

A Survey Study to Find Out the Association between Attitude of Parents Regarding Online Classes with their Children Classes of Study during Covid-19 Pandemic in India

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ABSTRACT

The present study was conducted to know the association between class of children study with 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 there was no significant association with majority of variables and attitude of parents regarding online classes. Except there was a significant association between parent attitude towards online classes with selected variables such as independence of the children during online classes, language development of children, willing to continue online classes after covid-19 pandemic and network issues for attending classes.

KEYWORDS: *attitude of parents, online classes, class of study*

Objectives:-

To find out the association between attitude of parents regarding online classes with their children classes of study.

Hypothesis:-

Ho:- There is no significant association between attitude of parents regarding online classes with their children classes of study.

H1:- There is significant association between attitude of parents regarding online classes with their children classes of study.

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.

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Exclusion criteria:-

1. Parents whose children not attending online academic classes.

Tool:-

The research tool for the data collection consists 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.

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

Table 1:- Online learning is more effective than offline learning

Education Status of the Child	Agree	Not Decided	Disagree	P Value	Inference
Primary Education	27	19	48	.127	Ns
Secondary Education	24	16	35		
Graduation	136	128	167		

Table 2:- The explanations of online sessions is better than offline sessions

Education Status of the Child	Agree	Not Decided	Disagree	P Value	Inference
Primary Education	24	13	57	.235	Ns
Secondary Education	18	18	39		
Graduation	81	91	259		

Table 3:- Online learning had lower expenses

Education Status of the Child	Agree	Not Decided	Disagree	P Value	Inference
Primary Education	27	19	48	.444	Ns
Secondary Education	22	19	34		
Graduation	152	101	178		

Table 4:- Teaching effect of online learning is better than offline sessions

Education Status of the Child	Agree	Not Decided	Disagree	P Value	Inference
Primary Education	25	15	54	.442	Ns
Secondary Education	14	16	45		
Graduation	79	86	266		

Table 5:- Children are more interested in online sessions than offline sessions

Education Status of the Child	Agree	Not Decided	Disagree	P Value	Inference
Primary Education	28	19	47	.229	Ns
Secondary Education	23	12	40		
Graduation	98	69	264		

Table 6:- Online sessions was not appropriate for children

Education Status of the Child	Agree	Not Decided	Disagree	P Value	Inference
Primary Education	49	21	24	.798	Ns
Secondary Education	35	21	19		
Graduation	229	107	95		

Table 7:- Online learning was mostly affected by network issues

Education Status of the Child	Agree	Not Decided	Disagree	P Value	Inference
Primary Education	68	13	13	.017	S
Secondary Education	40	17	18		
Graduation	314	61	56		

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.

Analysis and interpretations**To test hypothesis 1**

HO:- There is no significant association between attitude of parents regarding online classes with the child's class of study.

H1:- There is a significant association between attitude of parents regarding online classes with their child's class of study.

Table 8:- Online learning lacks learning atmosphere

Education Status of the Child	Agree	Not Decided	Disagree	P Value	Inference
Primary Education	69	15	10	.504	Ns
Secondary Education	47	13	15		
Graduation	288	76	67		

Table 9:- The online learning sessions are time consuming and inefficient

Education Status of the Child	Agree	Not Decided	Disagree	P Value	Inference
Primary Education	47	25	22	.089	Ns
Secondary Education	47	13	15		
Graduation	205	137	89		

Table 10:- Online learning can benefit children language development

Education Status of the Child	Agree	Not Decided	Disagree	P Value	Inference
Primary Education	22	20	52	.005	S
Secondary Education	36	12	27		
Graduation	168	99	164		

Table 11:- Online learning can benefit children thinking

Education Status of the Child	Agree	Not Decided	Disagree	P Value	Inference
Primary Education	31	19	44	.525	Ns
Secondary Education	32	14	39		
Graduation	181	86	264		

Table 12:- Online learning can benefit children social skills

Education Status of the Child	Agree	Not Decided	Disagree	P Value	Inference
Primary Education	26	17	51	.10	Ns
Secondary Education	31	8	36		
Graduation	170	78	183		

Table 13:- Online learning can benefit children independence

Education Status of the Child	Agree	Not Decided	Disagree	P Value	Inference
Primary Education	28	22	44	.003	S
Secondary Education	40	11	24		
Graduation	221	77	133		

GRADUATE AND SECONDARY EDUCATION PARENT HAD POSITIVE ATTITUDE

Table 14:- Online learning is harmful to children eye vision

Education Status of the Child	Agree	Not Decided	Disagree	P Value	Inference
Primary Education	77	11	6	.808	Ns
Secondary Education	60	8	7		
Graduation	362	37	32		

Table 15:- Online learning is harmful to children health such as reducing activity

Education Status of the Child	Agree	Not Decided	Disagree	P Value	Inference
Primary Education	73	12	9	.863	Ns
Secondary Education	55	11	9		
Graduation	331	48	52		

Table 16:- Online learning support children artistic understandings

Education Status of the Child	Agree	Not Decided	Disagree	P Value	Inference
Primary Education	28	31	35	.321	Ns
Secondary Education	32	17	26		
Graduation	166	130	135		

Table 17:- Online learning lets children have things to do at home during the pandemic

Education Status of the Child	Agree	Not Decided	Disagree	P Value	Inference
Primary Education	72	14	8	.064	Ns
Secondary Education	55	16	4		
Graduation	280	89	62		

Table 18:- Online learning teaches how to educate my child

Education Status of the Child	Agree	Not Decided	Disagree	P Value	Inference
Primary Education	51	21	22	.899	Ns
Secondary Education	39	16	20		
Graduation	232	105	94		

Table 19:- Online learning inspire my educational ideas

Education Status of the Child	Agree	Not Decided	Disagree	P Value	Inference
Primary Education	47	20	27	.889	Ns
Secondary Education	40	14	21		
Graduation	228	96	107		

Table 20:- Online learning causes stress among children

Education Status of the Child	Agree	Not Decided	Disagree	P Value	Inference
Primary Education	51	19	24	.382	Ns
Secondary Education	50	12	13		
Graduation	276	77	78		

Table 21:- Children online learning cost parents time

Education Status of the Child	Agree	Not Decided	Disagree	P Value	Inference
Primary Education	56	25	13	.001	Ns
Secondary Education	41	16	18		
Graduation	177	111	143		

PRIMARY EDUCATION CHILDREN PARENTS AGREE THAT ONLINE LEARNING COST PARENT TIME

Table 22:- Children online learning cost parents money

Education Status of the Child	Agree	Not Decided	Disagree	P Value	Inference
Primary Education	45	25	24	.561	Ns
Secondary Education	44	13	18		
Graduation	231	88	112		

Table 23:- My child will continue online learning after covid-19 pandemic

Education Status of the Child	Agree	Not Decided	Disagree	P Value	Inference
Primary Education	31	19	44	.095	Ns
Secondary Education	31	8	36		
Graduation	194	75	162		

Table 24:- After the pandemic I am willing to pay for my child’s online learning

Education Status of the Child	Agree	Not Decided	Disagree	P Value	Inference
Primary Education	27	17	50	.009	S
Secondary Education	33	11	31		
Graduation	152	118	161		

Table 1 to 24 reveals that there was a significant association between parent’s attitude towards online learning with their child’s classes of study such as online learning affected with network issues, help children to develop language skills, it increase children independence, after pandemic parents are willing to participate students in online classes.

Since majority of parents attitude was not associated with their child’s class of study hypothesis 1 was rejected. Ie there was no significant association between parents attitude towards online classes with their child’s class of study.

Discussion:-

Now a days during covid-19 pandemic most of the child’s academic session dealt through online sessions and researcher want to know what all are the factors affecting their online classes through assessing their parents attitude towards online classes with their

child’s class of study and based on the result findings researcher come in the conclusion that most of the parents of secondary education children think that it improve the language development of their kids, it increase independence, and they are also willing to

continue the online platform of learning for their children after covid-19 pandemic.

Conclusion:-

This survey to find out the association between attitude of parents regarding online classes with their children class of study revealed that there was no significant association between majority of variables

with attitude of parents regarding online classes, hence hypothesis 1 was rejected. Only some variables has association with the attitude of parents regarding online sessions such as language development, and willing to continue online classes even after the end of covid-19 pandemic in India.

