COVID-19: E-LEARNING CHALLENGES FOR PARENTS OF PRIMARY SCHOOL LEARNERS

Divya Jain*

ABSTRACT

The unprecedented outbreak of Covid-19 has halted and impacted the lives of many across globe. The largest disruption of education system has been witnessed in human history and unanticipated closure of schools, and higher education institutions have significantly disturbed the traditional educational practices. Due to restrictions in movement and social distancing adherence physical classes, face to face teaching had to be stopped and alternative measures had to be looked into. To cope up with these disruptions, digital learning platforms emerged as an alternate parallel education system and definitely transformed the challenges of pandemic into opportunities. But what are the challenges which parents of primary school learners are facing due to this transformation is one of the concerns as well. The purpose of this study stems from the issues dealt by parents for online teaching and learning with a special focus on primary school learners' parents. The study aims at view point of parents of primary classes learners in West Delhi region. Due to mobility restrictions responses are collected from parents through Google Forms. The research findings suggests the ease of acceptance of 'new normal' but adoption process is not an easy one especially for people who lack technological skills. The convenience of sharing learning materials is a boon and flexibility of time and geographical region is also appreciated by the parents. But on the other hand, quality and productivity are compromised owing to the barriers and challenges faced in digital learning process. Issues in context of digital learning needs to be addressed. Online classes posed a challenge towards parents during their working hours. This was due to Work from home meetings and online classes being held at the same times. This posed a major challenge to online learning with respect to primary school learning. Online classes did not have the same retaining power as offline mode of teaching It indicates that there is much need to understand the importance of collaboration for the sake of knowledge sharing.

Keywords: *Covid 19, Digital Learning, Parents of Primary School Learners, Challenges of E-Learning.*

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Introduction

Educational institutions (schools, colleges, and universities) in India are currently based only on traditional methods of learning, that is, they follow the traditional set up of face-to-face lectures in a classroom. Although many academic units have also started blended learning, still a lot of them are stuck with old procedures. The sudden outbreak of a deadly disease called Covid-19 caused by a Corona Virus (SARS-CoV-2) shook the entire world. The World Health Organization declared it as a pandemic. This situation challenged the education system across the world and forced educators to shift to an online mode of teaching overnight. Many academic institutions that were earlier reluctant to change their traditional pedagogical approach had no option but to shift entirely to online teaching–learning.

Several arguments are related with e-learning. Availability, moderateness, adaptability, learning teaching method, deep rooted learning, and strategy are a portion of the contentions identified with online instructional method. It is said that online method of learning is effectively available and can even reach to rustic and distant regions. It is viewed as a generally less expensive method of schooling regarding the

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*   Assistant Professor, Delhi Institute of Advanced Studies, Delhi, India.

lower cost of transportation, convenience, and the general expense of foundation-based learning. Adaptability is another intriguing part of internet learning; a student can timetable or plan their time for culmination of courses accessible on the web. Joining eye to eye addresses with innovation offers ascend to mixed learning and flipped centers; this sort of learning climate can expand the learning capability of the understudies. Understudies can learn whenever and anyplace, subsequently growing new abilities in the process prompting deep rooted learning. The public authority likewise perceives the expanding significance of internet learning in this unique world.

At first, the educators and the students were very befuddled and didn't see how to adapt up to the circumstance of this abrupt emergency that constrained conclusion of the instructive exercises. Yet, the lockdown has instructed such countless exercises to make do with the development of such pandemics. Subsequently, COVID set out numerous difficulties and open doors for the instructive establishments to fortify their innovative foundation (Pravat, 2020a). The lockdown has given them a beam of expectation for educators and understudies to proceed their instructive exercises through on the web.

Literature Review

Cheng et al. (2019) conducted a systematic review and meta-analysis of the published data and found that almost all the use of technology plays a role in improving students' academic achievement. Compared with students who do not use technology or use traditional teaching methods, the use of technology could help students improve their academic performance by 15.5 percentage points. Other studies have found that the use of information technology could also improve student performance, as well as help reduce inequality in education.

Zhou et al. (2018) used large-scale academic monitoring data and found that the teacher-student relationship is the most essential factor that affects student performance. This means that technology is playing an increasing role, but the effective communication between teachers and students face-to-face is still indispensable and is a critical link for students' learning process.

Chandra (2020) conducted a study to investigate the perception of academic stress experienced by students during current online education and coping strategies using emotional intelligence adopted by them. The findings of the study indicated that significant differences were observed between the fear of academic failure in online and home environment among male and female students. Many of them have started diverting themselves to various creative activities and taking up online courses that are helping them to learn new technical skills. Thus, by using emotional intelligence and distancing from boredom and depressive thoughts, students were trying to cope with negative effects arising from the current pandemic situation in this new environment of online education.

Lederman (2020) expressed that because of the COVID-19 emergency teachers and students both end up in the circumstance where they felt constrained to accept the computerized scholastic experience as the best of the internet educating learning measure. Through computerized knowledge instructors can cater kids' advanced abilities which are near the precarious edge of digital danger into the instructive chances to get achievement in future endeavors particularly in this pandemic where kids are completely subject to web-based learning.

The Covid is overturning life that made a suffering danger our instructive foundations from kindergarten to tertiary level and step by step exacerbated the educating learning. Aside from the charitable endeavors, a few groups wanted to parlay their ambitious abilities into benefit creating open doors. Mishra et al., (2020) The proposed reason for this paper tries to address the necessary essentialities of web based instructing learning in schooling in the midst of the COVID-19 pandemic and how could existing assets of instructive foundations successfully change formal training into online schooling with the assistance of virtual classes and other urgent online apparatuses in this consistently moving instructive scene. This paper had utilized both quantitative and subjective way to deal with study the view of educators and understudies on internet instructing learning modes and furthermore featured the execution interaction of web based educating learning modes. The estimation of this paper is to draw a comprehensive image of progressing internet instructing learning exercises during the lockdown time frame including setting up the linkage between change the executives cycle and web based educating learning measure in training framework in the midst of the COVID- 19 episode to conquer the continuing scholarly unsettling influence and thusly guarantee the resumption of instructive exercises and talks as a typical course of method in the schooling framework.

Data & Methodology

Objectives of the Study

- To determine the perception of parents during online learning with respect to their kids with special reference to primary school learners.

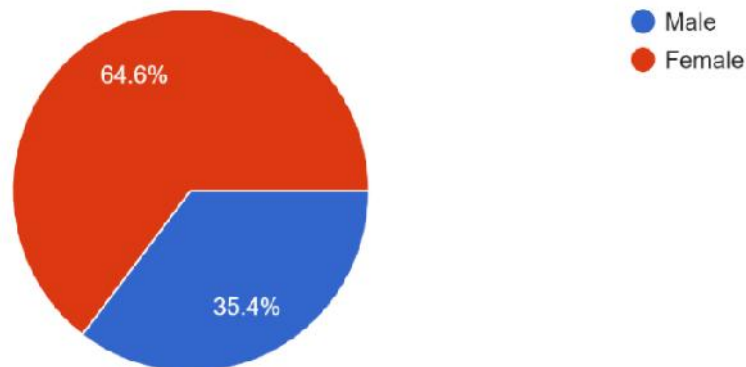- To identify the challenges faced by parents during online classes of school kids.

This research study aspires to explore the factors determining the perception of parents during online classes of their children and the challenges they face during online classes. To study this both descriptive study and quantitative study is done to understand the perception of parents and challenges faced by them during online classes of their children. The method of data collection used is primary source of data. A questionnaire is designed and is sent to parents of students studying in primary school in classes 1-5 in West Delhi Region. The questionnaire is divided in 2 parts. Part 1 includes the demographic features and part 2 have questions related to the perception and challenges faced during online classes.

The questionnaire was circulated to almost 100 respondents via Google forms but after cleaning of data only 65 respondents' questionnaires were available for analysis. Convenient sampling had been used for the purpose of data collection. Pie charts and Bar Graphs have been used for the purpose of analyzing the data.
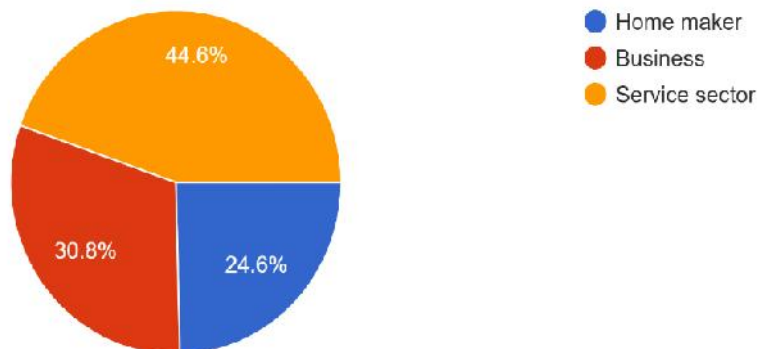
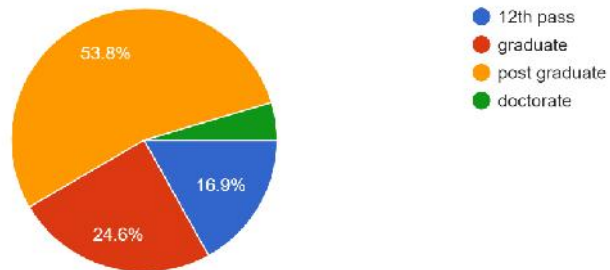**Analysis & Interpretation**

Gender

65 responses

- Male
- Female
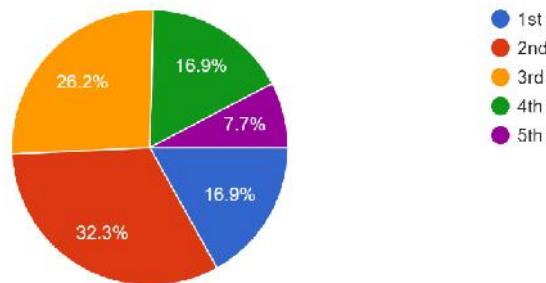
64.6%

35.4%

Occupation

65 responses

- Home maker
- Business
- Service sector

44.6%

30.8%

24.6%

Educational qualification

65 responses

- 12th pass
- graduate
- post graduate
- doctorate

53.8%
16.9%
24.6%

In which standard does your child studies in?

65 responses

- 1st
- 2nd
- 3rd
- 4th
- 5th

26.2%
16.9%
7.7%
16.9%
32.3%

How would you like to describe your IT skills?

65 responses

- High
- Moderate
- Low

58.5%
10.8%
30.8%
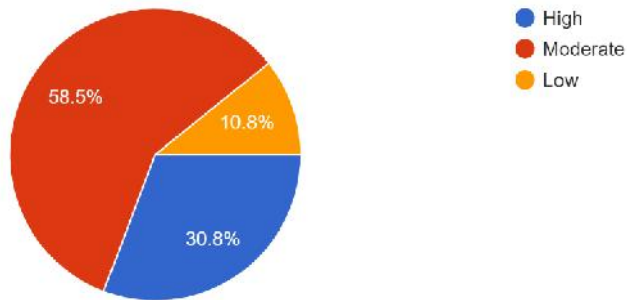
Has your child ever participated in any type of e-learning before the pandemic?

65 responses

- Yes
- No

89.2%
10.8%
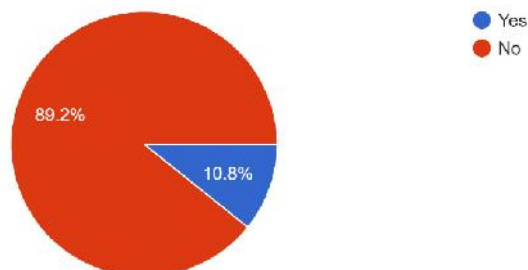
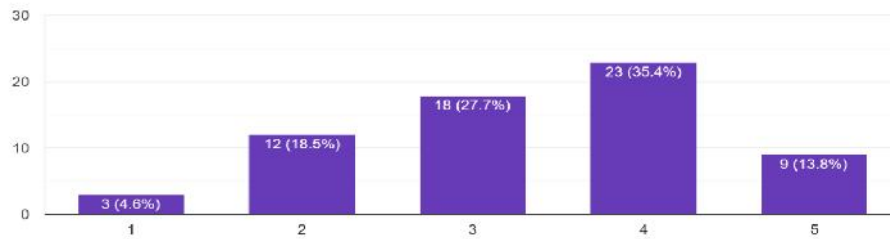**Part 2:   Understanding the Perception and Challenges Faced by Parents**

Using a five-point scale (where 1-extremely ineffective, 5-extremely effective) rate the effectiveness of e-learning in terms of increasing knowledge
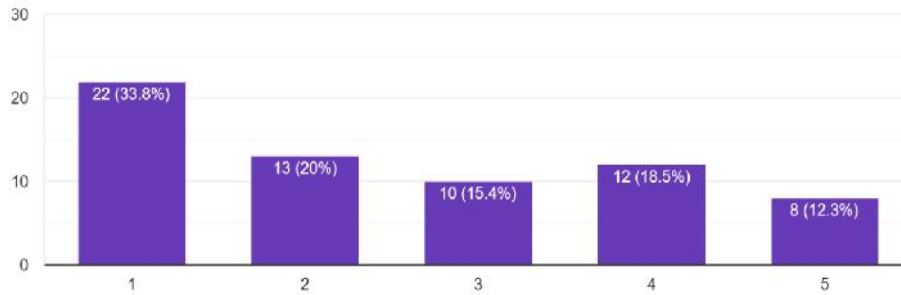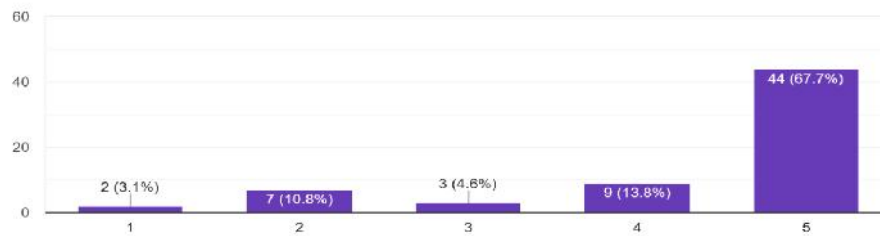
65 responses

Does online classes provide ease and quick share of educational material(1-Strongly disagree,5-Strongly agree)
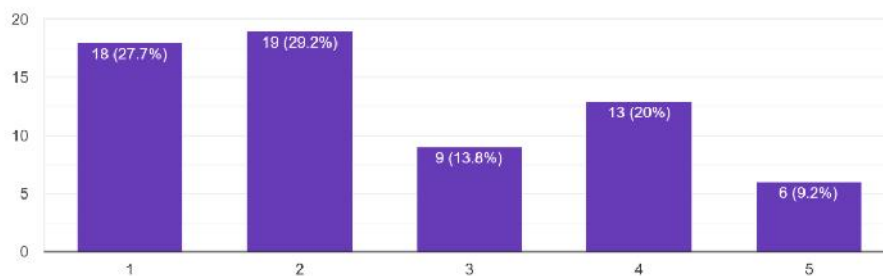
65 responses

Does online classes provide with flexibility in Time and Space (1-Strongly disagree,5-Strongly agree)
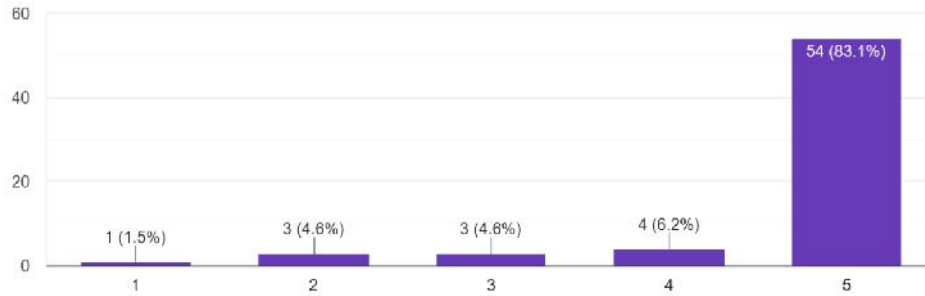
65 responses

Do you agree that there are electronic tools available to enable interactive communication between instructor and student without meeting face-to-face.(1-Strongly disagree,5-Strongly agree)
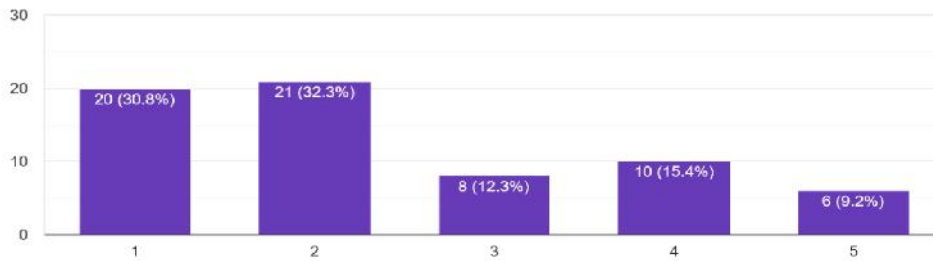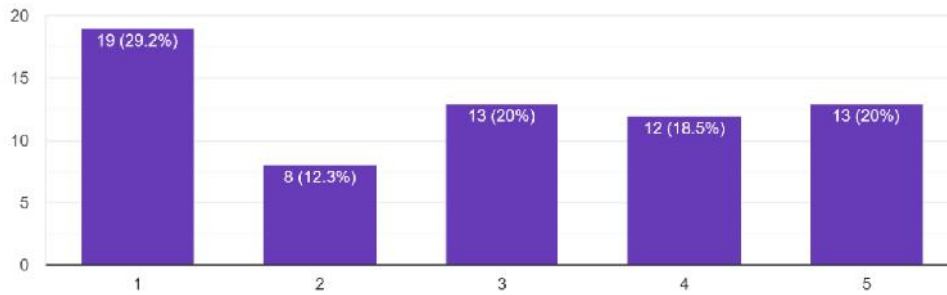
65 responses

Using a five-point scale (where 1-extremely ineffective, 5-extremely effective) rate the effectiveness of traditional face-to-face learning in terms of increasing knowledge
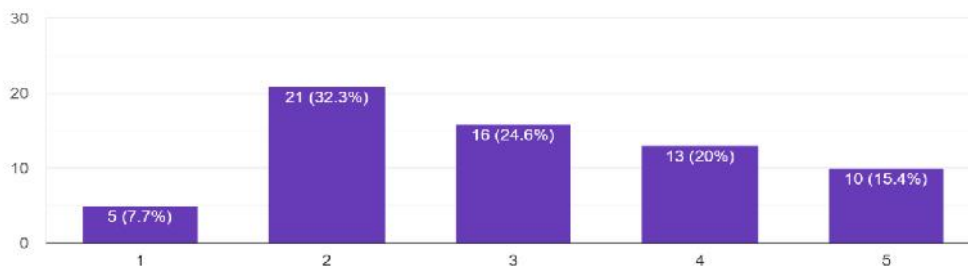65 responses

Do you believe e-learning platforms are user friendly(1-Strongly disagree,5-Strongly agree)
65 responses

Do you have the right resources (eg. texts, demonstrations, videos, online instruction)for your child to complete online learning assignments(1-Strongly disagree,5-Strongly agree)
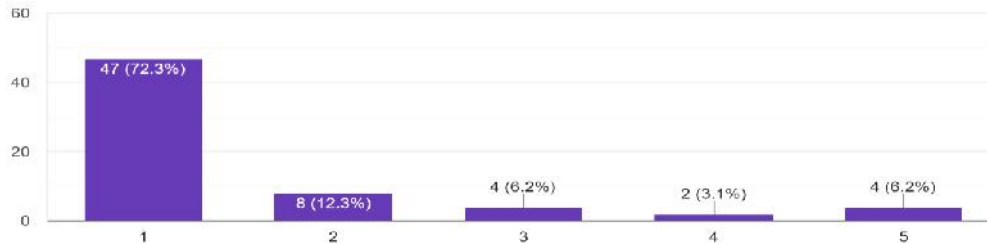65 responses

Do you think that it would be easy for your child to find necessary information when using an e-learning platform.(1-Strongly disagree,5-Strongly agree)
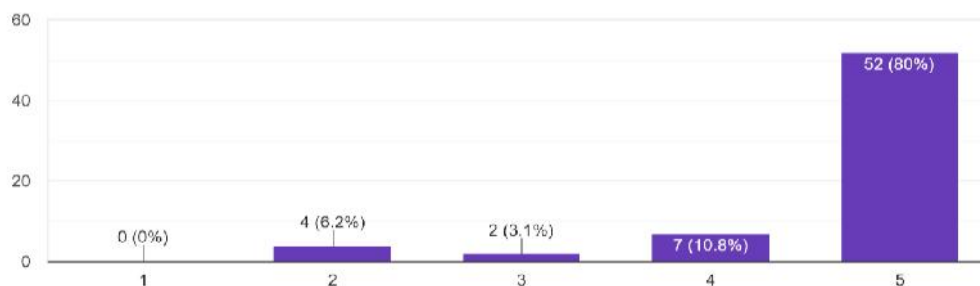65 responses

Do you as a parent believe that online classes have the same retaining power as offline classes (1-Strongly disagree,5-Strongly agree)
65 responses

Do you feel as a parent that online classes poses a challenge towards you during your working hours?(1-Strongly disagree,5-Strongly agree)
65 responses

Findings

It was observed that most of the respondents (44.6%) were postgraduates and 30.6% were graduates and (26.6%) of the respondents were 12th pass and respondent's children studied in 2nd class (33.2%) and in 3rd class (26.2%). Majority (58.5%) had moderate IT skills and (30.8%) had high level of IT skills and knowledge. Children (89.2%) had never attended any online session before global pandemic (Covid-19 spread). It was observed that majority of the respondents (53.8%) found that online learning was ineffective with respect to their children. This reflects the ineffectiveness of online learning to primary class students in increasing their knowledge. Majority of the respondents (83.1%) believed that traditional method of face-to-face teaching was highly effective in increasing knowledge with respect to primary school education.

It was observed that majority of the respondents (66.7%) found online classes to provide flexibility in time and space. This shows that for majority of students, e- learning has emerged as a convenient option when matter comes to flexibility of time and geographical space. Flexible-learning can be understood as learning mode where teaching-learning are independent of any geographical location, time or pace. It was found out that (35.4%) of the respondents found that through the medium of e-learning, instructor and learner can easily and quickly share the educational material with each other, while (23.9%) sample respondents opined that e-learning system is not helpful in sharing the-learning material.

It was observed that majority of the sample respondents (56.9%) disagreed that there are electronic tools available to enable interactive communication between instructor and student without meeting face-to-face. This indicates that over half of the total respondents were not comfortable with the-learning at online platform; though they are away with physical interaction. 55.4% parents believed that using e-learning service could not simplify the-learning process of their child. This could be due to lack of interactive sessions and activities with respect to primary school learning. Parents also highlighted lack of the right resources (e.g. texts, demonstrations, videos, online instruction) for their child to complete online learning assignments. Majority of the respondent parents (90.8%) worried that online classes posed a challenge towards them during their working hours. This was due to Work from home meetings and online classes being held at the same times. This posed a major challenge to online learning with respect to primary school learning.

It was observed that majority of the respondent parents (84.6%) believed that online classes did not have the same retaining power as offline mode of teaching It indicates that there is much need to understand the importance of collaboration for the sake of knowledge sharing.

Conclusion

The present study analyses the perception of parents towards e-learning and the challenges faced by them during online classes of their kids during the ongoing COVID- 19 pandemic. The study shows students' preferences for e-learning because it allows them with their ease to share study materials in the comfort and versatility of their own space and time. One of the main reasons why students choose e-learning is the ease with which they can access study tools. The study confirms the benefits of e-learning, such as the ability to study from any place, which is not possible with traditional face-to-face learning.

Undauntedly, governments must ensure the availability of effective communication resources, high-quality digital academic experiences, and encourage technology-enabled learning for students in order to bridge the gaps that existed in the education system prior to and after the COVID-19 disaster, which is also inescapably needed for uninterrupted learning. Following this, only a few steps should be taken in the wake of it.

It is concluded that, considering its enormous popularity today, digital technology is yet to be adopted by primary school education in India. Face-to-face instruction continues to be preferred by students over e-learning.

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