were discouraged completely. By selecting a group of parents, they get to know the difficulties due to joblessness in maintaining and educating their children at home. Also, it was said that some parents faced difficulties in education. This study will be conducted in Chilaw Nasriya Central College considering this particular issue.

Some uneducated parents struggled to teach their children at home due to their ignorance. These are some of the difficulties and consequences that students, parents, and other groups who rely on education face.

2. OBJECTIVES

The main objective of this research is to identify the impact of COVID-19 on secondary level education in Chilaw Nasriya central college. specific objectives are; To identify the economic background of the student population; To examine the strengths, weaknesses, opportunities and challenges for secondary level education during a pandemic situation; To analyze the SWOC components with Pearson Chi-square of secondary level education during a pandemic situation; To recommend policies for implementing the e-learning process in the future.

3. METHODOLOGY

The study was carried out using a quantitative and qualitative approach by using primary and secondary data. Data for the research was collected through the primary data collection methods using questionnaires and semi-structured interviews. This research adopts a simple random sampling method to choose the hundred sixty-eight students who are selected from grade six to nine as samples. A questionnaire survey was conducted with one hundred sixty-eight students, using a semi-structured interview method with selected teachers who were the staff of the school. Secondary data was collected through related websites, research articles, census and statistics reports, and zonal education office reports.

The study examined the impact of COVID-19 on secondary level education and found out the challenges faced due to the current educational system by various stakeholders. The samples consist of one hundred sixty-eight secondary level students at the school of Nasriya Central College in grades six to nine, and teachers because they were directly involved in this study.

This study is a descriptive analysis, and purposive and simple random sampling methods were used to select the sample for this study. The collected data was analyzed using SWOC (Strength, Weakness, Opportunity, Challenges) analysis. SWOC analysis was a strategic method that was used to evaluate the impact of COVID-19 on education (Henzi, et al. 2007). Further, Pearson's chi-squared test tested for the relationship between SWOC factors and also analyzed the association between internal and external factors further cross section as well. The statistical programs MS-Excel and SPSS 20.0 version were used to calculate the findings' results.

4. REVIEW OF LITERATURE

Most scholars all around the world have put forward their views on the current health crisis in different aspects. When going through those articles, we can find common issues that have risen globally. And it is the impact of the COVID-19 epidemic on the educational system. This pandemic has made a huge alteration to the educational system which was carried earlier. Upoalkpajor (2020) this research discussed the impact of the COVID-19 epidemic on the current education system and further mentioned a critical look regarding the relationship between the COVID-19 pandemic and the change in the educational system due to this impact. The data for the study was collected using questionnaires for the head teacher, teachers, and senior and junior students of a high school in Ghana. At the end of the study, they suggested implementing a method to deliver education in a healthy manner.

Bektursynova and Sarsengaliyeva (2020) The aim of this study is to explore and describe the concerns of students, parents, and teachers regarding the circumstances caused by social isolation and the perspectives of teachers and parents in relation to remote or online learning. In accordance with the purpose of the study, semi-structured interviews were conducted to find the results.

Mustafa (2020) in this research concluded that, from the beginning to end, the discussion about the impact of COVID-19 on the education sector, group by group, has found and discussed a clear image of the school closure impact on childhood education, primary, secondary, and higher education separately. Furthermore, mentioned the current problems, such as distance learning (advantages and disadvantages), challenges, very clearly.

Radwan (2020) this research study examined household issues during the school closure following the corona pandemic. The information was gathered through an online interview with different families (households) in the Gaza strip. The attitude survey was to evaluate the economic impact of the household and household arguments on commenting on the measure of school closure. Furthermore, these families are expecting schools to reopen and to resume their children's education. At the same time, they were able to notice the gradual incensement of household violence. Aside from the family, the author pretended to investigate the COVID-19's impact on school administration. They attempted to ascertain the impact of overworked teachers on school staff and principals during school closure.

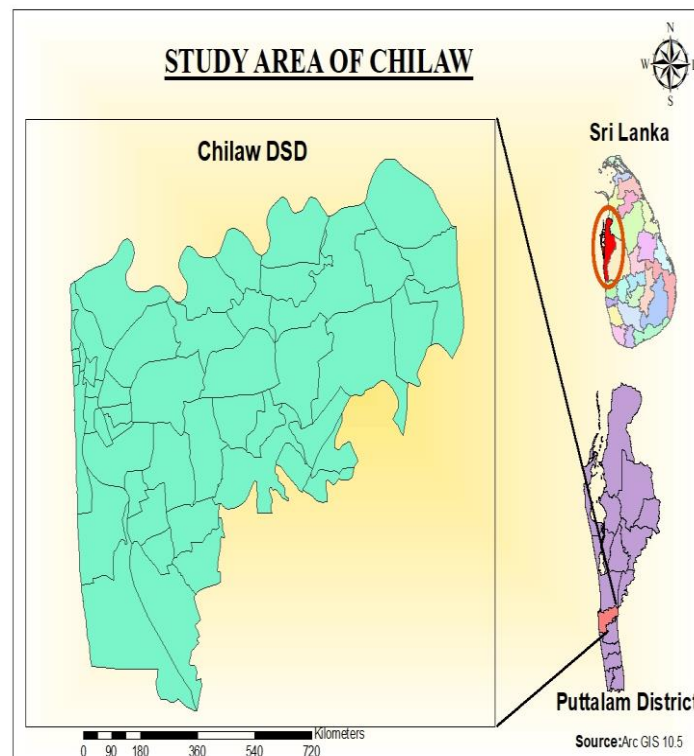
Khlaif et al., (2020) this research explores middle school teachers' responses to school closures in developing countries in times of crisis. This research was conducted in Afghanistan, Libya, and Palestine as developing countries, and 22 teachers from these countries participated in the study. Data had been collected through semi-structured interviews and three diverse focus group sessions were useful to collect data. The study found that teachers developed their skills to use emerging technologies and design suitable digital content.

Farhana (2020) explored the current scenario as well as the challenges of adaptation of online classes in secondary education in terms of teachers' experience. The study followed a sequential exploratory mixed-

method approach. Five secondary teachers were interviewed and 54 secondary teachers from seventeen districts in Bangladesh were surveyed over telephone, Google forms and by email. The quantitative data was analyzed with MS Excel, and the thematic analysis approach was followed for the qualitative one. The results revealed that a good number of teachers have started teaching online by using social media plat forms despite not having any training or experience.

Lesturi and Gunawan (2020) this study aims to describe the impact of the pandemic on the learning implementation at the primary and secondary school levels that occurred in Indonesia. This research uses the descriptive content analysis study method. The data obtained is the results of a review of various scientific articles, both national and international, journals.

Figure: 1.1 Study Area



Source: Arc GIS 10.5

5. RESULT AND DISCUSSION

According to the questionnaire survey, 42.3 percent of parents worked as manual labor on a daily basis. Then, 29.2%13%10.1% and 5.4% of parents were categorized as self-employment, foreign jobs, government jobs, and private jobs, respectively. However, there are many parents involving self-employment and labour work. This study highlights major jobs, which are mostly affected during lockdown and curfew periods. While self-employment and daily work are significantly more affected, the other jobs are much higher due to maintaining social distance.

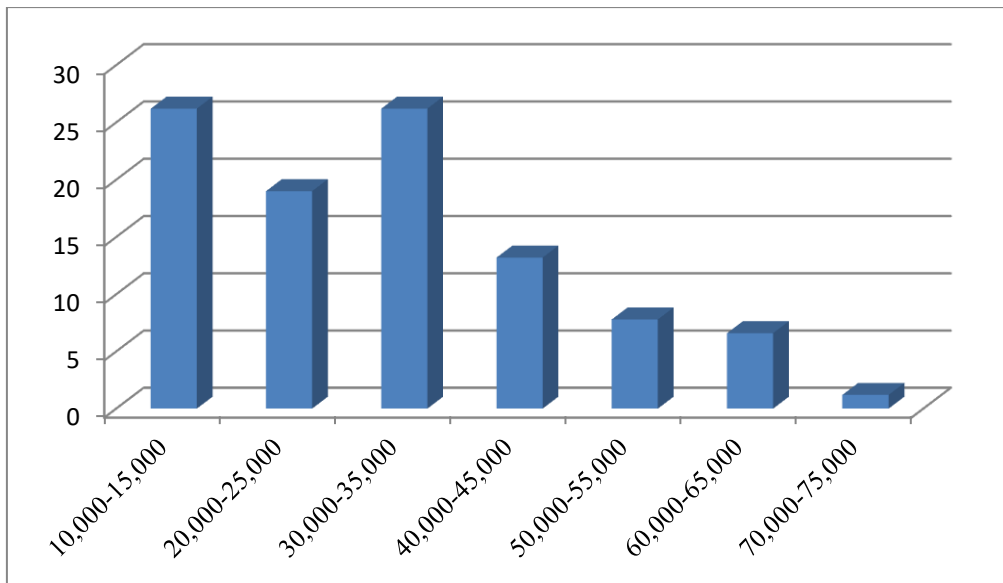
5.1 Analysis of the income of parents

The income of the parents was divided into 7 categories in the questionnaire as income between ten thousand to fifteen thousand, twenty thousand to twenty-five thousand, thirty thousand to thirty-five

thousand, forty thousand to forty-five thousand, fifty thousand to fifty-five thousand, sixty thousand to sixty-five thousand, and seventy thousand to seventy-five thousand.

The above table 4.5 and figure 4.5 represent the income of the parents of grade 6-9 students. According to the respondents' income, few parents were getting above Rs. 70,000, which represented 1.2 percent of them. Furthermore, equal responses between Rs.10,000-15,000 and Rs.30,000-35,000 were accounted for, accounting for 26.2 percent of the respondents. More than 70% of total families' incomes are less than Rs. 25, 000. (Chilaw divisional secretariat, 2016)

Figure 01: Income of parents



Source: Computed Data, 2020

5.2 Descriptive analysis of SWOC

The 18 SWOC statements were selected based on the Likert scale concept and a pilot study to measure the SWOC analysis of secondary level education (grade 6-9) in the research area. The rank index for each of the SWOC statements was measured by using the following formula:

$$I = 5 * F_{SA} + 4 * F_A + 3 * F_N + 2 * F_D + 1 * F_{SD}$$

Where,

F_{SA} = number of respondents who strongly agree

F_A = number of respondents who agree

F_N = number of respondents who neutral

F_D = number of respondents who disagree

F_{SD} = number of respondents who strongly disagree

Table 01: SWOC Analysis

Strength	SA(5)	A(4)	N(3)	D(2)	SD(1)	Index	Rank
Presence of basic knowledge in virtual learning	72*5	68*4	23*3	4*2		709	4
An interest can be seen in continued school attendance	131*5	37*5				803	1
Educational activities are conducted properly after school reopens for face-to-face	112*5	41*4	10*3	5*2		764	3
Self-Development in education was observed due to virtual learning	66*5	46*4		56*2		626	4
Weakness							
Educational activities are affected due to school closure (covid-19 pandemic)	85*5	25*4	9*3	23*2	26*1	624	4
Lack of interest in education due to school closure	80*5	25*4	12*3	27*2	24*1	614	5
Challenges are present in facing the (term) examination	118*5	26*4	10*3	9*2	5*1	747	1
Difficulty in internet access	94*5	40*4	14*3	8*2	12*1	700	2
Unsatisfactory for virtual learning process	47*5	109*4	4*3	8*2		699	3
Opportunity							
Accumulate knowledge is obtained by virtual learning process	57*5	25*4	24*3	26*2	36*1	545	4
Revision of past year were conducted after school reopening	137*5	31*4				809	1
Preference of an online education in future	73*5	34*4	29*3	14*2	18*1	634	3
Operating electronic devices	108*5	60*4				780	2

Challenges							
Internet interruption and poor connectivity	101*5	67*4				773	2
Lack of facilities at home	101*5	49*4	18*3			755	3
Subject related difficulty	156*5	12*4				828	1
Restarting educational activities are very comfortable	23*5	18*4	17*3	33*2	77*1	381	5
Engaged in educational activities during lockdown period	110*5	30*4		28*2		726	4

Source: Computed Data, 2020

From the above findings, it is clear that the most encouraging strength of school in Nasriya Central College is that an interest can be seen in continued school attendance, education activities are conducted properly after school reopening, and the presence of basic knowledge in virtual learning. Likewise, the underlying weakness identified is challenges present in facing the (term) examination, difficulty in internet access, unsatisfactory for the virtual learning process, educational activities are affected due to school closure, and lack of interest in education due to school closure.

As well, the opportunities observed are revision of previous year's work conducted after school reopening, preference of an online education in the future, operating electronic devices, and accumulating knowledge obtained by the virtual learning process. Finally, the challenges recognized are subject-related difficulty, internet interruption, poor connectivity, and lack of facilities at home.

5.3 Descriptive Analysis of Strength

Based on the findings of the survey strength has been analyzed as shown in the above table 4.8. There are four factors that were included for strength. Based on the meaning of each value closer to 4, Therefore, the result can be concluded that more students have selected value 4 on the Likert scale that represents Agree.

Table 02: Descriptive statistics of factor of strength

Factors	Mean	Rank
Presence of basic knowledge in virtual learning	4.24	3
An interest can be seen continues school attendance	4.78	1
Educational activities are conducted properly after school reopening for face to face	4.55	2
Self-development in education was observed due to virtual learning	3.77	4

Source: Computed Data, 2020

The results discovered that the particular school had reached its maximum attendance after the reopening. School closures could negatively influence the continuity of education for all people, including young people and disadvantaged children, who tend to be the most affected. Due to the school closure following the COVID pandemic, the education of the students was completely interrupted. The school reopening gave a fresh start to the students, and students were interested in attending school. The teachers were also very concerned about reaching the competency level due to that particular term, and a proper education system was maintained with the contributions of both teachers and students.

In addition, some students were able to become involved in the online education system. which was evaluated in the education system. This provided the students with knowledge of virtual learning. During that situation, the support from families contributed to improving their self- development. Even though

many obstacles were faced, the above facts can be considered as the strength of the school closure during the COVID-19 pandemic.

5.4 Descriptive analysis of weakness

Based on the questionnaire survey, the factors of weakness have been analyzed and are shown in table 02. There were five factors, including four that can be concluded: more students selected the value 4 in the Likert scale that represented agreeing.

Table 03: Descriptive statistics of factors of weakness

Factors	Mean	Rank
Educational activities are affected due to school closure (covid-19 pandemic)	3.71	4
Lack of interest in education due to school closure	3.65	5
Challenges are present in facing the (term) examination	4.40	1
Difficulty in internet access	4.16	2
Unsatisfactory for virtual learning process	4.15	3

Source: Computed Data, 2020

According to the table, after the school reopening, the fact which was identified as the main weakness was the inability of students to face the term exams and government exams. Obviously, it can be considered as a major weakness. Covid-19 effects on education, particularly its effects on the performance of secondary school students who will be sitting for the national examination (Sentem, 2020). School prevalence is to continue the education through the e-learning process. As a preliminary step, the schools tried to teach through Zoom. Due to its failure, the schools sent learning materials through WhatsApp, but due to the absence of knowledge on the internet, the students were unable to access WhatsApp. A: Due to school closure, students lacked an interest in studying. Despite their involvement in studies, they became demotivated and their education was disrupted later on.

5.5 Descriptive analysis of the opportunity

According to the questionnaire survey, the factors of opportunity have been analyzed as shown in table 4.10. There were four factors that were included for opportunity. Based on the meaning of each value closer to 4, Based on this result, it can be concluded that more students have selected the value 4 in the Likert scale that represents agree.

Table 4: Descriptive statistics of factors of opportunity

Factors	Mean	Rank
Accumulate knowledge is obtained by virtual learning process	3.24	4
Revision of past year were conducted after school reopening	4.80	1
Preference of an online education in future	4.39	3
Operating electronic devices	4.64	2

Source: Computed Data, 2020

According to the table, two particular terms of the academic year were interrupted due to school closure due to school closure. Students used this as an opportunity to revise their previous lessons. Students identified this method as a beneficial process where they could overcome the obstacles they faced during the school closure. In addition, the preference of online education in the future was recognized as the second opportunity.

Students suggest that they prefer to continue the online education method, and also, if any crisis occurs in the future, they could manage their online education using the e-learning process. Online education is the alternative resource to continue conversational economic activity during a pandemic (Mubarak & Mufeeth, 2020). Further, students were able to interact with electronic equipment in order to perform their education. Students identified this as an opportunity to obtain knowledge about access devices. They recognized it as an evolution in the traditional education methods.

5.6 Descriptive analysis of challenges

Based on the questionnaire survey, the factors have been analyzed and are shown in table 4.11. There were 5 factors that can be concluded. More students selected the values 2 and 4 on the Likert scale, which represent disagreeing and agreeing.

Table 05: Descriptive statistics of factors of challenges

Factors	Mean	Rank
Internet interruption and poor connectivity	4.60	2
Lack of facilities at home	4.49	3
Subject related difficulty	4.93	1
Restarting educational activities are very comfortable	2.27	5
Engaged in educational activities during lockdown period	4.32	4

Source: Computed Data, 2020

According to the table, students and teachers faced challenges in accessing a proper internet connection during the e-learning method. Both are recognized as a main challenge. Teachers have faced major challenges implementing online learning, for instance, digital inequality among students, poor and unsuitable content and instructional materials, the absence of support and training, and the issues of teaching quality (Rees & Seaton, 2011).

Furthermore, students faced subject-related difficulties during accessing the online education method. Students failed to obtain a better understanding of subjects such as art, mathematics, science, and literature. In addition, some students lack family support both in face to face learning and in e-learning methods. During school closures, students could not be involved in educational activities as earlier. The mentalities of students were so down in education. The sudden reopening of school was a challenge to students to fix their mentality about education, as earlier.

5.7 Descriptive analysis of SWOC

Table 06: Descriptive statistics of factors of SWOC

SWOC	Index	Mean	Rank
An interest can be seen continues school attendance (S)	803	4.78	3
Challenges are present in facing the (term) examination (W)	747	4.40	4
Revision of past year were conducted after school reopening (O)	809	4.80	2
Subject related difficulty (C)	828	4.93	1

Source: Computed Data, 2020

Even though the education of the students was completely interrupted due to the COVID-19 pandemic, they were provided with some opportunities to overcome those obstacles. According to the table, the

school closure took place for a long time and every student faced many obstacles. Furthermore, students faced subject-related difficulties during accessing the online education method. Students failed to obtain a better understanding of subjects such as art, mathematics, science, and literature like subjects. In addition, some students lack family support both in face-to-face learning and in e-learning methods. During school closures, students could not be involved in educational activities as earlier.

The main fact which could be considered as an opportunity is the revision of the previous year. While studying chapters which should be taught at present and continuing the lessons which were stopped due to the school closure, this is a big advantage for the students. The majority of students preferred this method, and their involvement in studies is increasing rapidly. Moreover, the rapid increase in school attendance was recognized as the main fact which could be identified as the strength of school closure. Resuming educational activities after a long gap encouraged students to engage in education with more interest and activity than earlier. This is the reason why continuous attendance was observed among the students in school.

In addition, after the school reopening, the fact which was identified as the main weakness was the inability of students to face the term exams and government exams. Obviously, it can be considered as a major weakness. A sudden measure which was taken to prevent the COVID-19 pandemic was the school closure. This measure interferes in the lives of students in different ways. In that particular year, students who were sitting for the government examinations, students who had just started their new grade, were completely demotivated.

5.8 Analyze the challenges faced to the teachers

5.8.1 Analyze the challenges faced by the teachers.

The semi-structured interview lasted 20-25 minutes with 10 teachers' from different subjects. According to the interview, there were some challenges faced by teachers due to school closures. All the teachers in this study agreed that they faced some critical issues. The conclusion from interviews conducted among the teachers is that distance education is for subjects like a geography. In particular, the mathematics and science subjects were highly unsuccessful. Also, the following reasons, such as; lack of technological access, how to teach, how to evaluate the students, how to gather the students at the same time, lack of knowledge in operating the devices, and parents' financial issues during a pandemic were mentioned by the teachers. Teachers have faced major challenges in implementing online learning, for instance, digital inequality among students and issues of teaching quality (Rees & Seaton, 2011).

5.8.2 Pearson's chi-squared test for SWOC analysis

The chi-square test tests the hypothesis that there is no relationship between two categorical variables. It compares the observed frequencies from the data with frequencies which would be expected if there was no relationship between the two variables.

	Helpful	Harmful
Internal Factors	S Strength	W Weakness
External Factors	O Opportunities	C Challenges

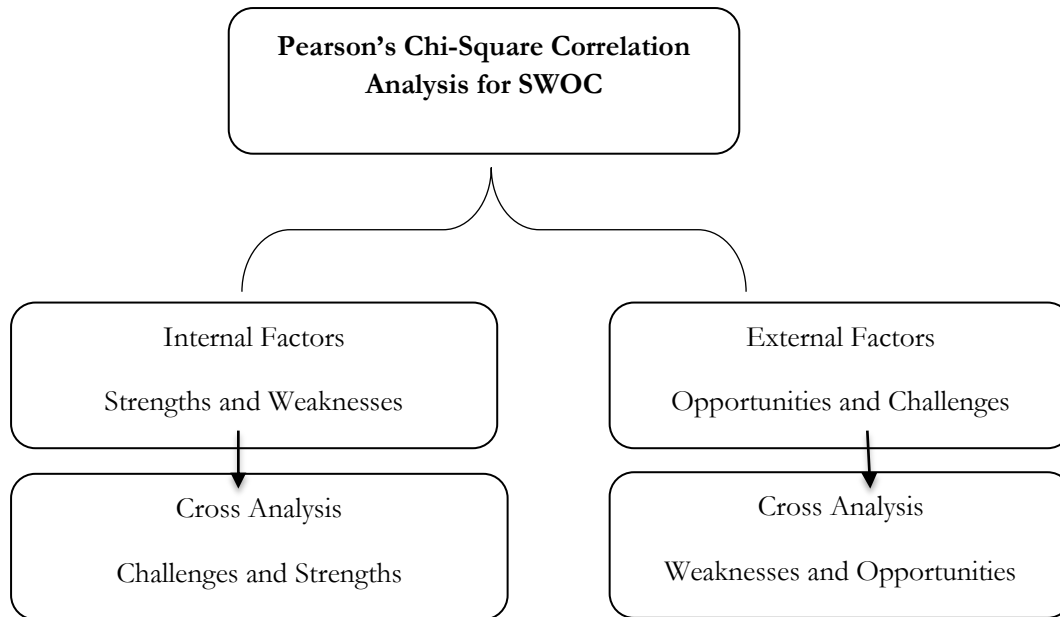


Table: 07: non parametric tests chi-squared

Statement	Chi-square	DF	Asymptotic significance (2sided)
Strength –weakness (internal factors)	332.436	196	.000
Opportunity-challenges (external factors)	136.123	120	.149
Challenges-strength (cross-Association)	144.649	80	.000
Weakness-opportunity (cross-Association)	152.780	117	.015

Source: Computed Data, 2020

H₀: There is a no relationship between two factors

H₁: There is a relationship between two factors

According to the table, the strength and weakness of the chi-square statistic is (332.436) The p-value for "asymptotic significance (2-sided) is (.000). The weakness and opportunity have a chi-square=299.497, sig=.000. The result is significant if this value is equal to or less than the alpha level (0.05). In this case, H₁ is accepted and H₀ is rejected. That means there is a relationship between the two variables. Furthermore, there is no relationship between the two variables that are opportunity and challenge. The value of the chi square statistic is (136.123) and its significance is (0.149). It is concluded that the p value is more than the alpha level that H₀ accepted and H₁ rejected. There is no relationship between opportunity and challenges.

5.8.3 Analyze the relationship between strength and weakness (Internal Factors)

H₀: There is a no relationship between strength and weakness

H₁: There is a relationship between strength and weakness

According to the fact that the strength and weakness of the chi-square statistic is (332.436), the p-value "asymptotic significance" is 0.000. In this case, H₁ is accepted and H₀ is rejected. As strength, an interest

can be seen in continuing school attendance after school reopening, a strong relationship with the present weakness of facing the (term) examination after school reopening. Moreover, the rapid increase in school attendance was recognized as the main fact which could be identified as the strength of school closure. Resuming the educational activities after a long gap, encouraged students to engage in education with more interest and activity than earlier. This is the reason why continuous attendance was observed among the students in school. Covid-19 effects on education, particularly its effects on the performance of secondary school students who will be sitting for the national examination (Sentem, 2020). After the school reopening, the fact which was identified as the main weakness was the inability of students to face the term exams and government exams.

5.8.4 Analyze the relationship between opportunity and challenges (External Factors)

H₀: There is a no relationship between opportunity and challenges

H₁: There is a relationship between opportunity and challenges

Considering the fact, there is no relationship between two variables that opportunity and challenge. The value of chi square statistic is (136.123) and significance is (0.149) it is concluded that the p value is more than alpha level that H₀ accepted and H₁ rejected. There is no relationship between opportunity and challenges. As some opportunity students should have engaged in revision of past year lessons and find the challenge as Subject related difficulties. Considering that, as a challenge during school closure students faced subject related difficulties during the access of online education method. Teachers have faced major challenges implementing online learning, for instance, digital inequality among students, poor and unsuitable content and instructional materials, the absence of support and training, and the issues of teaching quality. (Rees, 2011). Students failed to obtain a better clarification in subjects due to that students should not get the opportunity as revision of past year were conducted after school reopening. Revisions of lessons are only supportive for the present study.

5.8.5 Analyze the relationship between challenges and strength (Cross-Association)

H₀: There is a no relationship between challenges and strength

H₁: There is a relationship between challenges and strength

According to the table, the challenges and strengths have a chi-square= 144.649, sig=.000). The result is significant if this value is equal to or less than the alpha level (0.05). In this case, H₁ is accepted and H₀ is rejected. The strong relationship between finding the challenge as subject-related difficulties and the level of interest can be seen in continued school attendance for after-school reopening. Considering that, as a challenge during school closure, students faced subject-related difficulties during the access of the online education method. Therefore, resuming educational activities after a long gap encouraged students to engage in education with more interest.

5.8.6 Analyze the relationship between weakness and opportunity (Cross- Association)

H₀: There is a no relationship between weakness and opportunity

H₁: There is a relationship between weakness and opportunity

Considering the fact that there is a relationship between two variables, weakness and opportunity, the value of the chi square statistic is (15.780) and its significance is (0.015). It is concluded that the p value is less than the alpha level that H₁ is accepted and H₀ is rejected. After the school reopening, the fact which was identified as the main weakness was the inability of students to face the term exams and government exams. Obviously, it can be considered as a big weakness due to the particular issue. As an opportunity, students should engage in revision of past lessons that were conducted after school reopening.

6. CONCLUSION

The finding of this research demonstrated the factors influence the impacts on education of students and professional activities of teachers in Nasriya central college which is located in chilaw division of puttalam district. The primary goal of this study is to identify the factors that influence the effects of COVID-19 on secondary level (6-9) education. Based on the SWOC analysis and person correlation data, the influencing factors were identified. According to the questionnaire survey identified, the influencing factors were school closure for a long time period, inability to access online education, job loss of parents, subject related difficulties, and less contribution of families to the education of students.

The specific objective of this study was to investigate the relationship between these factors and investigate the impact of school closure on the education of secondary level students. There were some democratic factors influencing the factors which are the reason for the challenges faced. such as parents' monthly income, a lack of knowledge in accessing electronic equipment, and internet connection issues. this research investigates the ideas of students based on education during school closures and after reopening school.

Besides, based on the responses of the teachers' group, they have faced various obstacles in order to continue the education of students who were dropped due to the school's closure. Resuming education activities in an alternative way of handling them has been the biggest challenge faced by teachers, which is the process of implementation of online education. While handling students through online education, teachers support various struggles such as, gathering students at a particular time, problems related to internet connection, and recovering the subject related difficulties of the students.

Covid-19 is a health crisis which is being faced by all nations for the first time in world history. Several sectors were affected by this health crisis. Among them, education has been immensely affected. In order to minimize the effects of education, most countries are undergoing various alternative methods. Some countries have achieved success in the implementation of alternative methods, while some other countries are still failing.

If we consider the education system of Sri Lanka, a traditional method of education is still followed. Introducing an alternative method of education instead of the prevailing traditional method has been a difficult task. Even so, some of the schools were able to implement this particular method in a successful manner. The recommendation of this particular research is to train students and teachers with online learning materials and knowledge to minimize the effects it will have on the education sector in the future.

According to the research, it was able to identify that this particular research area had faced a vast impact of COVID-19 on education. The main obstacle was difficulties in introducing online education methods to the students. To address these issues, the government could implement the following recommendations: introducing smart class rooms in every grade, providing an opportunity for students to aggregate knowledge related to online learning methods, providing adequate knowledge on accessing electronic devices, and implementing a method of distributing electronic devices for educational purposes. Through this suggestion, we will be able to overcome the challenges if any crisis occurs in the future.

A balanced education system not only promotes economic development but also generates individual income per capita. Its influence is noticeable at the micro level of an individual family. Introducing an alternative method of education instead of the prevailing traditional method has been a difficult task. Even so, some of the schools were able to implement this particular method in a successful manner. According to the research, developing knowledge of e-learning among students will be the policy that should be implemented. To avoid the problem, some policies should be implemented by the government.

The government should provide sufficient electronic devices in order to train the students with adequate knowledge about accessing electronic devices with the contribution of school. Provide the special training

for students, teachers and other academic staffs. Government should introduce the online education system from traditional education method. Also, the ministry of education needs to consider providing e-learning tools and materials for students under the education system.

According to the limitation of this research, in this research consist only one school in Chilaw division. In future research should be, conducting a research including all the schools in that particular division. Such as, government schools, semi government schools and private schools, based on this topic. Further, identify the all the challenges, problems and obstacles among the students. In future research should be include the primary, secondary and higher level students.

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