

CHILDREN'S ONLINE CLASS ATTENDING BEHAVIOUR AS OBSERVED BY THEIR PARENTS

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Abstract

The school students tend to be mischievous and create issues in the classroom by their playful activities. The students' mischievous behaviours cause disruption in classes affecting the flow of the teaching-learning process. The class management and engaging students in learning process are an enormous task for some teachers. During this pandemic, students were forced to attend online classes where they exhibited the different behaviour from offline classes. The teachers were left with no choice but to manage the situation virtually. The parents who observed their children's online class attending behaviour could comment on the effectiveness of learning process. The main objective of this study was to find out the students' online class attending behaviour as observed by their parents. The survey method, one of the types of descriptive research method was used for this study. The five-point Likert type rating scale was prepared by the researcher to collect primary data. The research tool was circulated online through social media. Random sampling method was used to collect 100 samples. From the parents' opinion, it was found that there exists significant difference in students' behaviour in online class based on their gender, standard in which they are studying and residential location.

Keywords: *Online class, Parent, Student, Opinion, Behaviour*

Introduction

On March 17th 2020, all the educational institutions were asked to close down temporarily and instructed to send all students to home especially hostel students because of Covid 19 break down all over the world. After one week, on march 23rd 2020 complete lockdown were imposed by the government of India. This was a starting point of unimaginable revolution in history of Indian education system. Though video classes were prevalent before the pandemic, it got a firm foot during this period.

Generally, students were asked to keep the smart phone or laptop whichever smart device they are attached to concentrate on their studies. This pandemic forced parents to provide at least one smart device to their kids, so that they can attend online classes. Numerous software applications were introduced to keep the teaching and learning process on track. India being a developing country and also a country with huge stratification financially as well as socially found it very difficult to cope up with online class during the initial days of the pandemic. Gradually the students got adapted to online class. In the mid of these, this whole process of online class and the parents observing their children during the teaching learning process was new and different. Usually, parents have least participation in Indian education system but pandemic changed the whole scenario. The parents had increased involvement and participation in online classes, starting from setting up the device, charging the device,

answering the questions instead of kids, listening to the teaching process etc., Since India is a developing country, not many of the parents were able to provide enough resources for online classes as well as schools were also not able to conduct classes.

Need for the Study

Parents being in home observed their kids' learning better than any other period in their life especially in the education process. There is always difference in how students behave when they have teachers in classroom and not in classroom. There are students who are interested to go to schools only when they have sports class, the ones who take leave when there is any test in the class or acts sick in the classroom to avoid the test. The students' online class attending behaviour to be analysed in terms of their active participation in learning, dress code, willingness to answer questions and so on. Since parents were the immediate observers of students in the online learning, they were able to identify students' behaviour while getting ready to attend online classes, learning new concepts, integrity in attending online examination, respect for their subject teachers etc.

Objective

The primary objective of the study was to find out children's online class attending behaviour as observed by their parents and to find out whether there is significant difference in children's online class attending behaviour based on the gender of the students, class in which students are studying and their residential area.

Literature Review

Rikisha Bhaumik and Anita Priyadarshini (2020) in the mid of covid peakness in India conducted research among senior secondary students about their digital literacy, availability of learning material, difference in the mode of classes, readiness for online mode and the stress they had due to sudden transition in teaching-learning pattern. They found out that only 35.2% people found online class effective than offline classes. It also revealed the lacking digital skills in teachers and students. Nearly 40% of the sample preferred to study online as they liked independent learning.

Eva Yi Hung Lau et al. (2021) tried to find a connection between parent's satisfaction and length of online class as well as amount of homework/assignment given in association with child competence in independent learning. They found out that parent's satisfaction is more when the child is competent in independent learning.

Philip and Beth (2020) found out the difference in performance (exam grades) of students in a subject called accounting principles who attended classes in three different modes (face-to-face, hybrid, online). The result found is performance of students who attended online and hybrid classes were better than students who attended offline classes. The only exception is based on gender where girls outperformed boys in offline class and vice versa.

Emine and Gürbüz (2021) through their research identified 27 different misbehaviours in students in online class. They quoted that there is decrease in misbehaviour among students

in online class than offline class along with the occurrence of some new behaviour in online class. Teachers reported that some behaviour in online class can be controlled.

Engin and Cennet (2021) were eager in finding the parents opinion about distance education (online class) and also the involvement of them in supporting their children during online classes. They identified that parents were interested, followed and participated in their children's distance education. According to parents, controlling the internet usage were very difficult because of increased access to devices. In general parents were positive about distance classes and they informed that children's interest decreased if they have issues with technology.

Research Method and Research Tool

This quantitative study was done using survey method. A five-point Liker type rating scale with 16 statements to measure students' behaviour during online classes was developed by the researcher. A Google form link was created and circulated to parents whose children attended virtual mode of class, recorded video or both.

Sampling Technique and Sample Size

Simple random sampling method was used to collect the data. Totally 106 responses were received, out of which 100 responses were eligible for the analysis the remaining incomplete responses were discarded. Variables like gender, class in which the students are studying and their residential location were analysed with the parents' observation on students' behaviour during online classes.

Data Analysis and Interpretation

The data were analysed using an open-source software Libre Office Calc and MS-Excel. The t-test value, F-ratio and p-values were calculated and inferences were made based on p-values.

Table 1: Frequency Distribution of the Sample based on Gender, Class and Residential Location

Variables	Frequency	Percentage	Mean	S.D
Gender				
Male	39	39	55.71	9.65
Female	61	61	61.19	9.81
Class				
Lower Primary School	26	26	55.26	9.58
Upper Primary School	27	27	57.88	10.47
High School	24	24	64.95	8.87
Higher Secondary School	23	23	58.56	9.08
Residential Location				
Taluk	44	44	61.79	9.78
Municipality	21	21	55.16	8.54
Corporation	17	17	52.64	9.63
Metropolitan	18	18	62.44	9.33

Table 2: t-Test Results on Children's Online Class Attending Behaviour as observed by their Parents

Child's Gender	N	Mean Max:80	S. D	t-value	p-value	Level of Significance
Male	39	55.71	09.65	2.74	0.007 (p<0.05)	0.05
Female	61	61.19	09.81			

From Table 2, the calculated t-value and p-value were 2.74 and 0.007 respectively. The low p-value ($0.007 < 0.05$) indicated that there was a significant difference between male and female children in their online class attending behaviour. The mean score of female children (61.19) was greater than male children, which implied that the female children demonstrated more involvement during online classes than male children.

Table 3: F-Test Results on Children's Online Class Attending Behaviour as Observed by their Parents based on the Class in which they are Studying

Class	SS	df	MS	F	p-value	Level of Significance
Between Groups	1251.25	3	417.08	4.56	0.004 (p<0.05)	0.05
Within Groups	8776.39	96	91.42			
Total	10027.64	99				

From Table 3, the calculated F-value of Analysis of Variance test (ANOVA) and p-value were 4.56 and 0.004 respectively. The low p-value ($0.004 < 0.05$) indicated that there was a significant difference in children's online class attending behaviour bases on their class. Therefore, post-hoc test was conducted to identify the groups that caused difference in the mean scores.

Table 4: Post Hoc Test Results on Children's Online Class Attending Behaviour as Observed by their Parents Based on the Class in which they are Studying

S.No.	Class	N	Mean	Class	N	Mean	p-value
a	Lower Primary	26	55.26	Upper Primary	27	57.88	0.751
b	Lower Primary	26	55.26	High School	24	64.95	0.003
c	Lower Primary	26	55.26	Higher Secondary	23	58.56	0.626
d	Upper Primary	27	57.88	High School	24	64.95	0.047
e	Upper Primary	27	57.88	Higher Secondary	23	58.56	0.995
f	High School	24	64.95	Higher Secondary	23	58.56	0.107

From the parents' opinion, it was found out that there exists significant difference in behaviour of lower primary children and high school children. The mean scores of high school children (64.95) were higher than the mean scores of lower primary children (55.26). Likewise, significant difference was found between the behaviour of upper primary children

and high school children. The mean score of upper primary children (57.88) was lesser than the mean score of high school children. (Table 4)

The p-value was less than 0.05 in other comparisons between the classes in which they study points out that there exist no significant differences between them. Hence, there is no difference in behaviour of children in other compared classes in which they study based on their parents' opinion (Table 4).

Table 5: F-Test Results on Children's Online Class Attending Behaviour as Observed by their Parents based on the Residential Location

Resident Location	SS	df	MS	F	p-value	Level of Significance
Between Groups	1483.20	3	494.40	5.55	0.001 ($p < 0.05$)	0.05
Within Groups	8544.43	96	89.00			
Total	10027.63					

From Table 5, the calculated F-value of Analysis of Variance test (ANOVA) and p-value were 5.55 and 0.001 respectively. The low p-value ($0.001 < 0.05$) indicated that there was a significant difference in children's online class attending behaviour based on their residential location. Therefore, post-hoc test was conducted to identify the groups that caused difference in the mean scores.

Table 6: Post Hoc Test Results on Children's Online Class Attending Behaviour as Observed by their Parents based on the Residential Location

S.No.	Resident location	N	Mean	Resident location	N	Mean	p-value
a	Taluk	44	61.79	Municipality	21	55.16	0.071
b	Taluk	44	61.79	Corporation	17	52.64	0.005
c	Taluk	44	61.79	Metropolitan	18	62.44	0.995
d	Municipality	21	55.16	Corporation	17	52.64	0.769
e	Municipality	21	55.16	Metropolitan	18	62.44	0.117
f	Corporation	17	52.64	Metropolitan	18	62.44	0.015

The post-hoc test between the groups revealed that there was significant difference between the behaviour of children attending online class in taluk and corporation region. The mean score of children in taluk region (61.79) was greater than the mean scores of children in corporation region (52.64). In the same way, there was significant difference in behaviour of children in corporation and metropolitan region. The mean score of children in corporation region (52.64) was lower than the mean score of children in metropolitan region (62.44).

From the comparisons between other groups of children based on residential location, it was found there exists insignificant difference in the behaviour of children attending online class. Hence there is no significant difference in behaviour of children attending online class in other compared resident locations.

Discussion and Conclusion

The purpose of the study is to find if there exists difference in students' behaviour in online class based on the opinion of the parents. Students usually do lots of misbehaviour in the classroom which happens under the school environment while in home environment it is different. So, our study focused on the behaviour of students in online class from parents' opinion based on the gender, class in which they are studying and locality of the student. It was found that there exists significant difference in students' behaviour based on the above mentioned three variables. This study covered only 100 samples and its impact can be broadened by increasing the number of samples. It also gave us that there is difference in how children behave based on the gender, education level and the locality.

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