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### RESEARCH ARTICLE

## PERCEPTION OF SECONDARY SCHOOL TEACHERS AND STUDENTS ON RE-OPENING OF SCHOOLS DURING COVID-19 PANDEMIC SITUATION

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### Abstract

Coronavirus infections are baneful and are a global concern. As on 9th January, over 304 million confirmed cases of COVID-19 and over 5.4 million deaths had been reported. Because of this increase, UNESCO has spread information on school closures around the world. This research will aid in understanding secondary school teachers' and students' perspectives on the re-opening of schools in the aftermath of the global COVID-19 outbreak. This research is descriptive in nature, the total sample of the study was 160 secondary school teachers and students. The result of the study shows that the teachers' concerns in every dimension were more than the concerns of students. Out of all the concerns, Social concern was at the top for teachers, and Academic concern was for the students. And the least score among the four dimensions was *emotional concern* for teachers and *social concern* for students. The teachers believed that they will have to deal with lots of disarray behaviour of the students when they will join the school offline. To them, maybe, once the *socialization concerns* are taken care of, other concerns like emotional, psychological and academic concerns will automatically be taken care of. And for students at the secondary level, they are more concerned regarding their academics and how they will cope with the academic activities loss.

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### Introduction:-

COVID-19 outbreaks have been linked to psychological suffering and signs of mental illness. Because there is no effective treatment for COVID-19 and the number of victims is expanding at an alarming rate, lockdown is the sole option for slowing the infection's spread. Teachers who were involved in many academic activities this academic year were forced to abruptly stop all preparations and stay away from a school where they spent most of their days. This decision had a significant impact on teachers' working lives, and the drastic changes created an acute imbalance in their mental health and unpleasant working conditions, as well as a lack of autonomy in the workplace and poor inter-relationships with their families and communities, all of which contributed to teachers' poor mental health. (DasMohapatra, 1989; Christensen, 1991).

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Mental health refers to an individual's overall adjustment to himself and others. The individual is considered to have good mental health if this adjustment is defined by wholesome, personal, social, intellectual, emotional, or philosophical attitudes. Although many schools have started offering online lessons through technology-based apps, teachers and students find it difficult to adjust to the sudden change from traditional teaching and learning techniques. In addition, anxiety over the possibility of infection in children and anxiety caused by differing infection prevention strategies between classrooms were found as sources of infection-related distress. Teachers, on the other hand, may be concerned about discrimination if they become ill. Furthermore, teachers must educate a large number of young people everyday. Teachers may be subject to a variety of psychological issues in such settings, including anxiety about becoming infected with the coronavirus and anxiety about an outbreak in the school. Teachers and students both showed signs of psychological stress, such as anxiety, poor self-confidence, adjustment issues, and more. Further concerns include the possibility that the efficiency of online learning has been hampered in some situations by a lack of fundamental digital skills among some students and teachers, leaving them unprepared to adjust to the new situation so quickly (OECD, 2020). For example, descriptive evidence based on PISA 2018 shows that there were significant differences in the use of technology for school work before the pandemic among 15-year-olds across countries and socio-economic groups, raising concerns that students with less experience may be the ones who suffer the most from the shock caused by online learning.

### **Literature Review:-**

The COVID-19 pandemic has wreaked havoc on people's lives, particularly affected children. While many youngsters will be excited to return to school, others will be nervous or scared. Children may be apprehensive about returning to school, particularly if they have been learning at home for several months. Be truthful — for example; professionals may go over some of the changes they could encounter at school, such as the requirement to wear protective clothing such as masks. Children may find it difficult to be physically separated from their friends and teachers at school.

This research will aid in understanding secondary school teachers' and students' perspectives on the re-opening of schools in the aftermath of the global COVID-19 outbreak. This research will be very useful and intriguing, in determining how kids and teachers feel about re-opening schools in terms of social, emotional, psychological, and academic concerns.

The researchers went through different types of researches, and it was found that many of the researches were conducted on the mental health of students, teachers and parents during COVID-19 pandemic situation (Chaudhary and Mondal 2021; Bashiran et al., 2021, Serafinin et al., 2020; Pathak A., 2020; Singh S., 2020, Youth Board, 2020). A few studies have been done on Online teaching and learning during the COVID-19 pandemic (Jena, P.K, 2020; Mathuprasad et al., 2021). Few were done on the re-opening of schools (Lin et al., 2021; Anand et al., 2021). A study was also conducted to explore the psychological well-being during lockdown condition in India (Ahmed, 2020).

The researchers found that there was a difference in the perception of students and teachers depending on their different concerns. Further, it was recorded that most of the studies were conducted in the national context. As the researchers felt a research gap in the studies done on teachers' and students' perceptions of the re-opening of schools during the COVID-19 pandemic.

Therefore, the researcher was prompted to select this variable and study the perception of students and teachers, including the different concerns during the COVID-19 pandemic situation.

### **Research Questions**

This study is guided by four research questions.

- 1) What is the perception of secondary school teachers on the re-opening of schools in the total sample?
- 2) Do the teachers' concerns about the re-opening of schools differ according to gender?
- 3) Do secondary school students have concerns about the re-opening of schools in the same way?
- 4) Does the students' concern about the re-opening of schools differ according to gender?

### Objective of the Study:-

To study the perception of Secondary School Teachers and Students on Re-opening of Schools in the COVID -19 Pandemic Situation

### Sample of the Study

The total sample of the study was 160 secondary school teachers and students. The sample of secondary school teachers was 75. The total sample of secondary school students was 85.

### Tool used in the study

A standardized measure for student and instructor perception was employed to perform this study. The researcher created the "**Scale on perceptions of school re-opening**" tool. The scale was a five-points Likert scale. There were two components to the survey. In the first portion. Twenty-two statements were based on secondary school teachers' concerns in four areas: social, emotional, psychological, and academic. In the second portion. Twenty- four statements were based on secondary school students' concerns in the same four areas: social, emotional, psychological and academic.

### Data Analysis Method

The following statistical techniques were applied using the Pivot table, and data interpretation was done through Percentage analysis and for graphical presentation of data Bar Graph was used. For the data collection, tools of '**Scale on the perception of teachers on re-opening of schools**' and '**Scale on the perception of students on re-opening of schools**' were used. As no concerns were reported in filling the google form, the researcher proceeded to calculate the reliability of the tool through Cronbach alpha. The reliability of the tool was measured by Cronbach's alpha as **0.75** for Scale 1 and **0.76** for Scale 2.

The data was tabulated based on the objectives framed for the study.

**Objective 1:- To study the perception of secondary school teachers on the re-opening of schools.**

**Table 1:- Percentage of the perception of secondary school teachers' perception on re-opening of schools. (N=75).**

S.No	Statements	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree	
		N	%	N	%	N	%	N	%	N	%
<b>S1</b>	Because of the guidelines of the COVID-19 in the schools, the students might have difficulty in socializing with their classmates and teachers.	16	21.3	37	49.3	5	6.7	14	18.7	3	4
<b>S2</b>	Due to the habit of attending online classes for the last few months, students might have disarray behavior.	12	16	41	54.7	8	10.7	12	16	2	2.7
<b>S3</b>	It is difficult to maintain and instruct students to face-covering throughout the class.	17	22.7	36	48	9	12	10	13.3	3	4
<b>S4</b>	Instead of using mobile phones for study purposes the students started using them for entertainment purposes too. (e.g., binge-watching, gaming)	30	40	38	50.7	2	2.7	2	2.7	3	4
<b>S5</b>	It is difficult to re-develop of rapport with students after the pause of offline classes.	9	12	41	54.7	10	13.3	13	17.3	2	2.7
<b>E6</b>	It is difficult to handle the emotional behavior of the students as many students have lost their loved ones.	17	22.7	37	49.3	12	16	8	10.7	1	1.3

<b>E7</b>	Re-opening of schools in the COVID-19 pandemic has led us to frustration caused by the overload of work in the school.	7	9.3	34	45.3	11	14.7	22	29.3	1	1.3
<b>E8</b>	It will be difficult for teenagers to understand and control emotional relationships between the opposite genders.	7	9.3	30	40	23	30.7	15	20	0	0
<b>E9</b>	The children might have anger issues in the class	7	9.3	26	34.7	20	26.7	18	24	4	5.3
<b>P10</b>	The children will re-develop their self-confidence which they have forgotten in online classes.	11	14.7	49	65.3	10	13.3	4	5.3	1	1.3
<b>P11</b>	The children will have more confidence to participate and perform different activities in the school in a satisfying manner	13	17.3	41	54.7	8	10.7	12	16	1	1.3
<b>P12</b>	The pandemic separation anxiety might be there in many of the students as they are habitual of spending their time with their families.	8	10.7	41	54.7	17	22.7	7	9.3	2	2.7
<b>P13</b>	The students might have difficulty in adjusting to the school environment	13	17.3	27	36	15	20	18	24	2	2.7
<b>P14</b>	On account of hormonal changes in adolescence/students, they will experience strange erratic behaviour and traits.	4	5.3	43	57.3	17	22.7	11	14.7	0	0
<b>A15</b>	The students will improve their writing skills as they will practice more in the offline classroom.	21	28	33	44	5	6.7	13	17.3	3	4
<b>A16</b>	I am worried about the accuracy in writing, as they have less of a habit of writing in online classes.	20	26.7	44	58.7	2	2.7	5	6.7	4	5.3
<b>A17</b>	The children have more opportunities to participate in different curricular activities.	17	22.7	35	46.7	7	9.3	13	17.3	3	4
<b>A18</b>	The students might have gained bad sitting posture, so going back to school will help them attain the correct body posture.	20	26.7	37	49.3	8	10.7	8	10.7	2	2.7
<b>A19</b>	The students are missing their cellphones in school	7	9.3	25	33.3	16	21.3	25	33.3	2	2.7

S.No	Statement	Anger	Depressed	Indifferent	Frustrated	Sad	Happy
20	If we experience the third wave, the classes have to be completely online. How would you feel?	13.3%	13.3%	13.3%	30.7%	21.3%	8%

S.No.	STATEMENT	YES	NO
21	During the pandemic, did you keep a pet at home?	27%	73%

S.No.	Sample	STATEMENT	CAT	DOG	Others
22	27% responded "Yes"	If yes, what pet do you have?	22.2	14.8	63

Source: Survey, 2021

Table 1 shows the percentage of perception of the secondary school teachers in the total sample on various concerns of re-opening of schools during the COVID-19 pandemic situation. It was observed that out of the total sample, (21.3%) of teachers have strongly agreed and (49.3%) have agreed with the statement '*Because of the guidelines of the COVID-19 in the schools, the students might have difficulty in socializing with the classmates and teachers*' while only (4%) teachers considered that students might not have the difficulty in socializing with the classmates and teachers.

In the total sample, (54%) of teachers agreed that '*Due to the habit of attending online classes from the last few months, students might have disarray behavior*'. While only (16%) disagree and 4% of teachers strongly disagree with the same statement. Also, 40% of teachers have strongly agreed and (40%) have agreed that '*Instead of using the mobile phones for study purpose the students started using it for entertainment purposes too. (Eg., Binge-watching, gaming)*', while only (2%) of teachers disagreed with the same statement. The data also shows that more than (45.3%) of teachers agreed on the concern that '*re-opening of schools in the COVID-19 pandemic has led them to frustration caused by the overload of work in the school*'. On the other hand, only (1.3%) teachers disagreed with the same.

About the statement '*The children might have anger issues in the class*', the majority of the teachers (34.7%) agreed that they might have anger issues in the class, while (5.3%) of the teachers disagreed with the anger issues of students in the class. Interestingly when asked about '*The children will re-develop their self-confidence which they have forgotten in online classes*', the majority of the teachers (65.3%) agreed. Similarly, in the case of '*The children will have more confidence to participate and perform different activities in the school in a satisfying manner*' majority of teachers (54.7%) agreed, while only (1.3%) strongly disagreed with this statement.

Regarding '*If we experience the third wave and the classes have to be completely online. How would you feel?*', (30.7%) of the teachers felt frustrated, (21.3%) of the teachers opted for sad, (13.3%) teachers felt depressed, and (13.3%) of the teachers chose anger, while the least number of (8%) of the teachers would be happy if there was a third wave.

Interestingly, when asked about '*During pandemic, did you keep a pet at home?*', (27%) of the teachers said 'Yes' they kept a pet at home, out of these, the majority of them kept cats (63%) while (22.2%) kept other pets like pigeon, fish, and rabbits and dogs were the least opted pet (14.8%).

## Objective 2:- To study the perception of male and female teachers on the re-opening of schools.

**Table 2:- Percentage of perception of secondary school teachers on the re-opening of school (sub-sample based on gender).**

S.No	Statements	Sample (75)	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree	
			N	%	N	%	N	%	N	%	N	%
S1	Because of the guidelines of the COVID-19 in the schools, the students might have difficulty in socializing with their classmates and teachers.	Male (43)	8	18.18	22	50.00	4	9.09	8	18.18	2	4.55
		Female (32)	8	25.00	15	46.88	1	3.13	7	21.88	1	3.13
S2	Due to the habit of attending online classes for the last few months, students might have disarray behaviour.	Male (43)	9	20.45	19	43.18	3	6.82	11	25.00	2	4.55
		Female (32)	5	9.38	22	68.75	5	15.3	2	6.25	0	0
S3	It is difficult to maintain and	Male	7	15.91	23	52.27	4	9.09	7	15.91	3	6.82

	instruct students to face-covering throughout the class.	<b>(43)</b>										
		<b>Female (32)</b>	10	31.25	13	40.63	5	15.63	4	12.50	0	0
<b>S4</b>	Instead of using mobile phones for study purposes, the students started using them for entertainment purposes too. (eg, binge-watching, gaming)	<b>Male (43)</b>	18	40.91	20	45.45	2	4.55	2	4.55	2	4.55
		<b>Female (32)</b>	12	37.50	18	56.25	0	0	1	3.13	1	3.13
<b>S5</b>	It is difficult to re-develop of rapport with students after the pause of offline classes.	<b>Male (43)</b>	5	11.36	24	54.55	4	9.09	9	20.45	2	4.55
		<b>Female (32)</b>	4	12.50	17	53.13	6	18.75	5	15.63	0	0
<b>E6</b>	It is difficult to handle emotional behaviour of the students as many students have lost their loved ones.	<b>Male (43)</b>	10	22.73	18	40.91	9	20.45	7	15.91	0	0
		<b>Female (32)</b>	7	21.88	19	59.38	3	9.38	2	6.25	1	3.03
<b>E7</b>	Re-opening schools in the COVID-19 pandemic have led us to frustration caused by the overload of work in the school.	<b>Male (43)</b>	4	9.09	20	45.45	6	13.64	13	29.55	1	2.27
		<b>Female (32)</b>	3	9.38	14	43.75	5	15.63	10	31.25	0	0
<b>E8</b>	It will be difficult in teenagers to understand and control emotional relationships between the opposite genders.	<b>Male (43)</b>	3	6.28	20	45.45	10	22.73	11	25.00	3	6.82
		<b>Female (32)</b>	4	12.50	10	31.25	13	40.63	5	15.63	4	12.50
<b>E9</b>	The children might have anger issues in the class	<b>Male (43)</b>	4	9.09	12	27.27	12	27.27	12	27.27	4	9.09
		<b>Female (32)</b>	3	9.38	14	43.75	8	25.00	7	21.88	0	0
<b>P10</b>	The children will re-develop their self-confidence which they have forgotten in online classes.	<b>Male (43)</b>	4	9.09	32	72.73	3	6.82	4	9.09	1	2.27
		<b>Female (32)</b>	7	21.88	17	53.13	7	21.88	1	3.13	0	0
<b>P11</b>	The children will have more confidence to participate and perform different activities in the school in a satisfying manner	<b>Male (43)</b>	8	18.18	24	54.55	4	9.09	8	18.18	0	0
		<b>Female (32)</b>	5	15.63	17	53.13	4	12.50	5	15.63	1	3.13
<b>P12</b>	The pandemic separation anxiety might be there in many students as they are habitual of spending their time with their families.	<b>Male (43)</b>	4	9.09	25	56.82	10	22.73	3	6.82	2	4.55
		<b>Female (32)</b>	4	12.50	16	50.0	8	25.0	4	12.50	0	0

<b>P13</b>	The students might have difficulty in adjusting in the school environment	<b>Male (43)</b>	10	22.73	10	22.73	10	22.73	12	27.27	2	4.55
		<b>Female (32)</b>	3	9.38	17	53.13	5	15.63	6	18.75	1	3.13
<b>P14</b>	On account of hormonal changes in adolescence/ students, they will experience strange erratic behavior and traits.	<b>Male (43)</b>	2	4.55	23	52.27	11	25.00	8	18.18	0	0
		<b>Female (32)</b>	2	6.25	20	62.50	6	18.75	3	9.38	1	3.13
<b>A15</b>	The students will improve their writing skills as they practice more in the offline classroom.	<b>Male (43)</b>	13	29.55	18	40.91	3	6.82	7	15.91	3	6.82
		<b>Female (32)</b>	8	25.00	15	46.88	2	6.25	6	18.75	1	3.13
<b>A16</b>	I am worried about the accuracy of writing, as they have less of a habit of writing in online classes.	<b>Male (43)</b>	11	25.00	25	56.82	1	2.27	4	9.09	11	6.82
		<b>Female (32)</b>	9	28.13	19	59.38	1	3.13	1	3.13	9	6.25
<b>A17</b>	The children have more opportunities to participate in different curricular activities.	<b>Male (43)</b>	9	20.45	22	50.00	3	6.82	9	20.45	1	2.27
		<b>Female (32)</b>	8	25.00	13	40.63	4	12.50	4	12.50	3	9.38
<b>A18</b>	The students might have gained bad sitting posture, so going back to school will help them attain the correct body posture.	<b>Male (43)</b>	13	29.55	21	47.73	3	6.82	6	13.64	1	2.27
		<b>Female (32)</b>	7	21.88	16	50.00	5	15.63	2	6.25	2	6.25
<b>A19</b>	The students are missing their cellphones in school	<b>Male (43)</b>	5	11.36	13	29.55	9	20.45	15	34.09	2	4.55
		<b>Female (32)</b>	2	6.25	12	37.50	7	21.88	10	31.25	1	3.13

S.NO	Statement	Gender	Happy		Sad		Frustrated		Angry		Depressed		Indifferent	
			N	%	N	%	N	%	N	%	N	%	N	%
<b>20</b>	If we experience the third wave and the classes have to be completely online. How would you feel?	<b>Male (43)</b>	5	11.36	10	22.73	15	34.09	7	15.91	4	9.09	3	6.82
		<b>Female (32)</b>	1	3.13	6	18.75	8	25.00	4	12.50	6	18.75	7	21.88

S.NO	Statement	Gender	Yes		No	
			N	%	N	%
<b>21</b>	During the pandemic, did you keep a pet at home?	<b>Male (43)</b>	13	30.23	30	69.77
		<b>Female (32)</b>	7	22.58	24	77.42

S.NO	Statement	Gender	Cat		Dog		Other	
			N	%	N	%	N	%
22	If yes, what pet do you have?	Male (43)	8	61.5	2	15.3	3	23.07
		Female (32)	5	71.4	0	0	2	28.5

Source: Survey, 2021

Table 2 tabulates the gender comparison of the perception of secondary school teachers on the re-opening of schools during the COVID-19 pandemic situation. The table showed that (68.7%) of females and (43.18%) of males agreed with the statement '*Due to the habit of attending online classes from the last few months, students might have disarray behavior*'. While (6.25%) females and (25%) males had disagreed with this statement.

Regarding the statement '*It is difficult to re-develop rapport with students after the pause of offline classes.*' (53.13%) of females and (54.5%) of males agreed that there is difficulty to re-develop rapport with the students. On the other hand, (15.6%) of the females and (20.4%) of the males disagreed.

About the statement '*It is difficult to handle emotional behavior of the students as many students have lost their loved ones*'. (59.3%) of females and (40.1%) of males agreed with the statement, while (6.2%) of females and (15.9%) of males disagreed.

The total sample (53.1%) of females and (22.7%) of male teachers agreed with the statement '*The students might have difficulty adjusting to the school environment.*' While (3.1%) of females and (4.5%) of males strongly disagreed with the statement.

About the statement '*The children have more opportunities to participate in different curricular activities.*' (40.6%) of female teachers, and (50%) of male teachers agreed to the statement. While (9.3%) of females and (2.2%) of male teachers strongly disagreed.

Regarding '*If we experience the third wave and the classes have to be completely online. How would you feel?*'. (25%) of females and (34.09%) of males felt frustrated, (18.75%) of females and (22.7%) of males felt sad, (21.8%) of females and (6.8%) of males opted for indifference, (12.5%) of females and (15.9%) of males chose anger while only (3.1%) of females and (11.3%) of males were happy with the statement.

Interestingly, when asked about '*During pandemic, did you keep a pet at home?*'. (22.55%) of females and (30.2%) of males said "Yes". Out of these majority of them (61.5%) of males and (71.4%) of females kept cats, while other (23.07%) of males and (28.5%) of females kept pets like pigeon, fish and rabbits, and dogs were the least opted pet (15.3%).

**Objective 3:- To study the perception of secondary school students on the re-opening of schools.**

**Table 3:- Percentage of secondary school students' perception on the re-opening of schools. (N=85).**

S.No	Statements	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree	
		N	%	N	%	N	%	N	%	N	%
1	I face difficulty in making new friends due to the guidelines of COVID-19 in the school environment.	10	11.8	18	21.2	26	30.6	15	17.6	16	18.8
2	I am more comfortable in online classes, therefore going back to school is difficult for me.	16	18.8	15	17.6	15	17.6	11	12.9	28	32.9
3	I am unable to concentrate in the school	18	21.2	19	22.4	22	25.9	16	18.8	10	11.8



	environment due to the unbearable loss of close ones in the COVID-19 pandemic.										
4	I have the opportunity to rebuild the communication etiquettes in the classroom.	13	15.3	29	34.1	21	24.7	17	20	5	5.9
5	I feel less confident due to my body image in COVID-19 pandemic situation.	15	17.6	22	25.9	15	17.6	22	25.9	11	12.9
E6	Continuous classes and written work make me bored and frustrated.	14	16.5	26	30.6	12	14.1	14	16.5	19	16.5
7	I feel excited and happy because I will enjoy the company of my friends in school.	27	31.8	27	31.8	15	17.6	11	12.9	5	5.9
8	I am more comfortable in offline classes with my friends.	22	27.1	15	17.6	16	18.8	18	21.2	13	15.3
9	I have more opportunities to make new friends.	14	16.5	19	22.4	21	24.7	17	20	14	16.5
10	Continuous classes makes me frustrated sometimes	13	15.3	33	38.8	12	14.1	12	14.1	15	17.6
P 11	I have the opportunity to regain my self-confidence.	18	21.2	33	38.8	18	21.2	11	12.9	5	5.9
12	I feel difficult to adjust in the school environment.	11	12.9	19	22.4	11	12.9	26	30.6	18	21.2
13	COVID-19 pandemic make me anxious that I may experience separation anxiety.	14	16.5	16	18.8	29	34.1	13	15.3	13	15.3
14	Mobile phones should be allowed in the classroom.	23	27.1	16	18.8	6	7.1	18	21.2	22	25.9
A 15	In online classes, my writing skills have become poor; therefore, re-opening school will help me to improve my handwriting.	24	28.2	23	27.1	8	9.4	16	18.8	14	16.5
16	Re-opening schools will be beneficial to perform the extra-curricular and academic activities in a satisfying manner.	26	30.6	25	29.4	11	12.9	13	15.3	10	11.8
17	Going back to school will help me to improve my writing speed.	27	31.8	23	27.1	10	11.8	14	16.5	11	12.9
18	I am comfortable and enjoy doing teamwork/group work activities.	25	29.4	31	36.5	10	11.8	9	10.6	10	11.8
19	I will be active in attending offline classes.	22	25.9	23	27.1	17	20	11	12.9	12	14.1
20	Attending physical education classes in school will develop my fitness and body posture.	29	34.1	26	30.6	12	14.1	10	11.8	8	9.4

S.NO	Statement	Sample	Yes	No	Maybe
21	Do you miss your mobile devices in school?	85	29.4	45.9	24.7

S.NO	Statement	Sample	Happy	Sad	Frustrated	Angry	Depressed	Indifferent
22	If we experience the third wave, the classes have to be completely online. How would you feel?	85	42.4%	20%	15.3%	4.7%	10.6%	7.1%

S.No	Statement	Sample	Yes	N	No	N
23	During the pandemic, did you keep a pet at home?	(85)	25%	21	75%	64

S.NO	Statement	Sample	Cat	N	Pigeon	N	Others	N
24	If yes, which pet do you have?	21	22.9	5	2.9	1	74.2	15

Source: Survey, 2021

Table 3 shows the percentage of perception of secondary school students in the total sample on various concerns of re-opening of schools during the COVID-19 pandemic situation. It was observed that out of the total sample (30.6%) of students had neutral perceptions, while (11.8%) of the students strongly agreed with the statement 'I face difficulty in making new friends due to the guidelines of COVID-19 in the school environment'.

In the total sample (34.1%), students agreed with the statement 'I have the opportunity to rebuild the communication, etiquettes in the classroom.' At the same time, only (5.9%) of students had disagreed with this. Also, (30.6%) of students agreed, and (14.1%) had a neutral perception that 'Continuous classes and written work makes me bored and frustrated.'

About the statement 'I feel excited and happy because I will enjoy the company of my friends in the school'. The majority of the students had agreed that they feel excited and happy, while (5.9%) of students strongly disagreed. (27.1%) of students felt that 'Mobile phones should be allowed in the classroom'. In contrast, (21.2%) of students had disagreed with the same. Regarding the statement 'I will be active in attending offline classes.' (27.1%) of students had agreed, and (12.9%) of students disagreed with the statement.

When asked about 'Do you miss your mobile devices in school?' The majority of the students said 'No' (45.9%) and (29.4%) said 'Yes', while (24.7%) were neutral about the statement. Regarding the statement 'If we experience the third wave, classes have to be completely online. How would you feel?' (42.4%) of students felt happy, (20%) would be sad, (15.3%) opted for frustrated, (4.7%) chose anger, (10.6%) felt depressed, and (7.1%) opted for the feeling of indifference. Interestingly, when asked about 'During pandemic, did you keep a pet at home?' The majority of the students said 'No' (75%) and (25%) said 'Yes'. Out of that, 25% of students who said 'Yes', (22.9%) kept cats, (2.9%) kept pigeons, and (74.2%) kept fish, dogs, and rabbits as pets.

**Objective 4: To study the perception of male and female secondary school students on the re-opening of schools.**

**Table 4: Percentage of the perception of secondary school students on the re-opening of school (sub-sample based on gender)**

S.NO	Statements	Sample (85)	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree	
			N	%	N	%	N	%	N	%	N	%
1	I face difficulty making new friends due to the guidelines of COVID-19 in the school environment.	Male (43)	9	20.93	9	20.93	10	23.26	6	13.95	9	20.93
		Female (42)	1	2.44	9	21.95	15	36.59	9	21.95	7	17.07
2	I am more comfortable in online classes, therefore going back to school is difficult for me.	Male (43)	13	30.23	8	18.60	8	18.60	3	6.98	11	25.58
		Female (42)	3	7.32	7	17.07	7	17.07	7	17.07	17	41.46
3	I am unable to concentrate in the school environment due	Male (43)	11	25.58	10	23.26	12	27.91	5	11.63	5	11.63

	to the unbearable loss of close ones in the COVID-19 pandemic.	<b>Female (42)</b>	7	17.07	9	21.95	0	24.39	10	24.39	5	12.20
<b>4</b>	I have the opportunity to rebuild the communication etiquettes in the classroom.	<b>Male (43)</b>	9	20.93	11	25.58	11	25.58	10	23.26	2	4.65
		<b>Female (42)</b>	4	9.76	18	43.90	10	24.39	6	14.63	3	7.32
<b>5</b>	I feel less confident due to my body image in COVID-19 pandemic situation.	<b>Male (43)</b>	8	18.60	14	32.56	9	20.93	10	23.26	2	4.65
		<b>Female (42)</b>	7	17.07	8	19.51	6	14.63	11	26.83	9	21.95
<b>E6</b>	Continuous classes and written work make me bored and frustrated.	<b>Male (43)</b>	7	16.28	20	46.51	7	16.28	4	9.30	5	11.63
		<b>Female (42)</b>	7	17.07	6	14.63	5	12.20	9	21.95	14	34.15
<b>7</b>	I feel excited and happy because I will enjoy the company of my friends in school.	<b>Male (43)</b>	16	37.21	11	25.58	5	11.63	8	18.60	3	6.98
		<b>Female (42)</b>	11	26.83	16	39.02	10	24.39	2	4.88	2	4.88
<b>8</b>	I am more comfortable in offline classes with my friends.	<b>Male (43)</b>	11	25.58	2	4.65	8	18.60	10	23.26	12	27.91
		<b>Female (42)</b>	12	29.27	13	31.71	8	19.51	7	17.07	1	2.44
<b>9</b>	I have more opportunities to make new friends.	<b>Male (43)</b>	8	18.60	6	13.95	10	23.26	10	23.26	9	20.93
		<b>Female (42)</b>	6	14.63	13	31.75	11	26.83	6	14.63	5	12.20
<b>10</b>	Continuous classes make me frustrated sometimes.	<b>Male (43)</b>	7	16.28	18	41.86	5	11.63	6	13.95	7	16.28

		<b>Female (42)</b>	6	14.63	15	36.59	7	17.07	5	12.20	8	19.51
<b>P 11</b>	I have the opportunity to regain my self-confidence.	<b>Male (43)</b>	9	20.93	14	32.56	10	23.26	6	13.95	4	9.30
		<b>Female (42)</b>	9	21.95	19	46.34	8	19.51	4	9.76	1	2.44
<b>12</b>	I feel difficult to adjust in the school environment.	<b>Male (43)</b>	6	13.95	13	30.23	6	13.95	9	20.93	9	20.93
		<b>Female (42)</b>	5	12.20	6	14.63	5	12.20	16	39.02	9	21.95
<b>13</b>	COVID 19 pandemic makes me anxious that I may experience separation anxiety.	<b>Male (43)</b>	6	13.95	9	20.93	15	34.88	9	20.93	4	9.30
		<b>Female (42)</b>	8	19.51	7	17.07	14	34.15	3	7.32	9	21.95
<b>14</b>	Mobile phones should be allowed in the classroom.	<b>Male (43)</b>	19	44.19	8	18.60	2	4.65	7	16.28	7	16.28
		<b>Female (42)</b>	4	9.76	8	19.51	4	9.76	10	24.39	15	36.59
<b>A 15</b>	In online classes, my writing skills have become poor; therefore, re-opening school will help me improve my handwriting.	<b>Male (43)</b>	11	25.58	8	18.60	5	11.63	8	18.60	11	25.58
		<b>Female (42)</b>	13	31.71	15	36.59	3	7.32	7	17.07	3	7.32
<b>16</b>	Re-opening schools will be beneficial to perform the extracurricular and academic activities in a satisfying manner.	<b>Male (43)</b>	12	27.91	8	18.60	8	18.60	7	16.28	8	18.60
		<b>Female (42)</b>	14	34.15	17	41.46	3	7.32	5	12.20	2	4.88
<b>17</b>	Going back to school will help me to improve my writing speed.	<b>Male (43)</b>	14	32.56	8	18.60	7	16.28	6	13.95	8	18.60
		<b>Female (42)</b>	13	32.71	15	36.59	3	7.32	7	17.07	3	7.32

18	I am comfortable and enjoy doing teamwork/group work activities.	Male (43)	14	32.56	13	30.23	4	9.30	6	13.95	6	13.95
		Female (42)	11	26.83	18	43.90	6	14.63	2	4.88	4	9.76
19	I will be active in attending offline classes.	Male (43)	8	18.60	9	20.93	11	25.58	7	16.28	8	18.60
		Female (42)	14	34.15	14	34.15	6	14.63	3	7.32	4	9.76
20	Attending physical education classes in school will develop my fitness and body posture.	Male (43)	14	32.56	10	23.26	6	13.59	6	13.95	7	16.28
		Female (42)	15	36.59	16	39.02	6	14.63	3	7.32	1	2.44

S.NO	Statement	Gender	Yes		No		Maybe	
			N	%	N	%	N	%
21	Do you miss your mobile devices in school?	Male (43)	15	34.88	16	37.21	12	27.91
		Female (42)	10	24.39	22	53.66	9	21.95

S.NO	Statement	Gender	Happy		Sad		frustrated		Angry		Depressed		Indifferent	
			N	%	N	%	N	%	N	%	N	%	N	%
22	If we experience the third wave, the classes have to be completely online. How would you feel?	Male (43)	20	46.51	8	18.60	4	9.30	2	4.65	3	6.98	6	13.95
		Female (42)	16	39.02	8	19.51	9	21.95	2	4.88	6	14.63	0	0

S.NO	Statement	Gender	Yes		No	
			N	%	N	%
23	During the pandemic, did you keep a pet at home?	Male (43)	11	25.58	32	74.42
		Female (42)	9	22.50	31	77.50

S.NO	Statement	Gender	Cat		Dog		Others	
			N	%	N	%	N	%
24	If yes, what pet do you have?	Male (43)	7	63.63	1	9.09	3	27.27
		Female (42)	5	55.5	2	22.2	2	22.2

Source: Survey, 2021

Table 4 shows the percentage of male and female secondary school students on re-opening of schools. Out of the total sample (36.5%) of females, (23.2%) of males had neutral perceptions, while (21.9%) of females and (13.9%) of males disagreed with the statement *"I face difficulties in making new friends due to the guidelines of COVID 19 in the school environment."*

Regarding *"I am more comfortable in online classes, therefore going back to school is difficult to school."* The majority of female students (42%) disagreed, while (30.2%) of male students had agreed to the same.

About the statement *'I feel less confident due to my body image in COVID-19 pandemic situation'*, (26.8%) of females, (23.2%) of males disagreed with this statement, while the majority of the male students (32.5%) and (19.5%) of female students had agreed to the statement. In the total sample (31.7%), females agreed with the statement *'I am more comfortable in offline classes with my friends'*; on the other hand, (25.5%) of male students had strongly agreed. The majority of the male students (27.9%) had strongly disagreed, while only (17.7%) of female students disagreed with the same.

For the statement *'I have the opportunity to re-gain my self-confidence'*, the majority of female students (46.3%) and (32.5%) of male students had agreed. At the same time, only (9.7%) of female and (13.9%) of male students had disagreed. Regarding the statement *'Mobile phones should be allowed in the classroom'*, the majority of the female students (36.59%) strongly disagreed with the statement and believed that mobile phones should not be allowed in the classrooms. On the other hand, the majority of the male students (44.1%) strongly agreed and wanted mobile phones in the classroom.

In the statement *'I will be active in attending offline classes'*, the majority of male students (25.5%) had a neutral perception. And (35%) of female students had strongly agreed. While only (9.7%) of females and (18.6%) of males strongly disagreed. Interestingly, when asked about *'Do you miss your mobile devices in school'*, the majority of females (53.6%) and (37.2%) of males said *'No'*. While (24.3%) of females and (34.8%) of males said *'Yes'*.

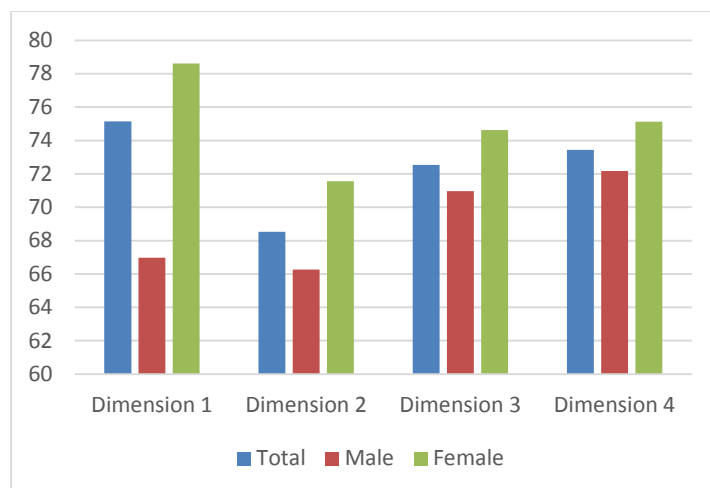
In the statement *'If we experience the third wave and the classes have to be completely online. How would you feel?'* (40%) of females and (46.5%) of male students would be happy, (19.5%) of females and (18.6%) of males would be sad, (21.9%) of females and (9.3%) of males opted for frustration. (4.8%) of females and (4.6%) of males chose anger, (14.6%) of females and (6.9%) of males would be depressed, and only (13.9%) of male students opted for indifferent.

Lastly, when asked about *'During pandemic, did you keep a pet at home?'* (77.7%) of female students, and (74.4%) of male students said *'No'*. On the other hand (22.5%) of females and (25.5%) of male students said *'Yes'*, they kept. In which the majority of male students (63.63%) and (55.5%) preferred cats, on the other hand, only (9.09%) of males and (22.2%) of females had a dog, while other (27.27%) of males and (22.2%) of females kept pets like pigeon, fish, and rabbits.

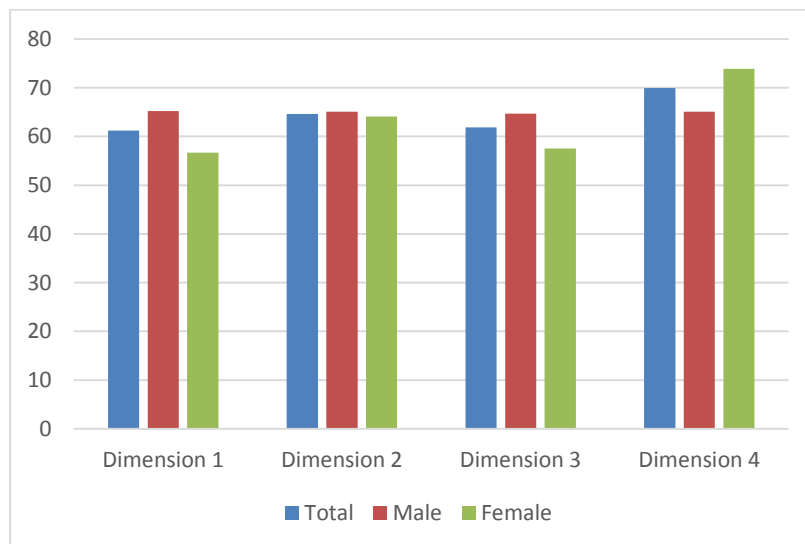
**Table 5: Percentage analysis of Perception of secondary school Teachers and Students (Dimension-wise)**

S.No	Dimensions	Sample (N)	Teachers (%)	Sample (N)	Students (%)
<b>D1</b>	<b>Social concern</b>	Total (75)	<b>75.14</b>	Total (85)	<b>61.22</b>
		Male (43)	66.97	Male (43)	65.2
		Female (32)	78.62	Female (42)	56.7
<b>D2</b>	<b>Emotional concern</b>	Total (75)	<b>68.53</b>	Total (85)	<b>64.61</b>
		Male (43)	66.27	Male (43)	65.1
		Female (32)	71.56	Female (42)	64.09
<b>D3</b>	<b>Psychological concern</b>	Total (75)	<b>72.53</b>	Total (85)	<b>61.88</b>
		Male (43)	70.97	Male (43)	64.65
		Female (32)	74.62	Female (42)	57.5
<b>D4</b>	<b>Academic concern</b>	Total (75)	<b>73.44</b>	Total (85)	<b>69.96</b>
		Male (43)	72.18	Male (43)	65.1
		Female (32)	75.12	Female (42)	73.9

Source: Survey, 2021



**Figure 1:** Teachers' perception dimension-wise.  
*Source: Survey, 2021*



**Figure 2:-**Students' perception dimension-wise.  
*Source: Survey, 2021*

Table 5 shows the dimension-wise percentage analysis of the perception of secondary school teachers and students on the re-opening of schools during the COVID-19 pandemic situation. It was observed that out of the total sample (75.5%) of teachers had the social concern, which included (66.97%) of male teachers and (78.62%) of female teachers, while the majority of the students (61.22%) also had the social concern including (56.7%) of females and (65.2%) of male students.

Out of the total sample of teachers (68.53%) of teachers agreed that they had an emotional concern about the re-opening of schools, of which (66.27%) were male and (71.56%) were female teachers. On the other hand, the majority of the students (64.6%) had an emotional concern, including (64.09%) female and (65.1%) male students.

Regarding the Psychological concern (72.53%) of teachers, together with (70.97%) of males and (74.62%) of females had, agreed with the statements of psychological concerns. At the same time, (61.88%) of students agreed to the same, which included (64.65%) of males and (57.5%) of females.

Lastly, as per the fourth dimension (73.44%) of teachers had the response that they had the academic concern also, including (72.18%) of male and (75.12%) of female teachers. On the contrary, (69.96%) of students also had the same perception, which included (65.1%) of males and (73.9%) of female students.

It can be concluded that teachers' concerns in every dimension were more than the concerns of students. Out of all the concerns, **Social concern** was at the top for teachers, and **Academic concern** was for the students. And the least score among the four dimensions was **Emotional concern** for teachers and **Social concern** for students. The teachers believed that they have to deal with lots of disarray behaviour of the students when they will join the school offline. To them, maybe, once the socialization concerns are taken care of, other concerns like emotional, psychological and academic concerns will automatically be taken care of. And for students at the secondary level, they are more concerned regarding their academics and how they will cope with the academic activities loss. Facing board exams is a nightmare for every student at this stage. Maybe for them, other concerns can be dealt with as the time comes, once they feel they are secure and strong in their academics.

## Result and Discussion:-

### Findings based on social concern

This study provides information on the perception of teachers and students' concerns, including socialization process, disarray behavior, loss of loved ones, communication etiquettes, COVID guidelines, look appearance, and eating habits. It was found that out of the total sample (75.5%) of teachers had the social concern, which included (66.97%) of male teachers and (78.62%) of female teachers, while (61.22%) of the students also had the social concern, including (56.7%) of females and (65.2%) of male students. Social concern was at the top for teachers and least for students. There is a reason to be concerned about social isolation during the pandemic, as socialization is crucial to a child's development (Dangerfield, 2020). The findings of the study were consistent with the study of (Schwartz et al. 2021), which represented those concerns about the health implications of COVID-19 itself, as well as the initial effects of social isolation and family confinement on teenage mental health. Teachers and parents' social concern include communication skills, which have become tarnished during this pandemic. These skills need to be polished; students have to work on their tone, intonation, vocabulary and pronunciation. Don't be surprised if a teacher faces aloud and boisterous class.

### Findings based on emotional concern

Regarding the emotional concerns (68.53%) of teachers agreed that they had the emotional concern about the re-opening of schools in which (66.27%) of male and (71.56%) of female teachers were included. Conversely, male teachers were less likely than female teachers to state that they have emotional concerns comprised of frustration, anger, catharsis, love, and friendship. This was found consistent with the study of (Stachteas et al., 2020), which indicates a link between gender and the emergence of fear, despair, and optimism sentiments. Women are also more likely than men to exhibit worry and significant emotional distress. On the other hand, 64.6% of the students had an emotional concern, inclusive of (64.09%) female and (65.1%) male students. According to the findings, there is a slight gender difference in the emotional concern of students. Both female and male students have the same emotional concern, and we have a study which says that men are just as emotional as women. Men have the same ups and downs, highs and lows as women do (Escalante, 2021). A considerable proportion of young people have similar and typical responses to their perspectives, experiences, and attitudes about COVID-19 (Schwartz et al., 2021). There is a possibility that students' emotional well-being will be negatively impacted if they don't attend school in person. (Horowitz, 2021).

### Findings based on psychological concern

Regarding the Psychological concern related to self-confidence, self-efficiency, separation anxiety, adjustment problems, etc. (72.53%) of teachers including (70.97%) of males and (74.62%) of females had agreed, while (61.88%) of students agreed, which includes (64.65%) of male and (57.5%) of females. The unpredictability of the situation to control the disease and the high risk of coronavirus is one of the most stressful situations. Teachers and students may become anxious as a result of these factors, as well as certain misunderstandings and misconceptions. (Stachteas et al. 2020) argued that the presence of children in the household has an impact on the experience of worry about the pandemic's development. More introverted children may fare well during isolation and may not manifest psychological concerns. But children or young adolescents who are more social and extroverts may suffer from a lack of social contact with peers, as a result, may have psychological concerns.



### Findings based on academic concern

As per the fourth dimension, (73.44%) of teachers had the academic concern, including (72.18%) of male and (75.12%) of female teachers. On the contrary, (69.96%) of students also had the same concern where (65.1%) were male and (73.9%) were female students. These findings on academic concern were found consistent with the study of (BMC Public Health, 2021), which showed that the teachers dealt with a large number of kids on a regular basis for lengthy periods of time, and the risk of infection is great, which could be one cause for the high degree of worry as health would affect their academics. The students were more concerned about their handwriting, speed of writing, posture, and gestures in the school environment on the re-opening of the schools. However, the teachers believed that they will have to deal with lots of disarray behavior of the students when they join the school offline, and for students at the secondary level, they were more concerned regarding their academics and how they will cope with the academic activities loss.

It can be concluded that teachers' concerns in every dimension were more than the concerns of students. Out of all the concerns, social concern was at the top for teachers, and Academic concern was for the students. And the least score among the four dimensions was Emotional concern for teachers and social concern for students. The teachers believed that they have to deal with lots of disarray behavior of the students when they will join the school offline. To them, maybe, once the socialization concerns are taken care of, other concerns like emotional, psychological and academic concerns will automatically be taken care of. And for students at the secondary level, they are more concerned regarding their academics and how they will cope with the academic activities' loss. Facing board exams is a nightmare for every student at this stage. Maybe for them, other concerns can be dealt with as the time comes, once they feel they are secure and strong in their academics. As children and adolescents struggle to learn from home, parents cannot ignore but feel gratitude for teachers' efforts, their skills, and their invaluable support for their student.

According to the findings of semential differential statement related to how they would feel if the school did close again in the 3<sup>rd</sup> wave, it was found that there is no gender difference in the emotional display regarding the 3<sup>rd</sup> wave. For teachers, they will be frustrated with the school being completely online during the 3<sup>rd</sup> wave. The male teachers will feel more frustrated than female teachers. Minding your mind during lockdown is challenging for all, but for men, frustration can lead to aggression easily. Females can find distraction with children and households' chores. Women are better in 'multitasking' than men. Men were slower and less organized than women when switching rapidly between tasks (Morgan, 2013). For teachers, especially male teachers, switching from online mode to offline then again to offline can be taxing them. Contrary, the students chose to be happy to be switched again to the online mode. Perhaps we can say that a blended mode is what the students are looking for. They are flexible to migrate to and fro from offline mode and online mode. UGC has now given a planned combination of the Blended learning mode that offers the most freedom. And can be applied to any programme that maintains conventional learning values while incorporating digital technology. Blended learning blends the greatest parts of online learning with the finest aspects of direct instruction, allowing teachers to do a lot more to meet the needs of their students without adding to their already heavy burden.

When asked regarding 'Pets', it was found that (22.55%) of female teachers and (30.2%) of male teachers said "Yes". Out of these majority of them (61.5%) of males and (71.4%) of females kept cats, while other (23.07%) of males and (28.5%) of females kept pets like pigeon, fish and rabbits, and dogs were the least opted pet (15.3%). On the other hand (22.5%) of females and (25.5%) of male students said 'Yes', they kept. In which the majority of male students (63.63%) and (55.5%) preferred cats, on the otherhand, only (9.09%) of males and (22.2%) of females had a dog, while other (27.27%) of males and (22.2%) of females kept pets like pigeon, fish, and rabbits. When faced with the challenges of job loss, health concerns and social isolation, pet owners are turning to their animal friends for far more than basic companionship and improved vitals. Many people are finding that their pets are helping to reduce anxiety and depression, and give them hope. These findings were found consistent with the study of (Bryant et al., 2007) which suggested that therapeutic interventions with pets may be effective in resolving peer issues. A research study (Boehringer Ingelheim, 2021) concluded that spending time with their pets helped the respondents reduce stress and increase their sense of well-being during the pandemic. Intriguingly, female owners would choose to quarantine with their pets instead of their partners. Cats were more popular during the pandemic maybe because they are easily managed indoors. An unexpected finding (Shoosmith, 2021) published that a higher proportion of cat owners reported their pet was more affectionate during the lockdown phase as compared to owners of other species.

Another positive finding revealed that students would not miss their mobile phones in school. They are willing to let go of their devices for a more significant concern: their academics. They want real-life experiences and are fed-up with virtual experiences.

### **Educational Implications**

#### **Implications for Teachers/administrators**

1. When encouraging children to obey Public Health guidelines, administrators should consider implementing age and gender-specific messaging.
2. We can presume that teachers are mentally strong, which is expected to contribute favorably to the effectiveness of their complex tasks, which, as this study has shown, they fervently desire to resume in the place and manner in which they are most comfortable.
3. It is important to ensure the psychological well-being of teachers who are in charge of guiding pupils in order to ensure the learners' right to education. The findings of this study are significant not just for providing information with an insight into Indian teachers' anxieties and concerns but also for offering information that can be relevant when other countries consider opening schools.
4. Long duration lessons should be avoided in order to increase students' productivity, and a sufficient break should be provided between two consecutive classes.
5. The administration should fulfill the responsibilities and duties with utmost sincerity and honesty so that in case of any concern, effective measures can be taken.
6. Faculty members and administrators have a responsibility to pay close attention to students' behavior and performance so that if they see any emotional, physical, social, or intellectual concerns, they can better guide them.
7. Teachers require assistance in incorporating technology effectively into their teaching techniques and approaches. The technology should be blended with the offline classes too.
8. Teachers have to take care to re-develop altruistic, empathetic skills in children. The ability to understand others' perspectives, viewpoints and emotions have to be polished as students resume their interactions.
9. Teachers have to make sure that their communication is not interrupted by wearing a mask. They can distance themselves while teaching. On the other hand, students wearing masks can learn to become better verbal communicators and will learn to maintain eye contact when speaking.

#### **Implications for parents**

1. Individuals with the healthiest physical and mental attributes are less anxious and stressed about the COVID-19 epidemic. Individuals who are healthier are less likely to become ill, and if schools reopen, they will not have to worry as much.
2. Parents should allow their children to adopt a pet and consider it as a solution to overcome the stress.
3. The majority of parents and teachers will benefit from the social distancing plan because they will be relieved of the worry of spreading the sickness among their children and themselves.
4. In order to provide information and guidance to parents on successful strategies for supporting their children's learning, education systems should strive to strengthen engagement between schools and parents.
5. Confiscating mobile phones as soon as they start offline classes is not advisable. Teaching students to be 'smart' users is the responsibility of parents and teachers. They have to learn about healthy screening time, privacy matters, sharing information, balancing between academics and entertainment etc.
6. Re-opening schools will not only help the students in their academic work. It will also consider the parents who are not being able to work because their children are at home.
7. Parents can be stressed out about taking care of pets in the absence of children at home. Now the quality time for pet-caring has to be divided between working parents and children.

#### **Implications for students**

1. Students can overcome some of the issues that online learning can present by cultivating positive attitudes regarding learning, such as remaining focused throughout online classes or maintaining sufficient motivation. Positive learning attitudes, self-control, and intrinsic motivation to study all help students succeed in school, but they may be especially important if online learning continues.
2. Students' attitudes and dispositions are influenced by the support they receive from their family and professors, as well as the role models they are exposed to. Different types of family and teacher support, such as parental emotional support and teachers' enthusiasm, can be critical in the development of positive learning attitudes.

and ensuring that students develop the attitudes and dispositions that will allow them to maximize their ability to take advantage of online and offline learning opportunities.

3. Therapeutic therapies with dogs may be useful in easing various concerns of pupils in offline courses during the COVID-19 outbreak. Students who previously maintained pets at home must now coordinate their pet-care schedules with their school schedules.

#### **Implications for policymakers**

1. Teachers and pupils are anxious, and their lives are being impacted by government decisions; as a result of the circumstance, any decision made by the authority should be strictly followed.
2. To deal with the COVID 19 pandemic, the government should use all of the capacities of the governmental and non-governmental sectors, as well as transparency of procedures and information.
3. To overcome the crisis of the COVID-19 Pandemic, the government should incorporate community accountability, law enforcement for all, consensus-based on popular beliefs, social motivation with a strategic vision and flexibility to be followed during social distancing.
4. Now than never before, there is a need to recruit counsellors in every school. The concerns of students should be brought to immediate attention and dealt with it effectively.

#### **Suggestions for future research:-**

1. This study was conducted on the perception of secondary school students of Aligarh only. But in the future, Perception of Students from elementary and higher education can also be considered.
2. For future research, parents' perceptions can also be considered.
3. This study was only related to the perception of students and teachers, but in future, a comparative study on the perception of parents and teachers can also be conducted.
4. A comparative study on the perception of novice and experienced teachers can also be conducted.
5. Concerns of administrators can also be considered for future research.

#### **Conclusion:-**

Identifying and explaining the concerns and stress of teachers and students about the re-opening of schools during COVID19 pandemic will help policymakers and managers in planning and interventions. The mental health facilities should be considered during COVID 19 pandemic so that teachers and students have less stress and anxiety. To prevent infection and education worry, local public health professionals such as doctors and pharmacists must provide teachers with the knowledge, attitude, and practice regarding infectious diseases. It is also valuable to look beyond these obvious immediate concerns to what may be the possible role of education on the other side of the COVID-19 pandemic. It is hard to imagine there will be another moment in history when all will understand the vital role of education. Now is the right time to chart a vision for how education can emerge as resilient and strong from this pandemic crisis than ever before.

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