



Online Learning and Parent Satisfaction during COVID

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Abstract

The Coronavirus pandemic has mostly affected all the operations that demanded physical presence. In the process of encouraging social distancing, the education sector has also undergone huge transformation by shifting online. Parents are the basic building blocks of a child's life and future, therefore understanding a parent's degree of happiness is essential. The study tries to comprehend how satisfied parents are with the online courses provided by schools to their children during the corona pandemic lockdown in India. It was discovered that parents whose children attend upper and upper secondary schools were happier than those whose children attend elementary classes.

Keywords: Introduction, Teaching effectiveness and limitations, Factors affecting the online instruction, Technology's benefits, Negative Impact of Technology, Some suggestions.

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Introduction

Coronavirus is a group of viruses that is the main root of diseases like cough, cold, sneezing, fever, and some respiratory symptoms (WHO, 2019). Coronavirus is a contagious disease, which is spreading very fast amongst the human beings. COVID-19 is a new sprain which was originated in Wuhan, China, in December 2019. Until March 28, 2020, under the Mohfw Officially, neither a vaccination nor a drug is being tested to stop COVID-19 from spreading. The COVID-19 pandemic's impact on the educational sector results in widespread closures of schools and universities across the world. India imposed a nationwide lockdown of all schools and institutions on March 24 in order to stop the spread of the coronavirus among the student. The COVID-19 pandemic-related school closings have highlighted a number of challenges limiting access to education. A large number of children, adults, and teenagers are unable to enrol in schools and universities as a result of COVID19's rising prevalence. The disruption of networks between teachers and students caused by a school shutdown may also have an impact on children, resulting in poor performance. Schools and colleges are moving towards educational technologies for student learning

to avoid a strain during the pandemic season. Since both students and teachers are forced to utilise the online platform for continuous learning and teaching during COVID-19, the current study's goal is to construct and evaluate a conceptual model of students' satisfaction with regard to online teaching. The usage of the E-learning framework as a flexible platform for educational activities has increased.

A new paradigm of online learning based on information technology is known as "e-learning." Numerous comparison studies have been conducted to demonstrate the point and determine if online or hybrid learning is superior to face-to-face instruction or traditional teaching techniques. Results of the studies show that the students perform much better in online learning than in traditional learning.

Teaching effectiveness, limitations, and difficulties during COVID's 19 lockdown:

Over a billion students have been impacted by the worldwide closure of schools since the COVID-19 outbreak in order to suppress the virus. As a result, many institutions now provide online education, which is accessed by using web-based technical tools. Children are expected to continue their official

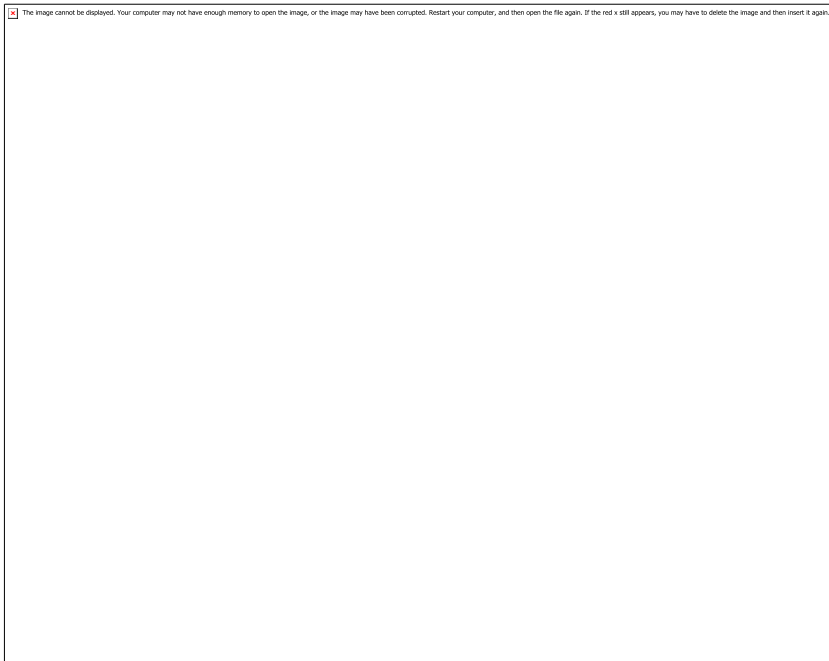


education when the schools are closed by learning at home. Based on how the epidemic is currently progressing, schools need to be ready for potential repeated and protracted class suspension over the next two years. This study focuses on the moderating effect of children's online learning proficiency as it examines the relationship between online learning during class suspension and parent satisfaction. Prior research has demonstrated that parents who are happy with the learning and participation opportunities offered by school's experience less parenting stress and are more involved as parents. Parents suffer a loss in the need or desire for cooperation that emerges in dissatisfaction when they believe that the school is not helpful and is not attentive to children's needs in their education and collaboration with parents. Investigating the elements that affect parent satisfaction with online learning will provide insight into how parents might be more effectively helped to support their children's learning at home when classes are suspended. Prior research has also revealed that kid

qualities, such as self-control, curiosity, and attention in children, are significant determinants of parents' attitudes about online learning. The desire for parental engagement is higher and may cause unhappiness when children's capacity for autonomous learning is inadequate.

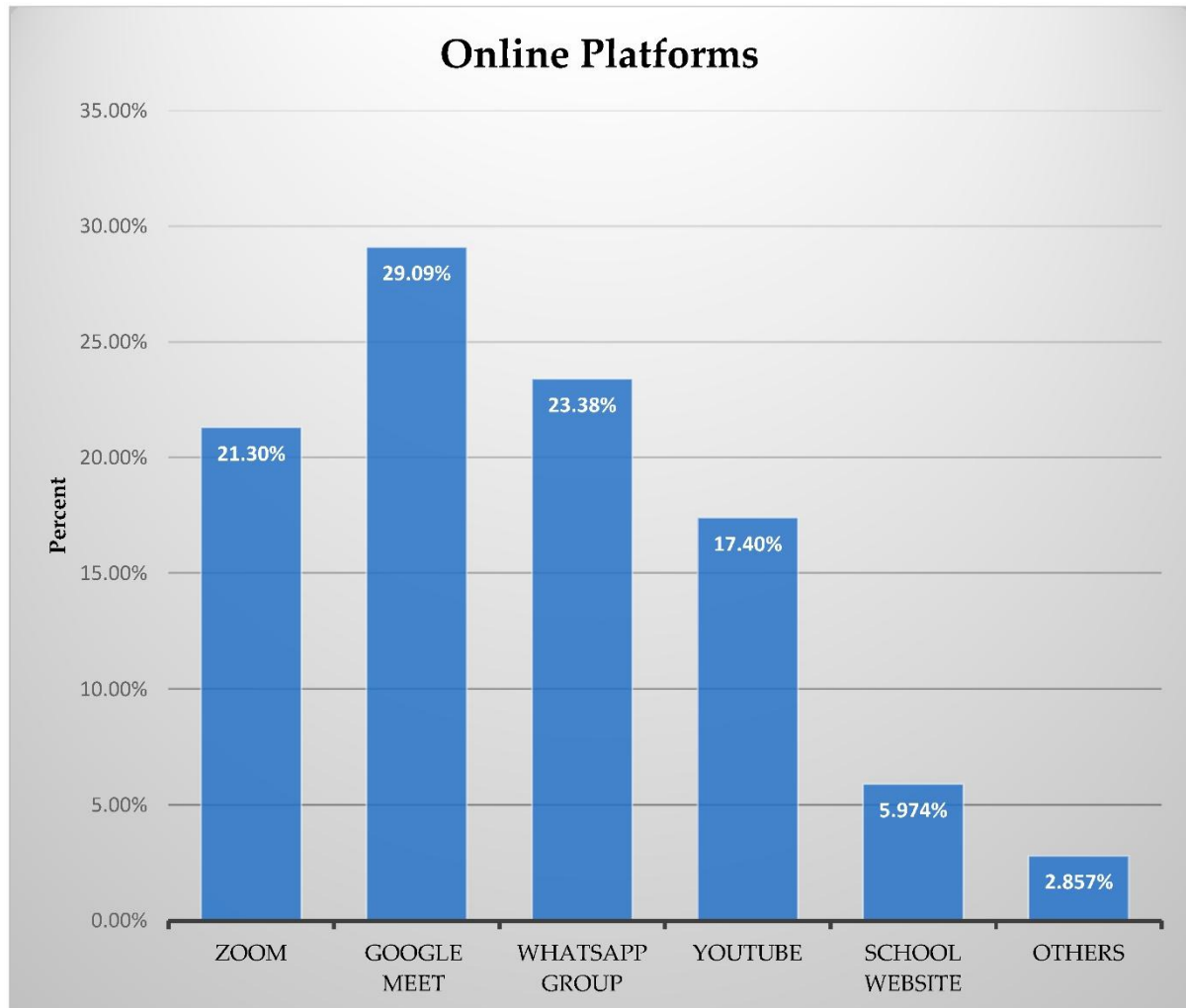
For young children, online learning needed a large time investment from parents. In general, parents found online learning to be time-consuming and difficult. When schools provide more online learning options, parents of primary school students who are better equipped to participate in such activities on their own may feel more happy. On the other hand, parents are more likely to be unhappy with online learning when the intensity of the learning is high and the children's capacity for autonomous learning is poor. In this study, we looked at how the number of learning assignments, the duration of the online learning, and parents' happiness with the service correlated with children's independence in learning.

Websites and Applications used to Communicate with Students



Google Classroom, Zoom, email, Remind, Canvas, School Status, ClassDojo, Google Meet/Hangouts, YouTube, and Schoology were among the top 10 websites and programmes used to connect with students. Teachers have also mention a wide range of other software and websites, including additional learning management systems (LMSs).

Online platforms used for online classes

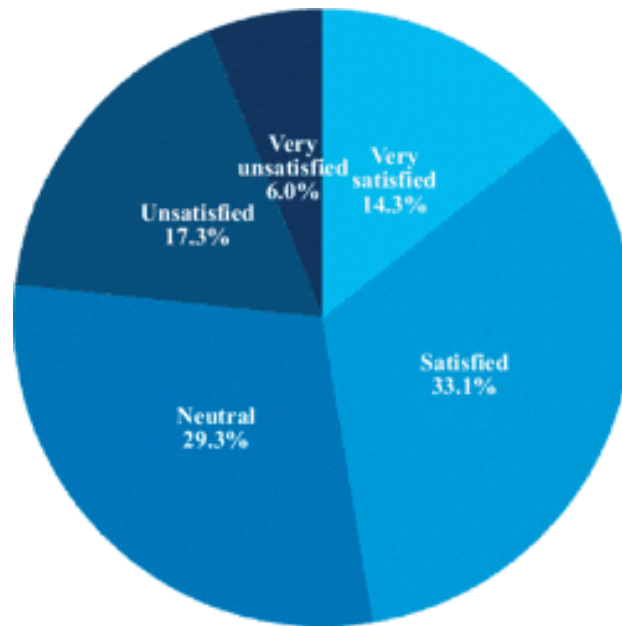


Factors affecting the effectiveness of online instruction

Although many educational systems throughout the world have already made the switch to online learning, the extent to which and the manner in which technology is applied to accomplish the quality of distant or online learning are thought to differ. This level is determined by a variety of variables, including the parties involved in the execution of this learning format and the incorporation of technology into educational institutions prior to the period of temporary closure of schools due to the COVID-19 epidemic. The degree of technology use and the quality of learning in both formats are thought to be influenced by the same variables when learning is transferred from a classroom setting to an online or distant learning format.



Parents' perspectives on whether e-learning helped their children to use modern educational programs:



How Learning Management Systems are Being used to Support Learning
Questions on the LMSs in use both before and after the epidemic were answered by participants. Prior to the epidemic and throughout it, Google Classroom was the most widely utilised LMS.





Technology's benefits for educational processes

Researchers in the field of education have long studied the impacts of technology use in educational settings, and through their work, it has been demonstrated and supported that technology may aid in a variety of educational processes. It might assist kids' learning and have a good effect on the environment. It can help educators progress professionally and support their development. As a result, technology integration in the classroom has been pushed and supported around the globe for a long time. Learning has grown more open and teaching methods more effective because to the advancement of information and communications technology (ICT) and its use in learning processes. Students become

more adaptable, which leads to increased independence and self-determination, responsibility for learning, development of self-regulating skills related to goal setting, and improvement of self-monitoring and flexibility. By giving students responsibility as well, these chances also let instructors encourage active learning to make learning interesting and effective. This transforms them into learning process facilitators and frees them from the duties of only teaching.

Gap between Social Classes and the Negative Impact of Technology

A negative aspect of reliance on technology in education is the big gap that technology creates between the rich and the poor. The



infrastructure of schools in rich and developing nations clearly differs greatly from one another. While practically every technology tool is available in classrooms in rich nations (PCs, laptops, tablets, projectors, and Internet connection), these tools are mainly absent from schools in underdeveloped nations. As a result, graduates from schools in developing nations often lack fundamental technical skills (such as computer literacy) and have a difficult time finding well-paying employment or competing on the global market. A digital gap, or significant differences between pupils from various social origins, is common even in industrialised countries.

Suggestions for Improved Practice

In today's world, technology is widely used in education. As modern technology has spread rapidly throughout the globe, the manner that students study and teachers impart knowledge has undergone significant changes. The extent to which technology is used in classrooms at an educational institution is a key indicator of its performance. The impact of technology on students' life is attracting the attention of more academics, who are also attempting to lessen the detrimental effects that these classroom gadgets have on students' attitudes and behaviour. Nobody disputes that it would be nearly difficult to completely exclude electronics from the classroom, though. But we still have options for mitigating its negative effects. Parents should be made aware of the fact that technology is not always a benefit and that it is now their responsibility to control their children's strong desire to utilise technology at all times and places. Technology is ever-evolving. It is continually evolving, introducing new technology but also pushing out older ones.

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