Chapter V
SUMMARY

5.1 Introduction

With the outburst of COVID-19 pandemic, a dreadful disease outbreak in various part of the world forced Governments worldwide to declare lockdown. Along with different sectors of the economy, educational institutions temporarily closed in an endeavor to contain the spread of the COVID-19 pandemic. Schools and higher education institutions across the globe have been shut, affecting the learning of over 90% of world's student population (UNESCO, 2020). These include disruption in lesson plans, continuation of old unstructured information, breakage of Teacher – child – parent interaction & students facing difficulty in the preparation of annual board examinations. With little chances seen in reopening of schools or colleges, educational institutions across the globe decided to use the already available technical resources to create online learning material for students of all academic fields (Kaur, 2020). Consequently, to cater the needs of students in all the stages of education, starting from preprimary to higher level, online education played an alternative role to face-face classroom teaching. Moreover, efforts are being made by both government and non-government organizations and Ed-Tech companies to support the school system to make a smooth transition to the virtual world. Education through online teaching becomes a new normal for India though it is fairly a very new concept for majority of students and teachers.

In India, even though Digital inclusion may be on the rise, but digital empowerment is big challenge that needs to be achieved. A sample survey on "Household Consumption on Education in India" conducted by National Statistical Office (NSO) revealed that availability of computers and internet facility was very low in India. Only 4.4 % of rural household had computers while 14.4 % had internet facility (NSO, 2019). This weak internet connectivity and lack of wider reach makes learning through online teaching inaccessible, unproductive and unworthy to many Indian students. This infrastructural inaccessibility leads to ineffective and unequal distribution of learning that creates obstacle in providing quality learning for all.

There is a necessity in present day to be aware about thoughts of those persons who lived experiences of online teaching to determine its effectiveness and required changes to be made. Therefore, this study will cover the perception and shared experience of teachers, parents and students of rural areas on learning through online mode in rural areas necessitated due to COVID-19 induced closure during pandemic. It is expected that the outcomes of the study will be of immense help to departments of education of the country in order to bring necessary reforms in the implementation of online education during and post COVID period.

5.1.1 Rationale of the Study

The outburst of COVID-19 pandemic forced the government worldwide to declare shutdown in an endeavor to contain the spread of virus. To cater the need of the period, Education through online teaching becomes a new normal though it is fairly a very new concept for majority of students and teachers. When it comes to the Indian educational setup, online classes are a newly introduced mode of teaching and not something, that has been a part of regular classes. The lack of preparedness in digital resources, skill and competencies of teachers in online teaching and connectivity issues, brought a lot of questions and controversies on the education system. Although in a very limited period, the online setup took over to replace the face-to face traditional learning. However, its effective implementation in a vast populated developing country remained a question. The news medias reported a very few students really benefited with the new normal online education.

Therefore, to check the grass root reality in the remote area of the country, the researcher took interest in carry her research work on online classes are being perceived and experienced by the key stakeholders (students, teachers and parents), who are in the process of teaching and learning.

5.1.2 Statement of the Problem

The present study is devoted to from the key stake holders of school education namely teachers, students, parents seeking their perception on different aspects of online education such as orientation of teachers on online education, complications faced, time

and duration of classes, attendance rate of students, use of technology tools, Pedagogical practices etc. and stated as,

"Perception of parents, teachers and students about implementation of online education in rural schools."

5.1.3 Research Questions

1. What are the experiences of students, teachers and parents concerning online learning during COVID-19?
2. How teachers prepare themselves with current trend of online teaching?
3. What technological platforms are being used for online learning?
4. What are the most preferred pedagogical practices used for efficient content delivery?
5. How teachers assess the performance of the learners?
6. What are the stakeholders' perceived difficulties of online learning?

5.1.4 Delimitation of the Study

1. The ongoing study will confined to population of certain rural areas in Cuttack district.
2. In addition, the small sample may not be completely representative of the majority of students and teachers taking online classes.

5.1.5 Objective of the study

The study was undertaken with the following specific objectives:

1. *To study the perceptions of following stakeholders on implementation of online education during pandemic at their schools:*
   a. Teachers
   b. Parents
   c. Students

2. *To study the suggestions given by stakeholders on effective implementation of online education in future.*

5.2 Methodology

The study was conducted by using a descriptive sample survey method of research. The empirical data collected from the teachers, students, parents regarding their perception on

different aspects of online education such as orientation of teachers on online education, complications faced, time and duration of classes, attendance rate of students, use of technology tools, Pedagogical practices, teaching and learning materials used, learner assessment etc.

The sample size consists of 30 teachers, 37 students and 30 parents from different schools in the research area. This research study conducted three surveys: to the student population, to the teacher population and to the parent population. Purposive sampling technique was used to select sample from the populations. In the present study, in order

- To study the perception of teachers about implementation of online education, a questionnaire prepared.
- To study the perception of parents about implementation of online education, an interview schedule developed.
- To study the perception of students about implementation of online education, questionnaire to conduct Focused Group Discussion (FGD) developed.

The questionnaire for the teachers were handed over to teachers via mail or handprints seeking their response while face to face mode of interview conducted with the parents.4 focused group discussions (FGD) were conducted with students (range 7-10 students/per FGD) in order to collect qualitative data from them.

5.3 Analysis and Conclusions

The conclusions of the study are derived from the analysis of empirical data collected from the key stake holders of school education namely teachers, students, parents regarding their perception on different aspects of online education such as orientation of teachers on online education, complications faced, time and duration of classes, attendance rate of students, use of technology tools, Pedagogical practices, teaching and learning materials used, learner assessment; and presented under the following sub-heads:

A. Conclusions pertaining to perception of teachers about online education
B. Conclusions pertaining to perception of parents about online education
C. Conclusions pertaining to perception of students about online education

D. Conclusions pertaining to suggestions of teachers, parents and students about online education

5.3.1 Conclusions Pertaining to Perception of Teachers about Online Education

i. More than two-third of the teachers (83.33%) have been oriented on online education by School/ state/ organization. The corresponding percentages of teachers oriented themselves by their personal efforts or through online courses/ attending webinars and by friends/ relatives/ acquaintances etc. are 40 and 23.33 respectively.

ii. More than half of the teachers (53.33%) are unfamiliar about online/digital education. The internet connectivity issue affected almost all the teachers (96.67%).The percentage of teachers who face other difficulties during online/digital education, e.g. lack of devices/ gadgets, lack of confidence, more workload, and poor attendance vary between 16.67 and 76.67.

iii. More than half of the teachers (63.33%) prefers to conduct their classes in the morning schedule between 9am to 12 pm. While 30% agreed on not having fixed schedule for taking classes.

iv. More than half of the teachers (56.67%) are of opinion that the duration of the periods for online classes should be of 45 minutes. Thirty percent teachers are of opinion that the duration of the periods for online classes should be of 30 minutes.

v. More than less than one third of teachers (33.33%) have the attendance rates of students in online classes 20-40%. 23% of teachers opined on having very low attendance i.e. below 20% in their classes.

vi. Half of the teachers take classes between 1-2hrs in a day(53.33%) where as 26.67% teachers take 2-3hrs and 20% of teachers stated no fixed time limit in taking their classes

vii. Most of the teachers (93.33%) of teachers possess smartphone over laptop as the device to be used in the process of online education.

viii. Majority of teachers (83.33%) were using WhatsApp for online teaching **followed by** YouTube (60%), Google Classroom (40%), and Zoom (16.67%). WhatsApp

might be considered as one of the easiest tools to use for asynchronous learning experiences that is flexible and easily accessible and handled by the teachers.

ix. Most of the teachers (93.33%) provided students with teacher-made text materials followed by textbook chapters (86.67%), Videos/audios on topics (70%), Details of TV/ radio programmes (46.67%). Teacher-made texts and videos are generally tailored in correspondence to the needs and specific features of students.

x. More than one third of teachers (76.67%) are of opinion in giving homework to students **followed by** asking oral questions (70%), conducting discussion sessions after class (63.33%). Around one third of teachers prefers conducting separate live exams for students.

xi. Less than half of the teachers (46.67%) opines on online teaching are effective, while 30% believed it is ineffective. Around 23.33% teachers remained indifferent in their opinion on effectiveness on current circumstances.

5.3.2 Conclusions pertaining to perception of parents about online education

i. Less than half of parents (43.33%) reported their children took tuitions in the pandemic period where as 16.67% did self-study, 33.33% watched online resources provided by teachers and YouTube and other sources.

ii. Less than half of the parents (43.33%) opine on the use of smartphones followed by teachers/volunteers visiting and taking classes (33.33%), radio (26.6%), television (16.67%).

iii. More than two third of parent (76.67%) avail the devices at the time of classes/exam. Whereas, 33.33% parents borrowed gadgets from others, 23.33% supported by volunteer and 13.33% prefers to share devices within their children during classes.

iv. More than one third of parents (36.67%) felt engagement of their children between 1-2hrs. in a day. The opinion parent over period of engagement varies from less than 1hr to 3-4hrs. in a range of 10-26.67%.

v. out of 30 parents, 8 of the parents (26.67%) thinks it saves time going to the school. 30% parents liked its feature of providing accessibility to content materials as most of the parents belong to school education, nearly 43.33% parents insisted on their

children do not study at home as in school. 26.67% parents revealed the stress level arise in children in accommodating online classes and the homework.

vi. More than two third parents (90%) faced connectivity and network related issues while learning of their child online. 18% parents reveals they cannot afford to provide phone to my child. On the use of mobile phones, more than two third of parents presents their concern over on their unfamiliarity about digital technology (76.67%), children overuse the mobile phone (80%) and get distracted in games and social media (83.33%) instead of learning.

vii. Only 6.67% of the parents are of opinion that more online and less face-to-face classes should continue beyond the pandemic situation. As high, as 73.33% of parents opined that only face-to-face class and 26.67% on more face-to-face and less online classes should continue beyond the pandemic situation

viii. Less than half of (43.33%) parents believe their children enjoys the new learning environment. Parents also reveals they engaged meaningfully in studies (26.67%) and follows their teacher's instruction carefully (40%).23.33% parents gave their opinion on children about learning new technologies, aware about what happens around the world.

5.3.3 Conclusions pertaining to perception of students about online education

i. More than two third of students (78.37%) took tuitions followed by students did self-study (75.67%), students studies through online learning (70.27%). Only 10.81% students accepted they did not study at all.

ii. More than two third (75.67%) students either use mobile phones their own or borrowed/shared from others. While 48.64% students watch TV/ radio for programmes like 'Radio Pathshala','Gyan Bharti' etc.

iii. Around one third of students (35.13%) attend online classes for 1-2hrs. follows by students who attended the less than 1hr. (29.72%), 2-3hrs. (24.32%), 3-4hrs. (10.81%).

iv. Less than half of students (48.64%) agrees on the half hazard arrangement of classes. While 21.62% parents reported, classes are regular and 29.72% parents on classes are irregular.

v. Half of the students (51.35%) responded on something is better than nothing in this situation of pandemic, while 21.62% students found the online learning very useful and 18.91% disagrees on online classes are at all helpful.

vi. Half of students (45.94%) preferred future learning will be somehow a blended form of learning while 40.54% students thinks face to face as their ideal way of learning.

vii. More than two third of students (81.08%) face the harsh reality of lack of digital resources. Other than that, 43.24% students responds on the home environment always not suitable for learning. While 45.94% students worried over lack of interaction with teachers and peers, 62.16% students addressed their addiction to games and social media. Although the teachers are responsible, enough to take their classes or share the resources through WhatsApp, many students (89.18%) reveals their lack of interest and motivation in studying through online.

5.3.4 Conclusions pertaining to suggestions of teachers, parents and students about online education

The suggestions made by the participants of a study are of great significance because they formulate those suggestions after thoroughly analyzing their situation. The analyses of this study showed that students enjoyed learning through online mode, if proper facilities were accessible to them. It is suggested that necessary technical changes along with pedagogical interventions must be made in online learning to facilitate teacher –student interaction, peer interaction, and socialization in the online learning environment because interaction is the key variable that influences the quality of online learning. Integrate multiple media presentation and different activities, giving immediate feedback, motivation learners are the maximum remarks to enhance effectiveness of online learning. Along with that, proper orientation of teachers on using technologies, creation of contents, counselling of parents on a continuous basis are the need of hours. It is Needless to say that, teaching and learning needs to be customized according to the perspective of students and their preferred modes and manners for creating better online learning environment.