



CHETANA
International Journal of Education
Peer Reviewed/Refereed Journal

(ISSN: 2455-8729 (E) / 2231-3613 (P))

Impact Factor
SJIF 2022 = 6.261



Prof. A.P. Sharma
Founder Editor, CIJE
(25.12.1932 - 09.01.2019)

Research Paper

Received on 25.07.2022

Reviewed on 28.07.2022

Accepted on 30.07.2022

A study of parent's opinions in context of the effects of
online teaching-learning on learning at Primary level in Jaipur

*Avdhesh Kumar Sharma

**Ms. Roma Singh

***Dr. Rajani Chopra

****Dr. Sonia Kaur Bansal

Keywords *Online teaching; online learning; parent's opinions; primary classes, effects on learning etc.*

Abstract

Research Findings: This study explored parent's opinions in context of the effects of online teaching-learning on learning at primary level, amount of learning assignment, difficulties faced by parent's, length of online learning and parent satisfaction with children's online learning during COVID-19 imposed class suspension. This research addresses a study of parental opinion in the context of online learning looks at the difference and online teaching-learning process from a parent's perspective. **Method:** A survey study was conducted with a questionnaire administered to 60 parents of primary classes in St. JKL International school in Jaipur. **Findings** Mean score of 30 Male parents is 21.06 and 30 Female parents is 21.56. 30 1-3rd class male and female parents is 21.1 and 30 4th to 5th class male and female parents is 21.46. The difference of mean is 45. The standard deviation of Male parents is 1.78 and Female parents is 0.861 respectively and standard deviation of 1-3rd class male and female parents is 2.23 and 4th to 5th class male and female parents is 1.63 respectively. Difference of mean is 55 between male and female parents. There is no significant difference found between the opinion of parents towards effect on learning related to online teaching learning on the basis of gender and class level of the students. **The results**

suggested that the current study addresses this gap and looks at the online teaching-learning process from the parents' point of view, which can assist the policy makers.

Introduction

It's the era of Covid -19 pandemic which was first identified in December 2019 in Wuhan city, China. It has spread worldwide, affecting almost all countries. After the lockdown all levels of education institutions have discontinued face-to-face teaching and learning. There was a pressing need to innovate and implement alternative educational and assessment strategies. The COVID-19 pandemic has provided us with an opportunity to pave the way for introducing digital teaching learning innovation. Thus as alternative emerge the online teaching learning in the school. Especially at the elementary level education has been badly hit due to the outbreak of corona pandemic with millions of students stranded at home, staring at the screens and receiving instruction passively. Covid-19 has caused huge disruption with tough challenges for the entire education system across the world. Since Indian teachers and students are habituated to everyday meetings and interactions carrying out the teaching and learning activities in classroom, it is particularly difficult to engage young children. Young students' engagement particularly depends on their willingness to participate in the learning process. Parents' thought that with these classes, all around holistic development of the student can not be achieved. Parents' have numerous grievances about online teaching, both structure and methodology.

Many refuse to pay the fees at all and most think that they do not receive enough value for money. The current study focuses on the views of parents of primary class students taking place in virtual mode since they control the learning environment at home and support setting up of a physical space intended for learning to encourage the children to study seamlessly. Parents want to maximise the benefits and minimise the risks of internet use among young children. Besides, the availability of technology for the vulnerable section of society is limited. The pandemic has imposed an additional role on the parents: that of being a supervisor to their children while they attend the classes, particularly at primary level. A study conducted by shows that parents feel frustrated at helping their young children attending and focusing on the classes in virtual mode.

Research highlights certain dearth such as the weakness of online teaching infrastructure, the limited exposure of teachers to online teaching, the information gap, non-conducive environment for learning at home, This research evaluates the impact of the COVID-19 pandemic on teaching and learning process across the world. Broadly identified challenges with e- teaching learning are availability, accessibility, affordability, flexibility and learning pedagogy. Many places have substantial issues with a reliable Internet connection and access to digital devices. While, in many developing countries, the economically backward children are unable to afford online learning devices, Lack of parental guidance, especially for young learners, is another challenge, as both parents are working.

Review of Related Literature

Sumitra Pokhrel and Roshan Chhetri (2020) aims to provide a comprehensive report on the impact of the COVID-19 pandemic on online teaching and learning and indicate the way forward. Carrillo Carmen & Flores, Maria (2020) studied for the development of online teaching and learning practices. According to Lena, W. &Betaubun (2015) the findings of their study showed a significant relationship between school organizational climate and teachers work performance and with work morale. The study by Francis and Flanigan (2012) says self directed learning is not directly related to academic performance or preferences for instructional techniques.

Rationale of the study

Due to the corona circumstances, the schools have decided online classes for the students studying in primary schools from the place of residence of the students. The educational work which should have been done through regular classes in schools was now being done through online education. Due to which parents and students had to face many problems and to know the effects on learning. With this in mind, it was decided to choose this research work.

Objective

The Researcher's main purpose of this research study was to investigate the parents' views towards effects of online teaching-learning on learning at Jaipur during Covid -19 pandemic.

Hypothesis

There is no significant difference between opinion of parents towards effect on learning related to online teaching learning on the basis of gender and standard of students.(Standard 1-V)

Method of research

Researcher used Descriptive survey method and quantitative analysis of data in the study. A survey method is a process, tool, or technique that researcher can use to gather information in research by asking questions to a predefined group of people.

The target sample of the study was 60 parents of primary level students learning in Jaipur. 30 parents from 1st to 3rd standard and also 30 parents from 4th to 5th standard. The sample was selected using simple random sampling technique from a selected primary school of Jaipur district.

Population and Sample

All the parents of primary level students of Jaipur district (Rajasthan) have been considered as population of the study. 60 parents were taken as sample through simple random sampling procedure.

Tool used in the study

Self constructed questionnaire was prepared for collection of the data. The questionnaire contained direct questions with three options- agree, disagree, and neutral. There were 16 items of effects of online-teaching-learning process on learning.

Statistics used

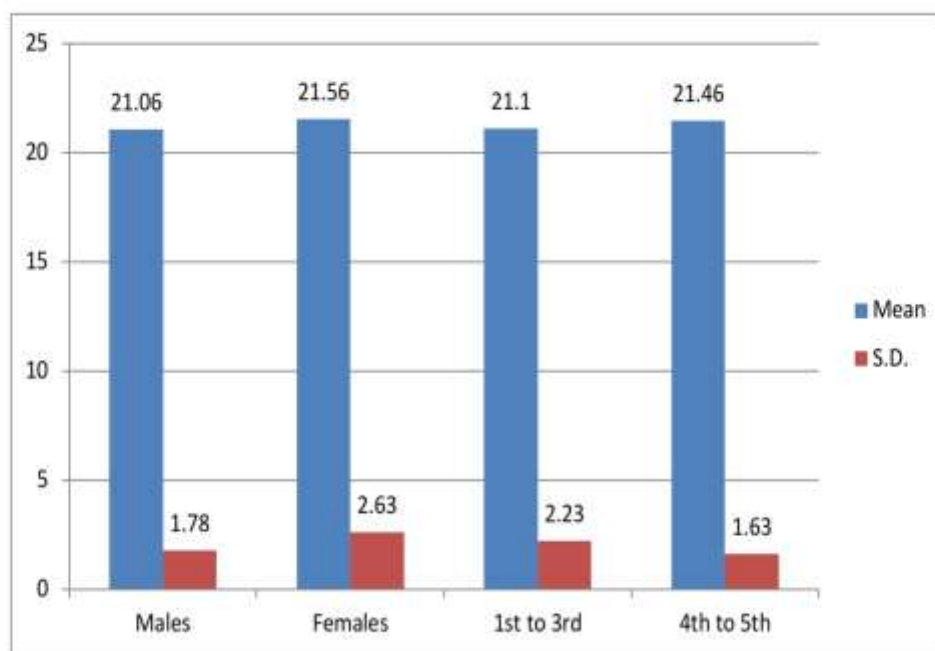
The percentage analysis has been used to find out the percentage of parent's opinions in context of effects of online-teaching on learning.

Analysis procedure

In the present research, the data collected by the researcher has been analysed on a percentage basis and arithmetic mean covering two dimensions (i) Standard (I-V) and (ii) teaching learning. There is no significant difference between opinions of parents towards effect on learning related to online teaching learning on the basis of gender of students class 1-3 and 4-5.

Group	N	Mean	S.D.	t-test	Level of significance
Boys	30	21.06	1.78	0.861	0.05=2.48
Girls	30	21.56	2.63		
1-3	30	21.1	2.23	2.67	Accepted
4-5	30	21.46	1.63		

$$df = N_1 + N_2 - 2 = 30 + 30 - 2 = 58$$



Integrated Graphical Presentation

Analysis

In above mentioned table mean score of 30 Male parents is 21.06 and 30 Female parents is 21.56. 30 1-3rd class male and female parents is 21.1 and 30 4th to 5th class male and female parents is 21.46. Whose difference of mean is 45. The standard deviation of Male parents is 1.78 and Female parents is 0.861 respectively and standard deviation of 1-3rd class male

and female parents is 2.23 and 4th to 5th class male and female parents is 1.63 respectively.

The above mention table states that Male and female parents is difference of mean is .55 there is no significant difference is not found between in the opinion of parents towards effect on learning and health concerns related to online teaching learning on the basis of gender of students.

Major findings

The findings from this research have shown that parental engagement with young students is of great significance for online teaching since they assist their children in taking online classes at home. It has also corroborated that longer stretch of online classes during the school-day is not welcomed by the parents and they think that there is a vast difference between online teaching and offline activities. Surprising finding given that one would assume there would be severe practical obstacles in setting up the necessary dialogue to constitute effective feedback. Parents/carers made a considerable contribution to learning, not only by helping their children but also by being an additional audience for the teachers' feedback, which might have motivated the latter yet further. Some parents were faced difficulties in the use of technical gadgets which was effected the learning

Educational Implications

The presented short research will be helpful in clarifying the effects on learning of primary level. The research provides a wider understanding of the parents' views of online teaching learning in Covid-19 pandemic in the Jaipur. It reveals the parents' suggestion to school for better online teaching learning quality. Parents' suggestions to meet the students education and emotional needs in online teaching learning as well as to satisfy the parents'.

Conclusion

This study found that the implementation of online learning during the COVID-19 pandemic has been problematic and challenging for parents and also primary students. Parents generally had negative beliefs and attitudes about the values and benefits of online learning and preferred traditional learning in early childhood educational

environments. This is because they were neither trained nor ready to embrace online learning. The hardship caused by the COVID-19 pandemic has made them suffer, thus more resistant to online learning at home. And these Parents were more concerned about the shortcomings of online learning, their children's inadequate self-regulation, and their lack of time and professional knowledge in supporting online learning. Internet bandwidth is relatively low with lesser access points, and data packages are costly in comparison to the income of the people in many developing countries, thus making accessibility and affordability inadequate. Policy-level intervention is required to improve this situation. After the COVID-19 pandemic when the normal classes resume, teachers and learners should be encouraged to continue using such online tools to enhance teaching and learning.

References

- **Agarwal Rajani, Dr. Bansal Sonia Kaur (2021).** Dealing with job burnout in higher education. *Ilkogretim Online - Elementary Education Online*, 20(4), pp. 2083-2087 <http://ilkogretim-online.org>
- **Agarwal, Rajni and Bansal, Sonia Kaur. (2020).** the strategies to deal with job burnout in teaching profession. *Jornal of Xidian University*, 14 (8)
- **Bansal Sonia Kaur. (2019).** A study of the level of job burnout among university teachers with their marital status. *IJRAR*, 6(2).
- **Bansal Sonia Kaur.** A Study on Language Disorders in Learners. [www.researchgate](http://www.researchgate.net)
- **Bansal, Sonia Kaur.** English language teaching (importance & challenges). *A national interdisciplinary referred research journal*, 1 pp. 93-96.
- **Bansal, Sonia Kaur. (2018).** A study on language disorders in learners authors. *An international multidisciplinary refereed research journal*, 6(4).
- **Bansal, Sonia kaur. (2018).** Development & Effectiveness of English language skills in Indian classrooms. *Shrinkhla: A multidisciplinary international journal*. 6(4), pp. 30-31
- **Bansal, Sonia Kaur. (2017).** A comparative study of job burnout among government and private university teachers on the basis of their gender. *Journal of humanities and social sciences-MANVIKI*, 8(2).

- **Bansal, Sonia Kaur. (2016).** A study of the level of burnout among university teachers with some Demographic variables. *Ambikeye journal of education*, 8(1).
- **Bubb, S., and Jones, M.-A. (2020).** Learning from the COVID-19 home-schooling Experience: Listening to Pupils, Parents/carers and Teachers. *Improving Schools* 23 (3), S. 209-222. doi:10.1177/1365480220958797
- **Charies, A. (2011).** Academic Optimism of High School Teachers: Its Relationship to Organizational Citizenship Behaviors and Student Achievement. <https://doi.org/10.1177%2F105268461102100607>.
- **Chaturvedi, Veenu. Bansal, Sonia kaur and Sharma, Rajesh kumar. (2020).** Significance of experimental research in educational technology a review study. www.researchgate.net
- **Chopra,Rajni. (2021).** “Factor Affecting the Personality Of Slow Learners” *International Journal of Multidisciplinary Education Research, UGC approved Journal, Volume.10.*
- **Chopra,Rajni. (2020).** A study of an opinion of various groupof society and professionals towardsyoga education, *ilkogretim Online-Elementary Education Online, Volume: 19 Issue: 4, April 2020 PP: 4540-4543.*
- **Chopra,Rajni. (2020).** A Study on The Opinion of, Various Groups Of Society, Towards Yoga Education, *International Journal of Research and Analytical Reviews (IJRAR) UGC approved JournalVolume: 7 Issue:2, April 2020, E-ISSN #: 2348-1269,P-ISSN #: 2349-5138.*
- **Chopra,Rajni. (2020).** Education of the disabled in india: challenges and solution, *International Journal of Multidisciplinary Education Research, UGC approved Journal Volume: 9 Issue: 5(6), May 2020.*
- **Chopra,Rajni. (2020).** Literature review on topic: a study on the opinion of various groups of society towards yoga education. *International Journal of Multidisciplinary Education Research,UGC approved Journal Volume: 9, Issue: 11 ISSN #: 2277-7881.*
- **Chopra, Rajni. (2020).** Study of Relationship between Sustainable Development and Life Skills of Prospective Teachers in Present Situation, *SGVU International Journal of Economics & Management, October- December 2020.*

- **Kaushik,Vibha (2020).**The study of the effectiveness of the inquiry based learning method in chemistry teaching learning process. *ADALYA JOURNAL* 9 (Issue 4), 638-643
- **Kaushik,Vibha(2020).**The Study of the effectiveness of the inquiry- based learning method in chemistry teaching learning process *INTERNATIONAL JOURNAL FOR INNOVATIVE RESEARCH IN MULTIDISCIPLINARY FIELD* volume 6 (Issue 4) 234-237
- **Kaushik,Vibha (2020)** The Study of the effectiveness of the inquiry- based learning method in chemistry teaching learning process. *INTERNATIONAL JOURNAL FOR INNOVATIVE RESEARCH IN MULTIDISCIPLINARY FIELD* 6 volume 4
- **Kaushik,Vibha (2020)**Impact of financial stress on the academic achievement of senior secondary students .*Journal of critical reviews* 7 (19), 8985-8987
- **Kaushik,Vibha(2018)** An analytical study of stress in relation to academic achievement of students in senior secondary level. *Panacea international research journal* 5 (3), 154-158
- **Kaushik,Vibha(2017).** e learning the need of era. *Ambikeya journal of education* volume 8 Issue1. 53-54
- **Manisha, Dr. Bansal Sonia Kaur. (2020).** A study of decision-making of teacher educators. *ADALYA journal*, 9(4).
- **Manisha and Bansal, Sonia Kaur. (2020).** A study of optimism of teacher educators. *International journal of multidisciplinary educational research (IJMER)*, 9(2).
- **Sharma, Nikita., Bansal, Sonia Kaur and Pandey, A. K. (2021)** Significance and Challenges of Online Teaching. *Ilkogretim Online*, 20(5), pp. 1445-1449.
- **Simonson M, Zvacek SM, Smaldino S.** Teaching and Learning at a Distance: Foundations of Distance Education (7th Edn. Charlotte,NC. Information Age Publishing. 2019.(PDF) *A study of parent's opinion on online teaching in Delhi-NCR schools*. Available from:
https://www.researchgate.net/publication/348110053_A_study_of_parent's_opinion_on_online_teaching_in_Delhi-NCR_schools [accessed Sep 05 2022].

- **Singh, Roma, & Tiwari, Shruti. (2022).** A STUDY OF PERCEPTION OF TEACHER EDUCATORS TOWARDS ICT AS A CORE OF 21st CENTURY SKILLS, Retrieved 13 August 2022, from <https://www.neuroquantology.com/article.php?id=4685>
- **Singh, Roma, & Tiwari, Shruti. (2021).** "Online Learning as Future Transition of Education in Indian prospect." Retrieved 13 August 2022, from <https://www.gyanvihar.org/journals/wp-content/uploads/2021/02/Online-Learning-As-Future-Transition-Of-Education-In-Indian-Prospect-converted.pdf>
- **Singh, Roma, & Tiwari, Shruti. (2020).** "INTEGRATION OF ICT IN SHAPING TEACHING-LEARNING PRACTICES: DEMAND OF THE NEW DIGITAL WORLD.". *Journal Of Critical Reviews*, 7(19), 9418-9425. doi:10.31838/jcr.07.19.1051
- **Singh Roma. (2019).** Classroom communication as correlates of teaching effectiveness. *International Journal of Research and Analytical Reviews*. Vol. 6 (2). Pp 275-280.
- **Singh, Roma & Yadav Y. (2017).** Perspective of Futurology and its Implication in Education. *Global Journal of Enterprise Information System*, 9(4),57-61.

Corresponding Author

****Avdhesh Kumar Sharma, M.Ed. Scholar***

*****Ms. Roma Singh, M.Ed Research Supervisor***

******Dr.Rajani Chopra, Assistant Professor***

*******Dr.Sonia Kaur Bansal, Assistant Professor***

GyanVihar School of Education, Suresh GyanVihar University, Jaipur, India

Email: excellenceavdhesh2014@gmail.com, Mob.-7976503365