



Innovative learning is boon or bane for the holistic society

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Abstract:

There was a line on the walls of every education institution “Use mobile phones are strictly prohibited in class” but from 2019 onwards all classes are in Online mode. Learning process across the globe closed due to Covid-19 pandemic. Every educational institution shifted their conventional method of teaching to online method of teaching using several online platforms. But in India online learning process impacting negatively on development of students due to several reasons such as lack of concentration, lack of internet facility, network issues and loss of learning. The major impact is in the long run will be students standing away from the social interaction behaviour. Using internet for entertainment is common but for online class and lesson creates a big challenge in the minds of children and their parents. The gap between students and society might be negative in future years. In classroom method, teaching student’s behaviours can be reshaped according to their requirements but now it’s highly impossible due to lack of control through online classes. This online class hinder the holistic development of children. Education is not just a subject knowledge but also to develop life skills, social skills and sports skills, but in this online education might impact on children future personal and professional life. This research article focusing on understanding the perception of parents regarding their children’s development through online classes. Because parents play very significant role in shaping the behaviour of their children in this crucial time. The main objectives of this article is to understand the perception of parents regarding online learning of their children and focus to investigate the impact of online classes on society at large in future. The research article administered well-structured questionnaire through Google form to the parents which were randomly selected. The research adopting reliability analysis, correlation, regression and independent sample t test and ANOVA to identify the differences in perception.

Keywords: Online classes, Pandemic, Social behaviour, Holistic society

1.Introduction:

The Indian education system is facing a number of issues in terms of sustaining the teaching-learning process. The government sector is working to improve teaching-learning quality by introducing measures that make quality teaching-learning practises more accessible in schools and colleges. During the COVID-19 pandemic, these activities were quickly implemented to build teachers' capacity to participate in online mode of education. However, during the epidemic, these efforts were stepped up considerably to provide online classes, with teachers shouldering an additional weight of syllabus content and online teaching or blended learning as schools were closed to students. Schools have been forced to close temporarily as a result of the pandemic, and children’s have been forced to stay at home. Schools were changed to an online teaching mode to ensure continuation of teaching and learning in the face of adversity. The current academic session everywhere begun with online classes.

Typically, schools/colleges are using technology to interest pupils in their curriculum by electrifying it. However, it is becoming a barrier for the parents of the students.

Though parents are pleased that schools have taken the initiative, it has caused them confusion, particularly in terms of technical issues, which have caused them to be more concerned about personal management. For this reason, the study is conducted about perception and satisfaction level from parent perspective regarding online classes.

2. Literature review

Due to online classes during this pandemic situation is inevitable and there is no alternative for the education institution and students. But continues online classes for longer period leads to stress in the minds of students, teachers and parents. According research 92% of parents' undergone high stress to maintain their children. One of the fundamental drive to conduct online classes for a longer year due to parents not ready to send children in pandemic situation. But they perceived that overall development is not possible under the umbrella of online classes. School from home has significantly impacted on teachers and student performance during covid-19. The researchers believed that there is need to change the strategy of online learning process to enhance the performance of teacher and students. Another researches stated that online learning is an exciting one to learn and use of technology improve the quality of education. In this research they stated that both students and teachers have optimistic views about online classes. (1 to 4).

In this pandemic situation thinking of children at every levels of ability is significantly influenced by the type of opportunity they are experiencing. To foster innovative learning curriculum must undergo extensive changes according to requirements. In this lockdown situation students vary with their financial status, family circumstances, aspiration, ambition need to focus. Few research has been made on comparative between online class performance and traditional class performance. The students of experimental group not achieved as much as those in the traditional group. On the other side few researcher found that innovative teaching methodology outperform the traditional classroom teaching under normal circumstances. It increase the interest level which help to secure higher grades. One of the researcher conducted research on perception of parents regarding online classes during pandemic in India. Researcher found that majority of parents are satisfied by this online learning and they stated that teachers are not well trained to conduct online class and they are suitable for conventional class room teaching method.

Another researcher stated that success of online learning process will be success only with the cordial relationship between institution, student and parents. Due to sudden and unscientific task to the students makes parents very tension and creates conflicts in family and with institution. Therefore an extreme importance must be given to parents' emotions and technological skills to face potential aspects. This is rite time for the government to notice the difficulties and take up necessary steps to bridge good relationship between institution, student and parent and encourage learning process. (5 to 10)

3. Research Gap:

Due to Covid 19 pandemic, schools and colleges started online mode of education. Since then, there were lots of study about challenges and problems faced in online education from students and teacher's perspective. Many studies showed that online mode of education has caused many health issues and technical issued while attending the online classes where parents are much in confusion state and worried about their children's. Therefore, the current study is focusing on perception and satisfaction among parents towards online education is taken as a serious issue for investigation.

4. Scope and Research methodology

In this research quantitative research design has been administered this includes reliability analysis to test internal consistency, descriptive statistics, chi-square test to identify association and ANOVA to understand the differences in perception. The data analysed by using SPSS 20.0. This research study identified the samples randomly and administered questionnaire through Google form due to pandemic.

5.Objectives:

1. To understand the experience of parents regarding online classes for their children.
2. To analyse the perception of parents on online education system for their children.
3. To investigate the impact of online education on society.

6. Hypotheses

H₀: There is no association of parents' occupation on online education for their children.

H₁: There is an association of parents' occupation on online education for their children.

H₀: There is no difference in perception and satisfaction of parents regarding online education to their children.

H₁: There is a difference in perception and satisfaction of parents regarding online education to their children.

H₀: There is no significant difference in perception of parents regarding online education with respect to future of their children

H₁: There is a significant difference in perception of parents regarding online education with respect to future of their children.

H₀: There is no significant influence of online education on students' social behaviour.

H₁: There is a significant influence of online education on students' social behaviour.

7. Analysis and interpretation

Table 1.0 Reliability Statistics

Cronbach's Alpha	N of Items
0.750	14

(Source: Primary data)

The above table describes internal consistency of data for further analysis. Alpha value 0.750 indicates that data is consistent for the analysis.

Table 1.1 Demographic profile of the respondents

Demographic	Category		Total
Gender	Male	62	158
	Female	96	
Occupation	Teaching profession	74	158
	Other profession	48	
	Home maker	36	
Children's education	1 to 5	76	158
	6 to 10	44	
	PUC	18	
	UG	12	
	PG	8	
Mode of online class	Mobile	112	158
	Computer	46	
	Television	0	

(Source: Primary data)

The above table indicates the demographic profile of respondents in this study. Female respondents are more than male respondents. This study focusing on all profession and home maker also to identify the perception of every one who are responsible for their children education such as teaching profession, other profession and home maker.

This study conducted on children education from 1st standard to post graduation students. Majority of students using mobile phones for online classes.

Table 1.2 Descriptive Statistics of a construct

Construct	N	Mean	Std deviation
My children's can understand the content delivered while conducting online classes	158	1.9241	.61348
What kind of issues/problem your children's face during attending online classes		2.1392	1.19163
Children's started avoiding online class by some unusual reasons.		2.5190	.92881
Online classes are more beneficial than traditional classroom learning.		2.4430	.63340
Do you think online classes can help to improve communication skills and personality development of your children's		2.5063	.65566
Do you think online classes has improved academic performance of your children's		2.2911	.71654
Do you think online classes is going to effect on future career of your children's		1.7975	.86518
Do you think online classes is going to be negative impact on children's physical activities		1.6835	.75788
There is change in the behaviour of children due to online classes.		1.7722	.76465
Online classes going to be much impact on children's psychology.		2.6962	.60475
Due to online class children's are avoiding interaction with others.		2.0127	.85203
Online classes is going to be a negative impact on social behaviour of children's.		1.8861	.98378
Are you satisfied with online classes for your children's education		2.4557	.61401
Do you recommend online classes for future generation	2.4304	.59045	

(Source: Primary data)

The above table 1.2 depicts descriptive statistics of research questions constructs. This study is based on the perception of parents regarding online classes for their children. Parents expressed that children's somewhat understanding the concepts in inline class with mean 1.924. The issues belongs to lack of concentration due to network issues and technical issues with mean value 2.139. In the case of avoiding inline class by children mean value 2.519 this shows they are avoiding online class by some reasons. Parents not accepting the statement "Online class more beneficial than classroom teaching" with mean value 2.4430. There is not much development of children with mean value 2.506. Academic performance of a children is very slow with mean value 2.290.

Online classes definitely effect on children's future life with mean value 1.797. Due to online classes there is negative impact on children's physical ability with mean 1.683. Continues online class impacting on children's psychology and social behaviour with mean value 1.779 and 2.696 respectively. This way of online education impacting negative on society with mean value of 1.886. Parents are not satisfied by this online education system for longer period with mean value 2.455.

Hypothesis 1

Association of Gender with online class experience

Table: 1.3 Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	27.242 ^a	17	0.049
Likelihood Ratio	36.131	17	0.004
Linear-by-Linear Association	1.202	1	0.273
N of Valid Cases	158		

(Source: Primary data)

The above analysis indicates that Pearson chi square value 27.242. This shows there is association between gender of parents and online classes experience of their children with P value 0.049 which is less than 0.05. Hence, reject the null hypothesis and accept alternative hypothesis.

Table : 1.4 Symmetric Measures

		Value	Approx. Sig.
Nominal by Nominal	Phi	0.415	0.049
	Cramer's V	0.415	0.049
N of Valid Cases		158	

(Source: Primary data)

The above analysis table evidenced that there is high strength of an association between gender of parents and online education of children's. crammers V value indicates 0.415 which is greater than 0.20 which indicate high strength of association.

Association of Occupation with online class experience

Table: 1.5 Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	57.832 ^a	34	0.007
Likelihood Ratio	66.006	34	0.001
Linear-by-Linear Association	2.974	1	0.085
N of Valid Cases		158	

(Source: Primary data)

The above analysis indicates that Pearson chi square value 57.832. This shows there is association between occupation of parents and online classes experience of their children with P value 0.007 which is less than 0.05. Hence, reject the null hypothesis and accept alternative hypothesis.

Table: 1.6 Symmetric Measures

		Value	Approx. Sig.
Nominal by Nominal	Phi	0.605	.007
	Cramer's V	0.428	.007
N of Valid Cases		158	

(Source: Primary data)

The above analysis table evidenced that there is high strength of an association between occupation of parents and online education of children's. crammers V value indicates 0.428 which is greater than 0.20 which indicate high strength of association.

Hypothesis 2

Perception on online class – occupation

Table: 1.7 ANOVA

Occupation and overall Perception_Online_class

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.687	2	.343	3.635	0.029
Within Groups	14.647	155	.094		
Total	15.334	157			

(Source: Primary data)

The above table indicates that F value 3.635 which is greater than critical value of F distribution at 5% significant level i.e., 2.99 for degrees of freedom 2. There is a difference in perception of a parents belongs to different occupation regarding online classes for their children's with P value 0.029 which is less than 0.05. Hence, the null hypothesis is rejected and the alternative hypothesis is accepted.

Hypothesis 3

Table: 1.8 ANOVA

Are you satisfied with online classes for your children's education

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.006	2	.003	0.008	0.992
Within Groups	59.184	155	.382		
Total	59.190	157			

(Source: Primary data)

The above table indicates that F value 0.008 which is less than critical value of F distribution at 5% significant level i.e., 2.99 for degrees of freedom 2. There is no difference in satisfaction of a parents belongs to different occupation regarding online classes for their children's with P value 0.992 which is greater than 0.05. Hence, accept the null hypothesis.

Hypothesis 4

Table: 1.9 ANOVA

Do you think online classes is going to effect on future career of your children's

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	2.924	2	1.462	1.978	.142
Within Groups	114.595	155	.739		
Total	117.519	157			

(Source: Primary data)

The above table indicates that F value 1.978 which is less than critical value of F distribution at 5% significant level i.e., 2.99 for degrees of freedom 2. There is no difference in perception of a parents belongs to different occupation regarding effect of online classes on future of their children's with P value 0.142 which is greater than 0.05. Hence, accept the null hypothesis.

Hypothesis 5

Table: 1.10 ANOVA

Online classes is going to be a negative impact on social behaviour of children's.

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	4.078	2	2.039	2.137	.121
Within Groups	147.872	155	.954		
Total	151.949	157			

The above table indicates that F value 2.137 which is less than critical value of F distribution at 5% significant level i.e., 2.99 for degrees of freedom 2. There is no difference in perception of a parents belongs to different occupation regarding negative impact of online classes on social behaviour of their children's with P value 0.121 which is greater than 0.05. Hence, accept the null hypothesis.

8. Findings

1. This study found that 86 % of the respondents perceived that children's somewhat and poor understanding of content delivered through online classes. With mean value 1.924 which describes poor understanding.
2. According to parents, children facing challenges to attend online class due to lack of concentration and network issues 68 % of the parents expressed that children facing several issues to attend online class with mean value 2.139 which indicates lack of concentration, technical and network issues plays a challenging for students.
3. This study identified that children avoiding online classes by some unusual reasons. 82% of the parents expressed that children avoid online classes with mean value 2.519 evidenced that children avoid online class.
4. Online class education not benefiting to the students. 92% of the parents expressed that there is no benefit for the children from online education with mean value 2.443 which explains poor benefit for the children.
5. In this situation online classes impacting negatively on communication skill and personality of a student for longer time. 35% parents believe that very acceptable skills development. But 56% of the parents expressed that online class impacting negatively on overall personality of a children with mean value 2.5063, which indicates poor development of a children skills.
6. Due to continue online classes and evaluation process through online brings little development in academic performance. 48% of the parents believe that there is little improvement and 37% parents expressed that there not at all improvement in academic performance of a children due to online classes. Mean value 2.291 which also evidenced that there is no improvement in academic performance.
7. It was evident from the study that online classes are going to effect on future career of children's. 45% of the parent believed that online classes will definitely affect and 32% expressed that somewhat online classes will going to effect on their children's future career. Mean value 1.7975 which also evidenced that online classes will effect on future children's career.
8. Online mode of education is having negative impact on children's physical activities. 49% parent strongly agreed that online classes going to be negative impact on their children's physical activities and 32% also believed that there is a negative impact. Mean value 1.6835 which also evidenced that online classes will negatively impact on children's physical activities.
9. Online education has bought changes in the behaviour of children. About 41% parent expressed that there is lot of changes in children's behaviour due to online classes and about 40% believed that there are small changes in the behaviour. Mean value 1.7722 which also evidenced that due to online classes, there is change in the behaviour of children's.
10. Online mode of education is having negative impact on children's physical activities. 66% parent states that online classes have both positive and negative impact on their children's psychology and 27% also believed that there is a negative impact. Mean value 2.6962 which also evidenced that online classes will negatively impact on children's psychology.
11. Due to online classes, children's are avoiding interaction with others. 43% parent expressed their children's somewhat avoids interaction with others and 30% said that their children strongly avoid the interactions with others. Mean value 2.0127 which also evidenced that online classes will negatively impact on children's psychology.
12. Online mode of education is having negative impact on children's social behaviour. 44% parent believed that online classes have much impact on their children's social behaviour and 33% also opined that there is a less impact on social behaviour of their children's. Mean value 1.8861 which also evidenced that online classes will negatively impact on children's social behaviour.
13. Overall satisfaction with online classes of your children's education. 52% parent opined that they are not satisfied with online classes and 42% parent expressed that they are somewhat satisfied with online classes of their children's education. Mean value 2.4557 which also evidenced that parents are not satisfied with online education of their children's.
14. When it's come to recommendation of online classes for future generation, 51% parent said they will never recommend online classes for future generation and about 44% expressed they will recommend both online and offline classes. Mean value 2.4304 which also evidenced that parents won't recommend online classes for future generation.

9. Suggestion and implication of the study

1. Based on the findings of the study parents express uncomfortable with their children online classes and teachers must ensure that children understanding the contents which was provided through online classes.
2. Institutions must give innovative creative training to conduct class with more attractive way such as case study, storytelling, and drama, through online which makes students very interesting.
3. Teacher must hold the students with proper way and increase the concentration power by several methods such as participation of students, participation of parents in class. Which makes students comfortable to concentrate in class.
4. Institution must adopt new methodology to improve academic performance as well as co-curricular activities through online such as online yoga competition, dance competition, quiz programmes, this might be helpful for students to develop their academic performance and social life skills.
5. Institutions must include students and parents in meeting to discuss positive and negative aspects of online class time, mode of class and medium of class. This might be helpful to understand the reality of students and parents. . Online classes must be in the form of activities, project work with limited resource
6. Institutions must mandate the teachers to conduct classes very interactively and teachers must ensure every students interaction in classes.
7. Institutions must collect the feedback of students and parents regarding online classes frequently, which helps to take necessary steps to conduct further classes.
8. Online classes should not be scheduled as per the convenient of teacher time. Classes must be conduct as per the similar manner of offline classes.

10 Conclusions

The study presented in this article reflects some technological limitations of the online classes for children. This study found that parents are not happy with the online classes for whole academic year or for semester. Focus group believed that online classes deteriorate the children progress. In this study various respondents expressed that online classes impacting both positive and negative on their personality development. Institutions must think in different dimension to reach the students and make them potential in this pandemic. Teachers must use different brainstorming sessions for different subjects and provide material which is easy to practice in home. Finally study found that parents' perception is negative towards online classes and they recommend major portion of learning must be through offline mode. Maximum learning through Online classes for children never construct holistic society in future. For holistic society every one require holistic way of teaching and learning.

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