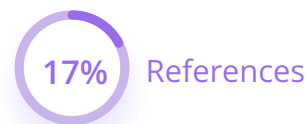
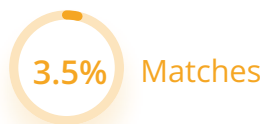


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Citations

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- 1 Governments all over the globe were not allowing children from their nations to attend schools because of the rate at which the virus was spreading hence the incidence paralyzing the education sector (Hoofman & Secord, 2021, pp. 1071-1076).
- 2 The students in the United States of America were forced to stay home and resort to online learning to curb the spread of the COVID-19 virus, which would be worse if they were still at school (Aristovnik et al., 2020, p. 8438).
- 3 The students from other countries who came to the United States of America to study in the prestigious universities had to count losses as they had to return to their home country's until a solution was found (Edigin et al., 2020).
- 4 The new norm of the online platform through using Zoom, Skype, and even Google Duo in learning meant that some teachers had to be trained on how to deliver the services to the students (Fahriza et al., 2020, pp. 1-4).
- 5 It has affected all levels of the United States of America (Hoofman & Secord, 2021).
- 6 The challenges included the lack of digital equipment like internet services, laptops, television, and even smartphones since their parents could not provide them with the gadgets (Kotlar et al., 2021).
- 7 Therefore, the children have no proper relationship with their colleagues compared to the school where they study together (Vasconcellos et al., 2020).
- 8 On the other hand classical liberal approach advocates for the provision of education, but with the current status, the disadvantaged will not have the opportunity because of the online learning which they are unable to afford; 4 hence the government should develop mechanisms to provide the needy students with the gadgets to use in the online studies (Drylie, 2021).
- 9 New York-based data company, Burbio, which supervises K-12 school reopening patterns, reports that at least 1,000 schools in 35 states have been closed because of the rampant surge of the Coronavirus (Tortella et al., 2021, p. 552).
- 10 S. presidential campaign, and factors such as broadband access and local charter school enrollment (Vasconcellos et al., 2020).
- 11 According to Burbio, a tiny percentage of students skipped the first day of school or 6 switched to online learning (Vasconcellos et al., 2020).
- 12 Discussion The COVID-19 led to a standstill in the education sector in the United States of America since all the activities that every school, college, and the university had planned to engage in had to be stopped (Rohman et al., 2020).
- 13 The United States of America government, in conjunction with the ministry of health, ordered for the closure of all schools from the junior level, high school, colleges, and universities in every state in the country (Palvia et al., 2018, p. 233-238).

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Impact of COVID-19 Pandemic on Education in the USA

Student's Name

Institutional Affiliation

Course Name and Number

Professor's Name

Assignment Due Date

Impact of COVID-19 Pandemic on Education in the USA

The emergence of COVID-19 has impacted different sectors in the United States of America and education is one of the areas it negatively affected. The pandemic led to the closure of every learning institution from kindergarten to university. Governments all over the globe were not allowing children from their nations to attend schools because of the rate at which the virus was spreading hence the incidence paralyzing the education sector (Hoofman & Secord, 2021, pp. 1071–1076). The students in the United States of America were forced to stay home and resort to online learning to curb the spread of the COVID-19 virus, which would be worse if they were still at school (Aristovnik et al., 2020, p. 8438). Online education was a good idea, but they doubted it because of the logistic requirements like acquiring the gadgets such as computers, smartphones, and internet connection which cost a lot. The incidence led to students losing a chance to participate in sports group activities as they were used to, and even engaging in recreational activities was stopped.

The students had to stay at home, which created a risk of developing mental health disorders because of the confinement and just staying indoors. The shutdown of schools did not affect the students alone but also led to an economic crisis which affected the teachers since their salaries were reduced, and others were not even paid because of the closure of schools. The students from other countries who came to the United States of America to study in the prestigious universities had to count losses as they had to return to their home country's until a solution was found (Edigin et al., 2020). The new norm of the online platform through using Zoom, Skype, and even Google Duo in learning meant that some teachers had to be trained on how to deliver the services to the students (Fahriza et al., 2020, pp. 1-4). Therefore, the paper will be about the negative and positive impacts of the COVID-19 on the education system in the

United States of America. The main research questions would illustrate the negative effects of the COVID-19 pandemic on the United States of America's education system, what were the main changes that were experienced in the education sector and the roles of the institutions in the country, and finally, how the pandemic affected the approaches that the education system had planned for the schools. The paper also described the theoretical background of the research topic, the methods used to perform the research, the results of the research were collected and a discussion, and finally, a conclusion.

Theoretical Background

Like many countries globally, the U.S. education system suffers from the pandemic. It has affected all levels of the United States of America (Hoofman & Secord, 2021). It meant that all schools had to be closed until further notice, creating many challenges for the disadvantaged learners. The challenges included the lack of digital equipment like internet services, laptops, television, and even smartphones since their parents could not provide them with the gadgets (Kotlar et al., 2021). With the children being at home, only the children from at least middle-class and wealthy families can maintain social interaction since they have the devices to interact with their friends through social media. Therefore, the research found self-determination theory and the classical liberal approach to be the best models that can elaborate on the challenges experienced by the learners because of the pandemic. Self-determination theory indicates that individuals can stay determined when there is a connection with their fellows hence at home. Therefore, the children have no proper relationship with their colleagues compared to the school where they study together (Vasconcellos et al., 2020). On the other hand classical liberal approach advocates for the provision of education, but with the current status, the disadvantaged will not have the opportunity because of the online learning which they are unable to afford;

hence the government should develop mechanisms to provide the needy students with the gadgets to use in the online studies (Drylie, 2021).

Methodology

Proper research methods would help acquire good outcomes when researching the impacts of COVID-19 on the United States of America education. Successful research was done because of the collected data and investigation. The respondent had their own opinion even though some had the same views and actions that could be taken to recover from the COVID-19 pandemic. The two types of data collection methods used included quantitative and qualitative techniques. In the research, descriptive design was also applied, and usage of the questionnaire in acquiring information on the impacts of COVID-19 on the education system. The quantitative method enabled the research objectives to be met. This data collection method emphasizes the indirect reasons that might affect the educational system and what kind of approaches institutions are likely to take.

Sampling

The technique used a non-probability method since samples of students and teachers were taken from a given population to describe the effects of COVID-19 on education in the United States of America. A selection of 50 respondents was taken from a broader population, and a questionnaire was issued to them to know what their research is about and give feedback on their thoughts.

Interviews

A given population of about 50 respondents was sampled and asked questions concerning the research questions. The respondents then provided their views and developed solutions that they were hoping the United States government would take a look at and adopt.

Analysis Method

After issuing the questionnaires to the respondents to issue their views on how the pandemic had affected the education system and what kind of solutions they would prefer, the data collected were analyzed using the thematic technique. A table was developed to demonstrate how the respondent gave their personal opinions.

Results

The government had the responsibility to protect the lives of its citizens, and because of this, it had to adopt safety measures that would curb the widespread of the virus. For instance, the introduction of washing hands with soap regularly, sanitizing, wearing face masks, and even maintaining social distance at all times. With these measures, the schools are currently finding it challenging to adapt to them since they do not have enough classrooms to accommodate the students with the current rule of social distancing.

New York-based data company, Burbio, which supervises K-12 school reopening patterns, reports that at least 1,000 schools in 35 states have been closed because of the rampant surge of the Coronavirus (Tortella et al., 2021, p. 552). When making a decision, they did not weigh the magnitude of a district or state. Instead, they looked at factors including COVID positivity rates, the percentage of counties that voted for Hillary Clinton in the 2016 U.S. presidential campaign, and factors such as broadband access and local charter school enrollment (Vasconcellos et al., 2020).

Many of the learning institutions listed on the firm's tracker were shut for a while because of the COVID-19 pandemic. Most students had temporarily relocated to online learning platforms. According to Burbio, a tiny percentage of students skipped the first day of school or

switched to online learning (Vasconcellos et al., 2020). It is a big challenge to many students since they cannot access the gadgets to study online.

During the research, data was collected from 50 respondents, and they had different opinions on how COVID-19 has affected their lives and the education system. The pandemic caused abnormal changes in the lives of the students and parents, such as staying a whole day indoors.

Table 1

Percentage of American Population who Agree with the Online Learning

Online Learning as a Solution for Educating Children During the Pandemic	Percentage Agreeing and Disagreeing Out of the 50 Respondents
Those who agreed to the new solution.	55
Those who disagreed.	45

COVID-19 led to changes in the United States of America's education, and a good percentage of the parents and students never liked the government's steps. Still, they had no option but to agree with the actions taken to avoid wasting time since there were no other means to help the American children but to use the online platform to teach them. Therefore, schools adopted the technique to teach their students, i.e., the Davison academy, Harvard university, and even Stanford University.

Discussion

The COVID-19 led to a standstill in the education sector in the United States of America since all the activities that every school, college, and the university had planned to engage in had to be stopped (Rohman et al., 2020). The United States of America government, in conjunction with the ministry of health, ordered for the closure of all schools from the junior level, high school, colleges, and universities in every state in the country (Palvia et al., 2018, p. 233-238). The United States of America government was also encountering losses due to the COVID-19

pandemic through the education sector. It was paying its teachers who were at home not working until online learning was introduced to enable the students to cover the lost period. The teachers supervised the online learning and ensured that the students acquired the right content. For instance, universities such as the University of Colombia and California had to resort to an online platform with their students to continue with their course units. The same step taken by universities is the same that high schools such as Thomas Jefferson, Basis Chandler, and even Oxford academy took to ensure that their students are not left behind because of the impacts of COVID-19. On the other hand, it also affected the education calendar of all the levels of learning as the education sector had to develop a new calendar to cover for the lost time. The education calendar had to be appropriately restructured to ensure that the lost time was well protected. Students were all at home during their studies, and some even never attended the online classes.

Conclusion

Like other countries, The US has experienced the effects of the pandemic on the different sectors, with education being one of them. The outbreak of the disease led to schools' closure, hence paralyzing the education sector and leading to the invention of other means to help educate the students from the primary, high school, and higher institutions. To counter the spread of the virus, the United States of America's government recommended students stay at home. The COVID-19 pandemic negatively affected the country's education system, which the government countered by closing schools and introducing online learning. One of the changes that came from the COVID-19 pandemic was the introduction of online learning, where the teachers were to educate the students from home through the online platform. Every learning institution in the United States of America had its schedule on how they were to operate their internal activities before the pandemic, which were all affected and stopped.

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