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# **Chapter- 5**

## **Major Findings, Conclusion and Suggestions**

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## 5.1 Introduction

This concluding chapter is divided into five sections. Section I includes background of study. And Section II summarizes the findings of the study of attitude of Students and Teachers and Parents' Questionnaire through Attitude Scale. Section III indicates the educational implications and highlights suggestions for improvement. Section IV gives suggestions for further research and lists the contributions of the study. And Section V concludes the study. The present study attempts to find out the attitude of students, teachers and parents toward online teaching learning. Data for the purpose of obtaining the needed information was elicited through an Attitude scale on the total sample. A summary of the findings is given in the following sections.

### Section 1

#### Background of Study

The study included the responses of 125 total samples which include 40 students, 30 teachers and 55 parents of one government and one private school drawn from Delhi and Bhopal cities. The students were age between 11-16 years. There were 16 students of government school and 24 from private school in the first category. There were 12 of government schools' and 18 of private schools' teachers in the second category. There were 29 of government schools' and 26 of private school students' parents in the third category.

### Section 2

## 5.2 Summary of the findings

Summary of the findings of the attitude of students, teachers and parents towards online teaching learning with Attitude Scale reveals that there are positive attitude of students, teachers and parents towards online teaching learning environment in this pandemic situation. However, for post-pandemic period they prefer traditional classroom environment.

### 5.2.1 Statement of the Problem

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Considering the importance of online teaching learning process in pandemic situation and related aspects, the present investigation focuses on ‘Attitude of Students, Teachers and Parents towards Online Teaching Learning’.

### 5.2.2 Variables Involved

The independent variables are antecedent conditions that are presumed to affect a dependent variable. The following dependent variable and the independent variables were adopted for the present study.

- Dependent variable: Attitude of students, teachers and parents towards online teaching learning
- Independent variables: Type of management.

### 5.2.3 Objectives of the Study

The present study was undertaken with the following objectives.

1. To study the attitude of students, teachers and parents towards online teaching learning of government schools.
2. To study the attitude of students, teachers and parents towards online teaching learning of private schools.
3. To find out if there is any significant difference in the attitude among students, teachers and parents towards online teaching learning.

### 5.2.4 Hypotheses of the study

**There is significant difference in the attitude among Students, Teachers and Parents towards online teaching-learning.**

### 5.2.5 Sample for the study

In the sample method the information is obtained only from a part of the population and based on this inference is drawn for the entire population. Sampling is thus a study of the part of the urban areas of Delhi and Bhopal. Some population is so large that their study would be expensive in terms of time, money, and effort and manpower. Sampling is the process by which a relatively small no. of individuals or measures of individuals, objects or events is selected and analyzed in order to find out something about the entire population from which it was selected. It's often desirable to reduce

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expenditure, save time and energy, permit, measurement of greater precision and accuracy.

To make the study viable the sample size for this survey research confined to 40 students, 30 teachers and 55 parents total from one government and one private school. Sampling procedure provides generalizations based on relatively small portion of population called a sample. In this study researcher used the random sampling method. In which, each unit of the population is given an equal chance of being selected.

#### **5.2.6 Description of the tool**

The scale of Students, Teachers and Parents attitude towards Online Teaching Learning at the secondary level is self-prepared by Researcher with reference of Scientific Attitude by Dr. N.N. Shrivastava Professor, Govt. Institute of Science Education Jabalpur; in order to assess the level of Students, Teachers and Parents attitude towards Teaching Learning whose children Studying in the Secondary level in Delhi and Bhopal cities.

#### **5.2.7 Statistical techniques used**

The data obtained from the questionnaire items were analyzed by using One-way ANOVA. The mean scores of students, teachers and parents were calculated and One-way ANOVA and t-Test-Two-Sample Assuming Unequal Variances were used to show whether there were any statistically significant differences between the means of students', teacher' and parents' responses to the questionnaire items.

#### **5.3 Findings of the Study**

The F – ratio table for 2 degrees of freedom for smaller mean square variance and 54 degrees of freedom for greater mean square variance reveals that the computed F value (21.20) is more than the critical value of F (3.168246) at 0.05 level of significance. Hence, we can conclude that there exists significant difference in the mean Attitude scores of students, teachers and parents with respect of type of management.

The F – ratio table for 2 degrees of freedom for smaller mean square variance and 65 degrees of freedom for greater mean square variance reveals that the computed F value (17.12) is more than the critical value of F (3.138141935) at 0.05 level of significance. Hence, we can conclude that



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there exists significant difference in the mean Attitude scores of Students, teachers and Parents with respect of type of management.

The F – ratio table for 2 degrees of freedom for smaller mean square variance and 122 degrees of freedom for greater mean square variance reveals that the computed F value (37.56) is more than the critical value of F (3.07051216) at 0.05 level of significance. Hence, we can conclude that there exists significant difference in the mean Attitude Scale scores of students, teachers and Parents with regarding online teaching learning.

The t-Test shows that the actual difference between the mean of student's attitude and teacher's attitude towards online teaching learning was found to be significant because the calculated t value (2.01) is higher than critical t value (1.68) at .05 level of significance and is also significant at 0.00 levels. The null hypothesis is, therefore, rejected. It can be concluded that there is a significance difference between the mean of attitude scores of students and teachers.

The t-Test shows that the actual difference between the mean of student's attitude and parent's attitude towards online teaching learning was found to be significant because the calculated t value (1.99) is higher than critical t value (1.66) at .05 level of significance and is also significant at 0.00 levels. The null hypothesis is, therefore, rejected. It can be concluded that there is a significance difference between the mean of attitude scores of students and parents.

The t-Test shows that the actual difference between the mean of teacher's attitude and parent's attitude towards online teaching learning was found to be significant because the calculated t value (2.00) is higher than critical t value (1.67) at .05 level of significance and is also significant at 0.00 levels. It can be concluded that there is a significance difference between the mean of attitude scores of teachers and parents.

There is significant difference among Students, Teachers and Parents towards online teaching learning. Hence null hypothesis is rejected.

### Section 3

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## 5.4 Educational Implications

This section not only highlights the educational implications from the findings of all the students, teachers and parents' study but also suggest the possible steps to improvement. The study revealed several findings about the current realities of the attitude of all the in normal situation in context of their different type of management as well as regional variation in which one location is metropolitan city whereas one is not. All the three students, teachers and parents display an enormous interest for learning through virtual mode and are fully aware of its relevance and potential. At the same time however the students, teachers and parents indicated their lack of interest in online teaching learning environment in continuity.

The students feel that online teaching learning is good for limited time period and academics only where as there is need to have traditional school environment, mostly outside the classroom; where they can physically interact with their peer groups and teachers etc., and have experience of co-curricular activities which they could not have in online classroom environment. They also mentioned that online teaching learning environment is good for pandemic situation as it is safe from any infectious disease as well as it is cost effective whereas there are some network related issues which is to be hard to deal for students, teachers and Parents also.

Besides having easy to use, cost effective and school at home facility there are some contradictions about online teaching learning environment as effects on physical as well as mental health in negative manner, network issue, isolation and lack of co- curricular activities besides academics which plays an important role in students' life for overall development. And, somewhere there is a lack of proper interaction between students, teachers and parents through online mode of teaching learning. As parents are also important part of teaching learning process, sometimes they could not interact with teacher regarding their children which is taken as issue because of virtual mode of teaching learning.

In fact, all the teachers and parents had learnt more about online teaching learning aspects, but they were also unable to provide their children a school like environment. This is perhaps because online teaching learning

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could give students technical facility but could not provide them real life experience. Regarding aims and objectives, findings from the study indicate that neither learners nor teachers and parents are ready to accept online teaching learning environment as regular option after pandemic although they are agree to have it as alternative solution with Hybrid mode of learning which is an approach to teaching and learning that combines face-to-face classroom instruction with online activities.

## **Section 4**

### **5.5 Contributions of the study**

The contributions are:

1. The development of an Attitude Scale to measure the attitude of students towards online teaching learning.
2. The development of an Attitude Scale to measure the attitude of teachers towards online teaching learning.
3. The development of an Attitude Scale to measure the attitude of parents towards online teaching learning.
4. The identification of online teaching learning problems.
5. The identification of learner-based problems through online mode of learning.

The study provides feedback that may help to:

1. Revealing new insights and perception about issues such a teacher Student interaction, their needs and expectations through the online teaching learning.
2. Revolve a systematic evaluation of both the effectiveness and efficiency through virtual mode of teaching learning.

### **5.6 Suggestions for further research**

No empirical research can be said to be complete especially in behavioral Science. Every time one tends to find out somehow facts or relationship; so obviously the findings however, objective and reliable; they may appear to be, are applicable to that population only at the most. But the population is



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small proportion of the larger population. So, in behavioral Science, replica studies on different sample are necessary in order to reach more broad and comprehensive generalizations. Based on the evidence offered, it was found that attitude is important psychological process in matters of learning and teaching as suggested by psychologists.

It is recommended therefore that a more concentrated research is undertaken on the contribution of one factor to the online teaching leaning process not only in the other states of the North East.

1. A similar study may be carried out in the whole country.
2. A similar study may be conducted on different stages of formal education.
3. A study of the Attitude of Students, Teachers and Parents towards the online teaching learning at the graduate and post graduate levels in Delhi and Bhopal, in the North East or even in the whole country may also be undertaken.
4. The study could be conducted on student teachers and teacher educator as well.

## **Section 5**

### **5.7 Conclusion**

In the recent years, the role of teachers in the school has become challenging as they must portray not only the updated curriculum but also take care of their emotional needs to mold students with all round development for the technological era and as future citizens. Hence there is need to become 'technophile' and aware about technology and during Covid-19 Period, the students are rests in home are actively attended classes, because of the non-opening of their schools. The Government of India also supported online learning classes in the secondary education field.

It has been found that all the students are interested in learning through online mode. It has been found that even the introvert students had good interaction as there is no face to face interaction. They are also very



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comfortable as they are seated in a very comfortable place at home and all the study materials in their hand. In this study, students, teachers and parents' attitude towards online teaching learning is concluding their interest in the Covid-19 situation.

Online learning is not a substitute for classroom teaching learning; it can't do visual experiences of fieldtrips and the social and cultural programs of academic activities in regular mode of campus life. Educators must recognize the significant causes of stress which students are dealing with during this crucial time of pandemic and should work to create a supportive and calm educational environment in online classes for their web-based learning. Educators should make them benefit online resources and personal guidance to assist students with adapting to their psychological mood.

During COVID-19 crisis based online teaching-learning process is a more vital role in the educational setting. Student teachers can use online learning components in different ways to aid the teaching-learning process. While the COVID-19 Crisis online teaching-learning process helps the teachers to improve the overall efficiency of students. This is a positive stroke to the success of the teaching profession in such a critical situation too. Students, teachers and parents' attitudes towards online learning during COVID-19 are positive and significantly different in pandemic and it is the slight alternative situation of the lock-down period.

In findings from this study suggest that students, teachers and parents' positive attitude towards online teaching learning is essential need to successfully transform its education systems from the current classroom face-to-face methods to teaching learning. Teachers are the key stakeholders of education and their attitude on adopting online learning also has a significant impact on students' attitude formation towards e-learning.