

PARENTS' OPINION ON CHILDREN'S ATTITUDE TOWARDS ONLINE CLASSES DURING PANDEMIC

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Abstract

The purpose of this research was to find out the parents' opinion on children's attitude towards online classes during pandemic and to find out whether the attitude of the children differ significantly based on their gender, class and their residential area. The four-point Likert type rating scale was developed by the researcher to collect data. The data were collected from the parents of the students who attended online classes during the pandemic and the data were interpreted using t-test, ANOVA and p-value. The findings of this quantitative research revealed that the attitude of the students towards attending online classes differ significantly based on their gender, class and residential area as per their parents' opinion. In spite of being considered essential, the recent development in technology still could not replace traditional way of learning. This is evident from the attitude of the students towards online classes.

Keywords: *Attitude, Online class, Parents' opinion, Gender, Class level, Residential area, Technology and Recent developments*

Introduction

The year 2020 is another year of transition that can be marked in the history of education. The Covid-19 pandemic has caused radical changes in the lives of almost all the people across the world. The sudden radical changes demanded inventions and developments to find alternative ways to reach life goals. This proves a famous philosopher Plato's statement that says, "Necessity is the mother of invention."

The base for all the learning and development is education. But when all the educational institutions were closed due to the pandemic, there was a need to shift to online mode of teaching and learning. As per the need of the hour, most of the transactions, especially knowledge transactions were shifted to online platform to avoid stagnation. This caused new and different learning experiences for which technology lend its hands to provide learning support.

Need for the Study

In the history of education, the need for the up gradation of educational technology, curriculum, teaching methods along with the need for change in perspectives and understanding students' attitude and behaviour have called for attention all together since the pandemic. Among the many recent scientific advancements, the development in educational technology stands remarkable and very essential. However, the development can be considered useful only if the attitude of the ones who are using it is positive. This research

focuses on the attitude of the students towards attending online classes from the perspective of their parents.

Objective of the Research

The primary objective of the research was to find out parents' opinion on children's attitude towards attending online classes and to find out if there is significant difference in children's attitude towards attending online classes based on their gender, class and residential area.

Attitude

Attitude is the way one reacts to a particular situation. It is based on their likes and dislikes. Attitude can be defined as "a psychological tendency that is expressed by evaluating a particular entity with some degree of favour or disfavour." (Eagly & Chaiken, 1993, p.1)

Online Classes

Due to the pandemic, teaching and learning have been shifted to online platform. Online classes take place in varied ways. Students learn online either face-to-face or through shared recorded video or the combination of both, without meeting the teacher in person in physical classroom. Though the current generation students are more acquainted with the smart phones, internet and other electronic devices, they display different attitudes when it comes to using the same for learning. Since, this online learning takes place while at home, parents have an opportunity to observe the attitude and behaviour of their children towards attending classes online.

Review of Related Literature

In the research done by Bhaumik & Priyadarshini (2020) opinions on e-readiness and on the shift from face-to-face to online mode of learning were collected from higher secondary students. The findings of the research revealed that only 35.2% of learners considered online classes constructive and 40% of the students were on the positive side to continue with online mode as it let them study on their own pace. The study recommends that there needs to be firming of digital pedagogy for effective teaching online and students have to be trained to adopt to individualized learning.

The research done by Ziadat (2021) focused on the effects of online learning on the students with disability and the problems faced by their parents. The perspectives of the parents of the disabled students indicated that the students were engaged mostly with the smart devices and that they were isolated socially and the parents were dissatisfied with the online learning content and management; there was no appropriate supportive learning devices that the students with disability could use for learning.

Akkas & Ocak (2021) studied teachers' perspectives on the misbehaviour of the students during online classes. Through this study they were able to find out different unruly behaviour such as making noise, turning off the webcam, absenteeism, losing interest and so

on during the online classes. The study reveals a few ways in which the misbehaviour of the students could be minimized as suggested by the teachers.

Jafaar, et al. (2021) have shared their views in their article which reveals the difficulty of the teaching community, especially the teachers handling higher classes in using technology. They elaborate on the loaded stress that the teachers have in preparing for teaching while going through pandemic situation as well as trying to acquaint themselves with the new technologies. This article insists that the teachers need to spend more time learning the technology in order to deliver the content effectively through online mode.

Research Method and Research Tool

The survey method was used to explore the attitude of the children towards attending online classes based on their parents' opinions and to find out the differences in the attitude based on the gender, class and locality of the children. The four-point Likert type rating scale with thirty statements was prepared by the researcher and it was translated into regional language as well to reach the parents, who could not understand English. The Google form link was created and circulated to the respondents using social media applications to collect data.

Sampling Technique and Sample Size

The population chosen for the research was parents of the students, who attended online classes during the pandemic in Tamil Nadu. Considering the fact that some schools did not offer online classes and some parents were not able to buy smart devices for their children, the researcher used non-random sampling technique for this study. The data were collected from 108 parents whose children attended online classes during pandemic. The final sample size was 106 as two incomplete data sheets were discarded.

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

Variables	Frequency	Percentage	Mean	S.D
Gender				
Male	41	38.68	65.46	09.00
Female	65	61.32	72.49	12.51
Class				
Lower Primary	26	24.53	66.23	11.80
Upper Primary	28	26.43	65.46	10.05
High School	29	27.35	77.10	11.37
Higher Secondary	23	21.69	69.78	10.17
Residential Area				
Taluk	49	46.23	71.27	12.79
Municipality	21	19.81	67.38	10.90
Corporation	17	16.04	62.88	08.74
Metropolitan	19	17.92	74.74	09.27

Analysis and Interpretation

The data were analyzed using MS-Excel and Jamovi (Free Open-Source Software). The values of t-test and One-way Analysis of Variance (ANOVA) were computed to make inferences on the data.

Table 2: t-Test Results on Parents' Opinion on their Children's Attitude Towards Online Classes based on Gender

Child's Gender	N	Mean Max:120	S. D	t-value	p-value	Level of Significance
Male	41	65.5	09.00	3.12	0.002 (p<0.05)	0.05
Female	65	72.5	12.50			

The computed t-value and p-value were 3.12 and 0.002. The p-value indicated that there was a significant difference in children's attitude towards attending online classes based on their gender as per their parents' opinion. The mean score of female children (72.5) was greater than the male children (65.5). The parents' opinion indicated that the female children's attitude towards online class was more favourable than their counterparts.

Table 3: F-test Results on Parents' Opinion on the Attitude of their Children Towards Attending Online Classes based on the Class

Class	SS	df	MS	F	p-value	Level of Significance
Between Groups	2404.384	3	801.4612	6.75	0.000 (p<0.05)	0.05
Within Groups	12102.18	102	118.6488			
Total	14506.57	105				

The computed F-ratio and p-value were 6.75 and 0.000. The p-value indicated that there was a significant difference in children's attitude towards online classes based on their class as per their parents' opinion. The post-hoc test was conducted to find out the groups that caused significant in the mean scores.

Table 4: Post Hoc Test Results on Parents' Opinion on Children's Attitude Towards Attending Online Classes based on the Class

Class	N	Mean Max: 120	Class	N	Mean Max: 120	p-value	
a	Lower Primary	26	66.23	Upper Primary	28	65.46	0.994
b	Lower Primary	26	66.23	High School	29	77.10	0.002
c	Lower Primary	26	66.23	Higher Secondary	23	69.78	0.666
f	Upper Primary	28	65.46	High School	29	77.10	0.001
e	Upper Primary	28	65.46	Higher Secondary	23	69.78	0.497
f	High School	29	77.10	Higher Secondary	23	69.78	0.082

The parents' opinion indicated that there was a significant difference between Lower Primary and High school children in their attitude towards online class. The mean score of High school children (77.10) was greater than their counterparts (66.23). Similarly, there was a significant difference between Upper Primary and High school children in their attitude towards online class. The mean score of High school children (77.10) was greater than their counterparts (65.46).

However, the parents' opinion revealed that children's attitude towards online class did not differ significantly with other Class levels. The computed p-values are greater than 0.05 level of significance for other class levels, which indicates that children do not differ significantly in their attitude towards online class as per their parents' opinion.

Table 5: F-Test Results on Parents' Opinion on the Attitude of their Children towards Attending Online Classes based on their Residential Area

Residential Area	SS	df	MS	F	p-value	Level of Significance
Between Groups	1504.61	3	501.5379	3.93	0.011 ($p < 0.05$)	0.05
Within Groups	13001.95	102	127.4701			
Total	14506.57	105				

The computed F-ratio and p-value were 3.93 and 0.011. The p-value indicated that there was a significant difference in children's attitude towards online classes based on their residential area as per their parents' opinion. The post-hoc test was conducted to find out the groups that caused significant in the mean scores.

Table 6: Post Hoc Test Results on Parents' Opinion on their Children's Attitude towards Attending Online Classes based on their Residential Area

Residential Area	N	Mean Max: 120	Residential Area	N	Mean Max: 120	p-value	
a	Taluk	26	71.27	Municipality	28	67.38	0.553
b	Taluk	26	71.27	Corporation	29	62.88	0.047
c	Taluk	26	71.27	Metropolitan	23	74.74	0.667
f	Municipality	28	67.38	Corporation	29	62.88	0.615
e	Municipality	28	67.38	Metropolitan	23	74.74	0.174
f	Corporation	29	62.88	Metropolitan	23	74.74	0.012

The parents' opinion indicated that there was a significant difference between the children living in Taluk and Corporation area in their attitude towards online class. The mean score of the children in Taluk area (71.27) was greater than their counterparts (62.88). Similarly, there was a significant difference between the children living in Corporation and Metropolitan area in their attitude towards online class. The mean score of Metropolitan (74.74) was greater than their counterparts (62.88).

However, the parents' opinion revealed that children's attitude towards online class did not differ significantly with other area students. The computed p-values were greater than 0.05 level of significance for the children in other residential areas, which indicated that children did not differ significantly in their attitude towards online class as per their parents' opinion.

Discussion and Conclusion

The findings of this research state the students' attitude towards attending online classes differ significantly based on their gender, standard and resident location as per the observation of their parents. This research brings out the fact that the developments in technology may impact the growth of any field including education but it can never be equal to or replace traditional way of learning. The research was conducted based on the data collected from only limited number of samples. This research can be broadened by collecting more data and including variables such as different type and board of school. This research can also be studied in different perspective by finding the association between the impact of independent variables on the dependent variable.

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