Survey to Assess the Attitude of Parents Regarding Online Classes for Their Children during Covid-19 Pandemic in India

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ABSTRACT

The present study was conducted to know the attitude of parents regarding online classes of their children during COVID-19 pandemic in India. In order to achieve the objectives a survey design used with quantitative approach. Setting of the study was social medias with the help of google docs. The selection of the sample was non probable convenient sampling technique. The sample size of the study was 600. Survey conducted between the month of April to July 2021. Data collected through google docs using baseline characteristics and attitude rating scale. Result of the study reveal that all the children during covid-19 pandemic attended classes through online session and parents had positive attitude towards some aspects of online classes such as they think that it increase thinking capacity among children, independence among children and induce artistic thinking and they also had a negative attitude in most of the aspects such as network issues, less explanations, lack of learning atmosphere, harmful effects on eye and health. So parents prefer offline classes more than online classes.

KEYWORDS: attitude of parents, online classes

Objectives:-
To assess the current status of online learning of children during Covid-19 pandemic.

To assess the attitude of parents regarding online classes of their children.

Material and method:-
Research approach and design:-Quantitative approach with survey design.

Setting of the study:- The survey conducted all over India for the period of 4 months from (April to July 2021).

Study population:-parents of children attending online classes during Covid-19 pandemic 2021 in India.

Accessible population:-parents of children attending online classes had Facebook, Gmail, Whatsapp account.

Sample size:-600

Sampling technique:-Non probability, Convenient sampling technique.

Inclusion criteria:-
1. Parents who had children attending online academic classes.
2. Who are residing in India during Covid-19 pandemic.
3. Indian citizens.

Exclusion criteria:-
1. Parents whose children not attending online academic classes.
2. Who donot had social media account at the time of data collection.
3. Who don't had laptops or android mobiles.
4. Who don't know how to fill google docs.

Tool:-
The research tool for the data collection consists of three sections.

Section 1:- Baseline characteristics

It consist of gender of participant, age, educational qualifications of participants, working areas of parents, gender of the child, number of children participants had, age of children, class in which participant's child enrolled in school/ college.

Section 2:-Current status of children online learning.

This session reveal the current online learning status of children and it consist of 9 questions.

**Section 3:- Assess the attitude of parents regarding online academic session of their children.**

This section consist of 24 questions which reveal the attitude of parents regarding online sections.

The tool was prepared in google docs in English for the convenience of the participant.
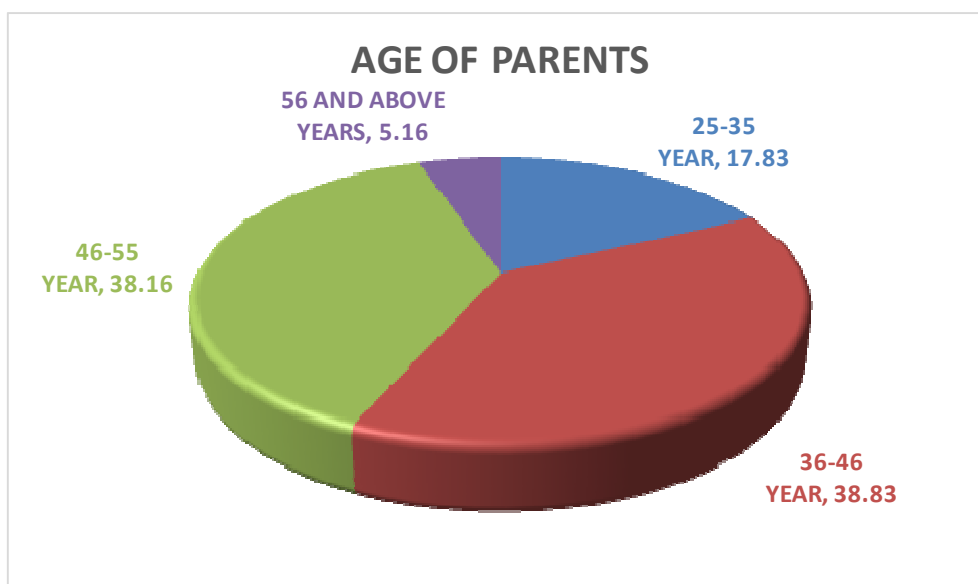
Analysis and interpretations

Section I:- Base line characteristics of participants.

1. Gender of parents
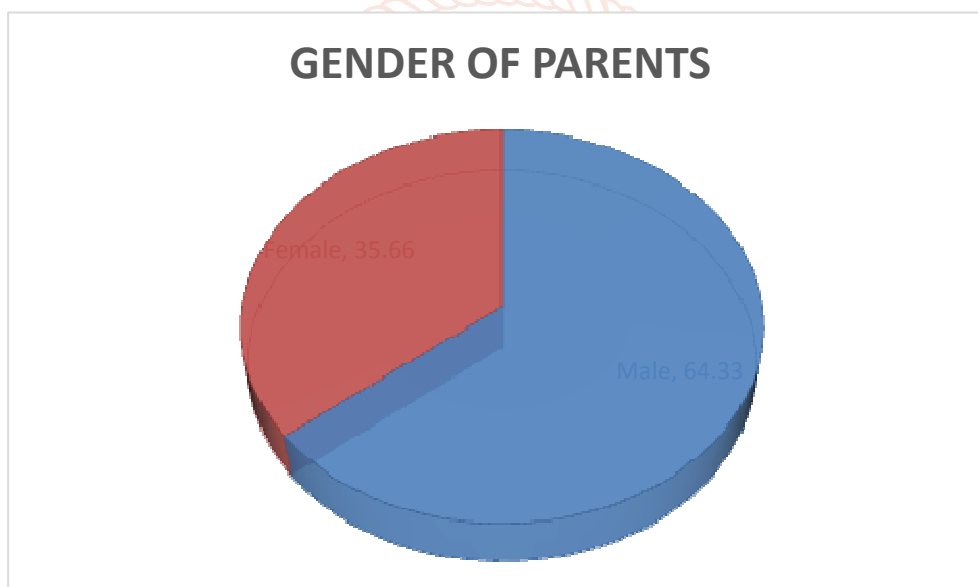
2. Age of parents

Data collection procedure:-

Data collection through online google docs from the month of April to July 2021. Researcher Prepared questionnaire on google docs and send link to personal Gmail account of participant, Facebook account, Whats app account and Instagram after getting consent to participate in the study. Following data collection post test data analysed and interpreted as follows.

Limitation:-
➢ Study was limited to India.
➢ Study period was limited to 4 month during the time of covid -19 pandemic.
➢ Study conducted through online platform only.

3. Educational qualification of parents.
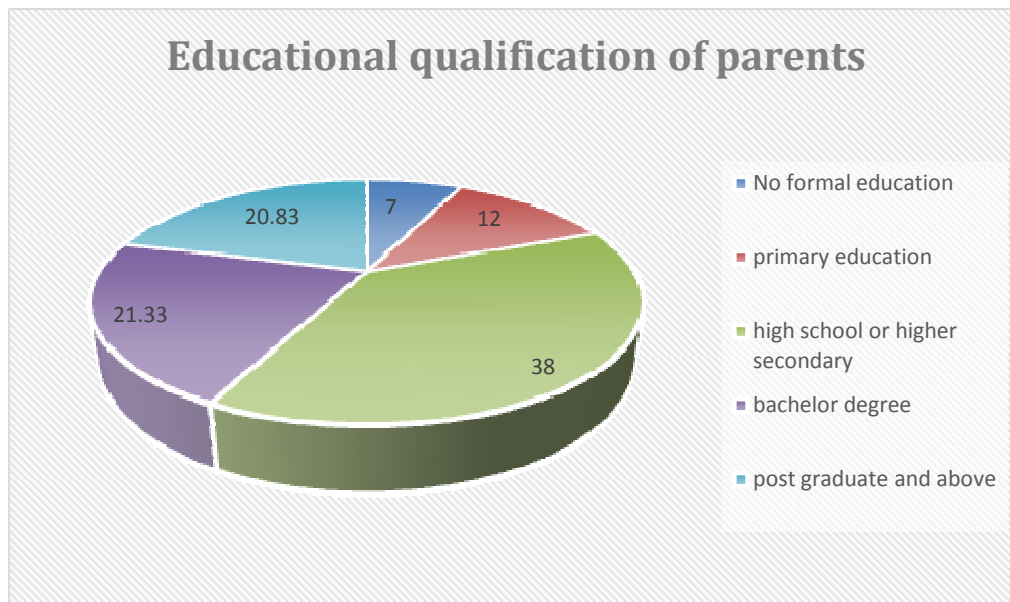
4. Working areas of parents

5. Gender of the child

6. Number of children participants had

7. Age of children
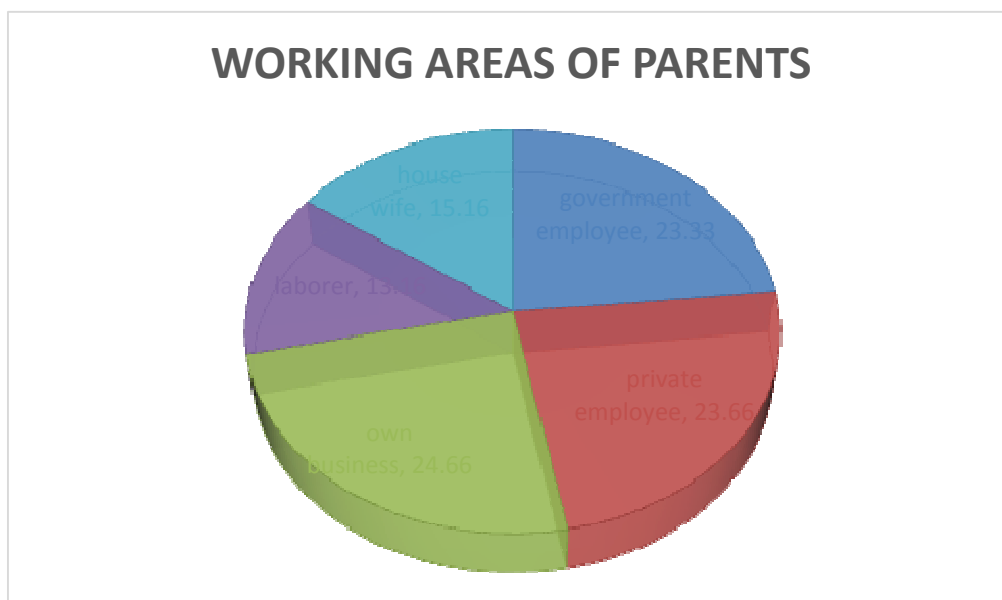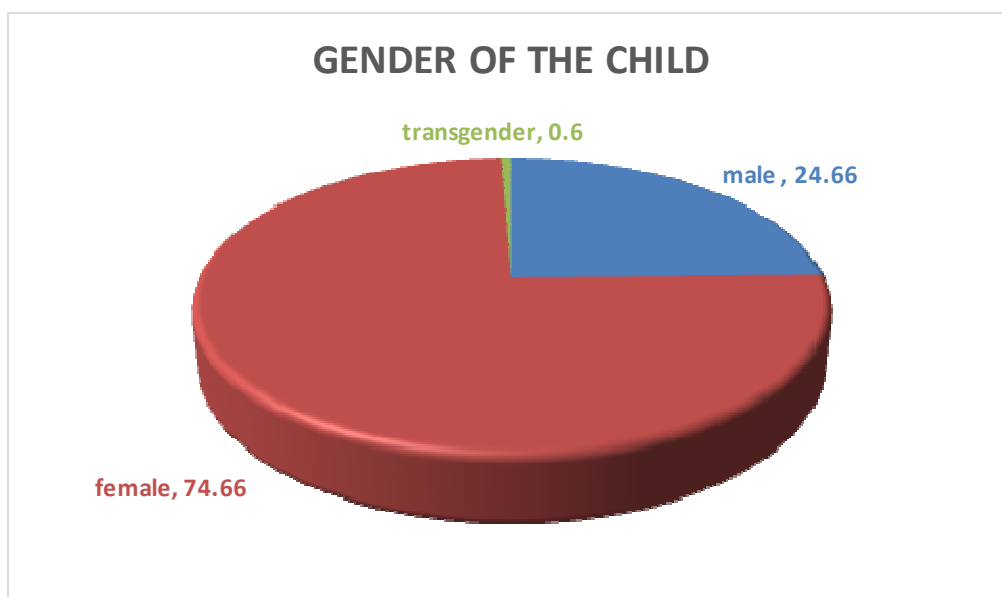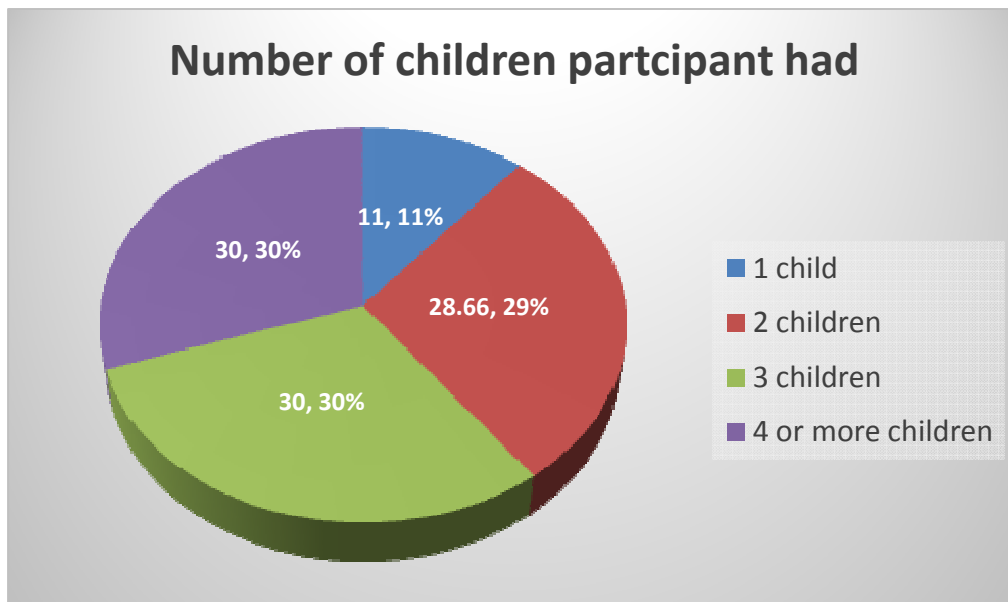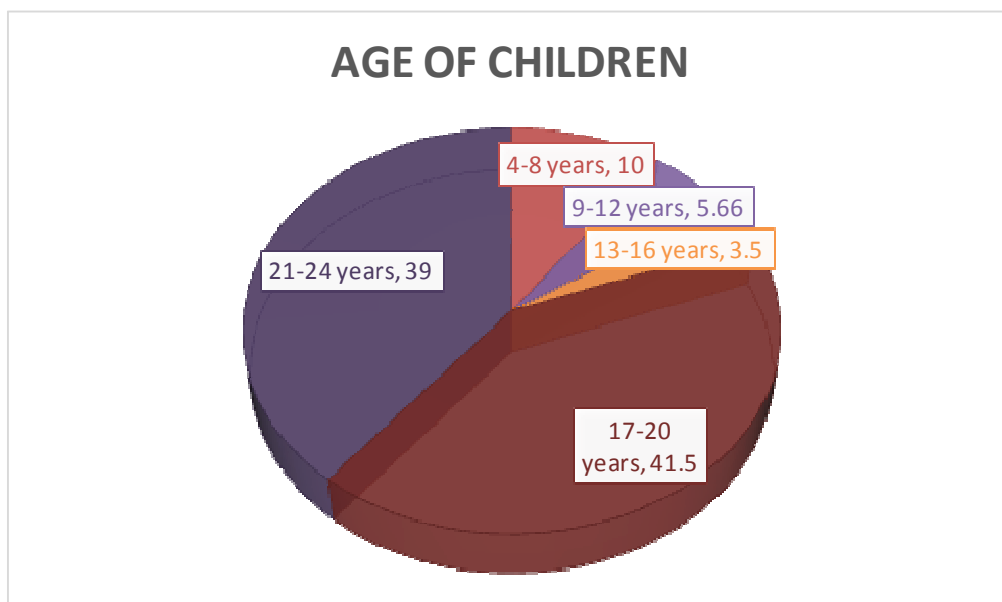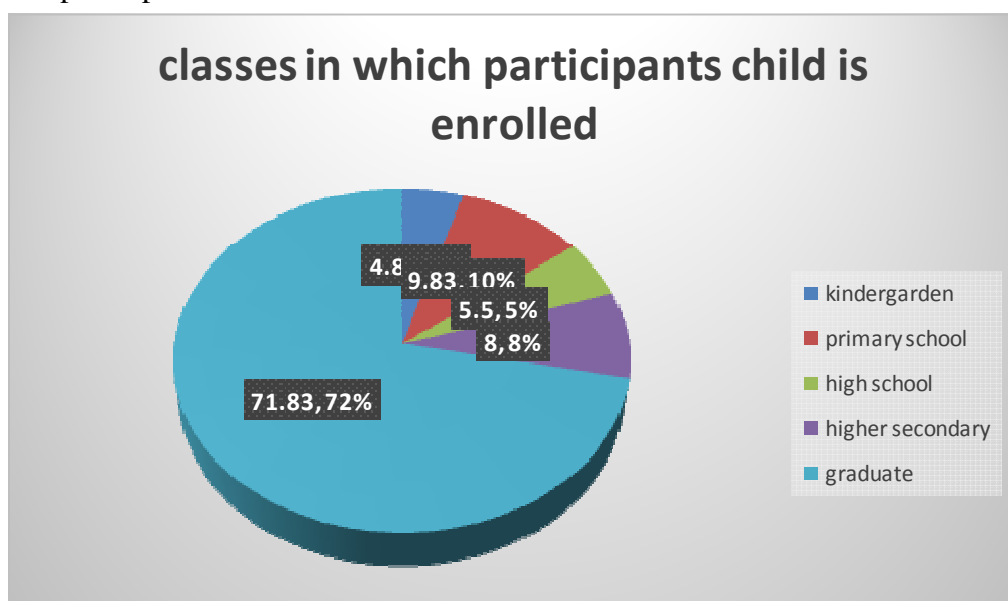

8. Class in which participants child is enrolled

Section II:-Status of children online learning

Table:-1 Current status of online learning among children

Sl. no	Current status of online learning	frequency	percentage
1.	**During the pandemic how often did your child done online learning**		
	a. Never	40	6.66
	b. Once per week	32	5.33
	c. 2-3 times per week	65	10.83
	d. Once per day	138	23
	e. Multiple times per day	325	54.16
2.	**How much time did your child spend each online learning session?**		
	a. 0-15 minutes	29	4.83
	b. 16-30 minutes	41	6.83
	c. 31-45 minutes	165	27.5
	d. 46 minutes to 1 hour	175	29.16
	e. More than 1 hour	190	31.66
3.	**Content your children learn through online sessions**		
	a. Academic	443	73.83
	b. Extracurricular	87	14.5
	c. Sports related	19	3.16
	d. Project work	51	8.5
4.	**MB used for child's online learning per day**		
	a. Zero MB	31	5.16
	b. 0-199 MB	34	5.66
	c. 200-500 MB	174	29
	d. More than 500 MB	361	60.16
5.	**The main sources of online classes for your kids?**		
	a. Teachers	502	83.66
	b. Other staff	8	1.33
	c. Online apps	60	10
	d. Online web sites	12	2
	e. Other sources	18	3
6.	**Which method your child prefer to learn online session**		
	a. Watch prerecorded lessons	67	11.16
	b. Watch live classes	412	68.7
	c. Use education app learn	121	20.2
7.	**How often did your child interact with the presenter during online learning**		
	a. Not at all	64	10.66
	b. Occasionally	49	8.166
	c. Sometimes	214	35.66
	d. Often	63	10.5
	e. always	210	35
8.	**Did you interact with the presenter while your child had an online sessions**		
	a. Not at all	225	37.5
	b. occasionally	43	7.16
	c. sometimes	168	28
	d. often	44	7.33
	e. always	120	20
9.	**Did you accompany your child when they were learning online**		
	a. Not at all	154	25.66
	b. Occasionally	72	12
	c. Sometimes	214	35.66
	d. often	37	6.2
	e. always	123	20.5

Table number 1 reveals that during Covid-19 pandemic majority of children attend online classes multiple times per day, they spend more than 1 hour per day, most of the online classes are related to academics, and they spend more than 500 MB data per day, online classes mostly conducted by teachers, during the sessions they some times interact with the teachers, parents rarely interact with the teachers during online sessions and sometimes parent also accompany their children during online sessions.

Section III:- ATTITUDE OF PARENTS REGARDING ONLINE CLASSES OF THEIR CHILDREN DURING COVID-19 PANDEMIC

Table 2:- Attitude of parents regarding online academic classes of their children

Sl. No	Attitude of Parents Regarding Online Classes	Disagree		Not Decided		Agree	
		Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
1.	**Online learning is more effective than offline learning**	250	**41.66**	163	**27.16**	187	**31.16**
2.	The explanations of online sessions is better than offline sessions	355	**59.2**	122	**20.3**	123	**20.5**
3.	**Online learning had lower expenses**	260	**43.33**	139	**23.16**	201	**33.5**
4.	Teaching effect of online learning is better than offline sessions	365	**60.83**	117	**19.5**	118	**19.66**
5.	**Children are more interested in online sessions than offline sessions**	351	**58.5**	100	**16.66**	149	**24.83**
6.	Online sessions was not appropriate for children	138	**23**	149	**24.83**	313	**52.16**
7.	**Online learning was mostly affected by network issues**	87	**14.5**	91	**15.16**	422	**70.33**
8.	Online learning lacks learning atmosphere	92	**15.33**	104	**17.33**	404	**67.33**
9.	**The online learning sessions are time consuming and inefficient**	126	**21**	175	**29.16**	299	**49.83**
10.	Online learning can benefit children language development	243	**40.5**	131	**21.83**	226	**37.66**
11.	**Online learning can benefit children thinking**	237	**39.33**	119	**19.83**	244	**40.87**
12.	Online learning can benefit children social skills	270	**45**	103	**17.16**	227	**37.83**
13.	**Online learning can benefit children independence**	201	**33.5**	110	**18.33**	289	**48.16**
14.	Online learning is harmful to children eye vision	45	**7.5**	56	**9.33**	499	**83.12**
15.	**Online learning is harmful to children health such as reducing activity**	70	**11.66**	71	**11.83**	459	**76.5**
16.	Online learning support children artistic understandings	196	**32.66**	178	**29.66**	226	**37.7**
17.	**Online learning lets children have things to do at home during the pandemic**	74	**12.33**	119	**19.83**	407	**67.83**
18.	Online learning teaches how to educate my child	136	**22.66**	142	**23.66**	322	**53.66**
19.	**Online learning inspire my educational ideas**	155	**25.83**	130	**21.66**	315	**52.5**
20.	Online learning causes stress among children	115	**19.16**	108	**18**	377	**62.83**
21.	**Children online learning cost parents time**	174	**29**	152	**25.33**	274	**45.66**
22.	Children online learning cost parents money	154	**25.66**	126	**21**	320	**53.33**
23.	**My child will continue online learning after covid-19 pandemic**	242	**40.33**	102	**17**	256	**42.66**
24.	After the pandemic I am willing to pay for my child's online learning	242	**40.33**	146	**24.33**	212	**35.33**

Table 2:- reveals that parents had positive attitude towards online learning in some aspects such as they think that it increase children thinking capacity, independence, it help to develop artistic understanding, online session are good during pandemic conditions which prevent from them to deviate from academic tract, it improve parents teaching skills as well educational ideas.

Meanwhile Parents also had negative attitude towards online learning in most of the aspects such as online session is ineffective than offline learning, explanation are less effective than offline, children are less interested in online classes, online learning are mostly affected by network issues, it lacks learning atmosphere, time consuming, it is harmful to eye vision, it induce health issues among children, it induce stress among children, it cost parents time.

Conclusion:-

During the pandemic of covid-19 in the year 2021. Most of the students attended the online session classes and researcher try to understand the attitude of parents regarding online classes through survey design and result revealed that the participant had positive attitude on some aspects of online session such as it increase thinking capacity, independence among children and induce artistic learning, they also had negative attitude towards online classes in some aspects such as due to network issues, less explanations, lack of learning atmosphere, harmful effect on eye and health, and it induce stress among children. So parents prefer to offline classes above online classes.