A STUDY ON THE PARENTAL PERCEPTION TOWARDS THE EDUCATION OF PRIMARY SCHOOL CHILDREN THROUGH VIRTUAL CLASSES

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Abstract
'Covid-19 – Architect of the decade's crises', has disturbed the world's peace and ever since the pandemic hit the world, safety has become the paramount concern of every individual. Mere survival has become a challenge in today's scenario and therefore, safety has been the first and foremost of the choices. Meanwhile, education is one of the sectors that have been terribly affected by the pandemic. But as always, irrespective of the crises, sooner or later, mankind has always found its ways out of any challenges in a productive sense. Eventually, education sector has witnessed a new era amidst the pandemic under the name of 'Virtual/ Online Education'.

This article exclusively revolves around the parental perception towards Virtual Education focusing on the progress of education of primary school children through Virtual Education. To understand their opinions and satisfaction levels towards their children's academic learning through Virtual Education, a total of 82 parent respondents' opinions were examined through a well-structured questionnaire sent through google forms. The outcome revealed that more than half of the parent respondents are not completely satisfied with the impact of Virtual Education on the children education at primary levels.

Keywords: Virtual Education, Primary School Children, Academic learning, Parental perception.

Introduction - Origin of Virtual Education[1]
Virtual Education exists since 1950s but back then, it was through slide projectors and television-based classes where the reach and acceptance were relatively minimal. The fame of the first online learning session is bagged by '*University of Illinois*', USA, where the students were able to learn from the computer terminals that formed a network by interlinking with each other. The first ever online course was offered by the '*University of Toronto*' in 1984 whereas, '*University of Phoenix*' remains the first to launch a Complete Online Collegiate Institution offering both Bachelor's and Master's degree in the year 1989.

Virtual Education, although not a newborn technology has gained a lot of importance due to the pandemic for being an innovative solution for a safe education amidst the pandemic. Magnitude of online classes has reached to cardinal extent as they have become the only platform of educational learning for all grades of education. Virtual Education in India has gained significance in context of rapid outbreak of Covid-19, due to which all the educational institutions were forced to shut down to avoid health and safety hazards of the mankind.

With this trend in hand, many Tech giants have emerged with the latest 'Virtual Reality' software applications consisting innovative features and have also gained popularity amongst the users. All those innovation and technology that have brought education to doorstep lacks in filling the gap of personal touch in the process of teaching and learning. This research study witnesses and presents the perceptions of the parents whose children are undergoing Primary School Education through Online classes.

Virtual class is a platform where teachers or students or both are not present in the same geographical location but are able to connect with each other on a private platform over internet to exchange communication. In simple terms, a regular classroom session conducted online using electronic devices is a Virtual class such as *Google Meet, Zoom meetings, WebEx meet, Microsoft teams* and many more.

Virtual Education refers to the e-learning process where, teachers deliver the class lecture through online to the students and students receive the lectures and learn the same from their respective residences rather than traveling to the Institutions regularly. Currently, Virtual Education has been the only mode of education throughout the world and especially for the children studying in primary school level Virtual Education has become the only source of Safe education.

Review of Literature

Andre Hasudungan Lubis, Zulkarnain Lubis (2020), in their study titled *"Parent's perception on e-learning during Covid-19 pandemic in Indonesia"* have unveiled the various barriers that obstruct the path of learning through online education and have identified that lack of technological knowledge, possession of digital devices required for e-learning, internet connectivity and electricity issues and the physical absence of supervisors as the remarkable barriers in e-learning. They have accumulated the data of parental perceptions towards e-learning which has revealed that parental expectations towards their children's learning were not up to the mark through e-learning process and parents were not intending to support the use of e-learning for their children's education.

Dr. D. Sumathi, Dr. V. Anuraadha (2021). "Parent's perception and support towards School Education through Online learning during Covid-19". The researchers have produced a positive report on the Online learning post analysis of the data. According to this study, the parents believed their children had a better understanding of subjects through online learning and the syllabus reduction by the Government added more sugar to their cup of tea. Although there was a parental observation that comparatively children spent lesser time on studies in online learning process.

Objectives of the Study

1. To bring out the various challenges that arise in Virtual Education culture.
2. To determine whether Virtual Education Technology is building personal qualities other than textbook education among Primary School Children.
3. To test the compatibility of children as well as teachers with the Virtual Education Culture.
4. To analyze the Parental Perception and their satisfaction level towards their children's academic learning through Virtual Education culture.

Hypothesis of the Study

1. H_{01}: Virtual Education Technology is developing personal qualities other than textbook education, among the primary school children.
H_1: Virtual Education is not developing personal qualities other than textbook education, among the primary school children.
2. H_{02}: There is no significant difference in compatibility level of children as well as teachers with the Virtual Education Culture when compared to Traditional education Culture.
H_2: There is significant difference in the compatibility level of children as well as teachers with the Virtual Education Culture when compared to Traditional education Culture.
3. H_{03}: Parents are satisfied with their children's academic learning through Virtual Education culture.
H_3: Parents are not satisfied with their children's academic learning through Virtual Education culture.

Research Methodology

Primary and secondary data are the sources of data for this study. Secondary data was collected from the relevant articles published by the previous authors and same were used as a substantial base for further progress in this study. Meanwhile, primary data was collected through a well-structured closed end questionnaire in the form of google forms which were distributed among the parent respondents in Bengaluru, to analyze their opinion on the Virtual mode of Education. *Purposive sampling* was used for selecting the samples and so the size stood at 82 respondents. The questionnaires were distributed among the selected respondents those who matched the parameters of samples.

Table 1: List of items in the Questionnaire

Table-1 depicts the information regarding the various aspects present in the study that are represented with respective codes throughout the article. These codes are used in place of the original aspect throughout the article to maintain the explanation short and brief.

Variables	Questions	Item code
Facilities available at home	I have a Smartphone	F01
	I have a Mobile data connection	F02
	I have a Broadband/ Wi-Fi connection	F03
	I have a Computer - Desktop/Laptop	F04
	I have a Study table	F05
	I have an Undisturbed reading room	F06
	Strength of my Internet connection facility at home (Rating scale)	F07
Challenges at home	Technical errors	C01
	Frequent network issues	C02
	Slower responses	C03
	Minimal interaction	C04
	One way communication	C05
	Physical absence of the teacher	C06
	Improper attention towards the classes	C07
	Lack of adequate supervision	C08
Adverse effects	Vision problems	A01
	Headache & anxiety issues	A02
	Self-isolation attitude	A03
	Introvert behaviour	A04
	Electronic gadget addiction	A05
	Laziness	A06
	Lack of discipline	A07
	Lack of time sense	A08
	Incompetence in academics	A09
Personality development	Textbook Education is all required for a growing child	P01
	Virtual Education is developing social skills & values among the children	P02
	Virtual Education is improving my child's Creativity level	P03
	Virtual Education is teaching a sense of social life to the children	P04
Compatibility	My child has the knowledge to operate the Virtual class software applications	D01
	Through Virtual Education, my child is actively able to answer any question posed by the teachers.	D02
	My child completes his/her assignments independently with the help of Virtual classes.	D03
	I believe that teachers are successful in holding students' attention throughout the class	D04
	I believe that teachers can cover the contents within the given slot of time	D05
Effectiveness	Virtual Education is effective on Primary School Children as same as in case of college students	E01
	Virtual classes are building an efficient academic learning model for Primary School Children (Rating scale)	E02
Satisfaction	I am satisfied with my child's academic learning through Virtual classes	S01

Short forms used in the article:

SA – Strongly agree, **A** – Agree, **N** – Neither agree nor disagree, **DA** – Disagree, **SDA** – Strongly disagree, **AE** – Absolutely effective, **ME** – Moderately effective, **NEI** – Neither effective nor ineffective, **MI** – Moderately

ineffective, **AI** – Absolutely ineffective, **CS** – Completely satisfied, **PS** – Partially satisfied, **NSD** – Neither satisfied nor dissatisfied, **PD** – Partially dissatisfied, **CD** – Completely satisfied.

Characteristics of the sample:
1. Parents/ Mentors of children who are studying in any Grade from 1 to 7.
2. Parents/ Mentors of children who are undergoing Virtual classes in Primary School Education.
3. Parents/ Mentors, whose children have learnt/ are learning through Virtual classes.

Data Analysis And Interpretation

The chart depicts the relationship with the child as well as occupation of the parent respondents. In this survey out of 82 respondents, 56% of the respondents (46) were mothers, while 44% of the respondents (36) were fathers. Their occupations were categorized into '*Business, Profession, Housewife/House maker, Self-employed, Salaried employee*', where 50% of the respondents were found to be under the category Salaried employees.
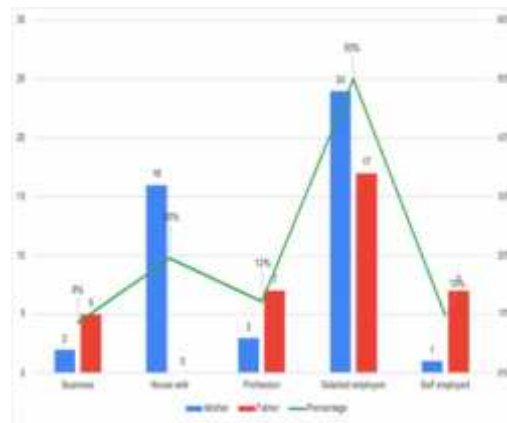
Education of Primary School Children is invariably dependent on the parental occupation as today's curriculum activities and fun learning culture of Corporate Schools demand the parental involvement in the learning and progress of the children. Therefore, to contribute quality time towards children education parental occupation comes into consideration.

Objective 1: To bring out the various challenges arriving in Virtual Education Culture.
Table – 2: Facilities available at Respondents' residence

Facilities available	Responses	Rank	Percentile
F01	82	1	100.00%
F02	77	2	80.00%
F05	55	3	60.00%
F04	50	4	40.00%
F03	43	5	20.00%
F06	28	6	0.00%

Table - 2 table shows the obtained data in a rank order based on the responses received and the same is also depicted in percentiles. The facilities available at the residence of the respondents is shown in the table where, all

the respondents do have a smartphone whereas, 72 out of 82 respondents were having a regular mobile data connection. Meanwhile, only 55 respondents had a study table at home, 50 respondents had the facility of a PC (Personal Computer) where only 43 of them had a broadband connection. It is noted that only 28 out 82 respondents had the luxury of an undisturbed reading room.

A majority of 70% of the respondents agree that there are frequent technical issues in between the Virtual classes whereas, the frequent network issues are experienced only by 41% respondents who had no access to a private Wi-Fi facility at home. The respondents also agree that there are slower responses, minimal interaction and mostly one way communication throughout the classes.

Table - 3: Challenges faced during Virtual classes

Challenges	Row1	Rank	Percentile
C06	80	1	100.00%
C07	78	2	85.70%
C08	73	3	71.40%
C04	59	4	57.10%
C01	57	5	42.80%
C03	56	6	28.50%
C05	53	7	14.20%
C02	34	8	0.00%

When the researchers enquired about the challenges of Virtual classes being conducted at home, it was found that majority of the respondents felt that the absence of *personal monitoring* was the biggest hindrance and so 80 out of 82 respondents have felt that there is a need for the physical presence of a teacher. Also, it was noticed by the parents that students were unable to stay attentive during Virtual classes, which was a consequence of lack of adequate supervision. Other drawbacks of Virtual mode of learning were minimal interaction between the students and teachers, frequent technical errors, slower responses and less interactive sessions which majorly emphasized on one way communication. All these factors indicate that classroom teaching is preferred over Virtual teaching.

Table – 4: Adverse impact of Virtual classes on Children

The objective of the study also involves the understanding of *Adverse Effects* of Virtual learning. Respondents were mostly concerned with Vision problems, Headache & anxiety issues due to Virtual classes. Respondents' perspective states that Laziness and Gadget addiction had crept in through the new trend of Online learning. In the opinion of respondents,it has been noticed that students were habituated to lack of time sense and discipline due to Online learning. Another major concern was the student incompetence in academics. The study has also noted that 36 out 82 respondent parents' children were entering into a self-isolation attitude and introvert behavior.

Adverse effects	Row1	Rank	Percentile
A01	73	1	100.00%
A02	70	2	87.50%
A06	67	3	75.00%
A05	65	4	62.50%
A08	64	5	50.00%
A07	59	6	37.50%
A09	53	7	25.00%
A03	36	8	10.00%
A04	36	9	0.00%

Objective 2: To determine whether Virtual Education Technology is building personal qualities other than textbook education among Primary School Children.

Hypothesis Test

Null hypothesis – Virtual Education Technology is significantly developing personal qualities other than textbook education among the primary school children.

	Anova: Single Factor - Summary			
Groups	**Count**	**Sum**	**Average**	**Variance**
P01	5	82	16.4	69.8
P02	5	82	16.4	26.3
P03	5	82	16.4	64.3
P04	5	82	16.4	34.8

Source of Variation	SS	df	MS	F	P-value	F crit
Between Groups	1.137E-13	3	3.78956E-14	7.76549E-16	1	3.238872
Within Groups	780.8	16	48.8			
Total	780.8	19				

Since the F-value is greater than the F critical value, H_0 is rejected at 5% confidence interval and H_1 is accepted thereby concluding that Virtual Education is not helping in developing personal qualities other than textbook education among the primary school children.

Objective 3: To test the compatibility of children as well as teachers with the Virtual Education Culture.

Hypothesis Test:

Null hypothesis - There is no significant difference in compatibility level of children as well as teachers with the Virtual Education Culture when compared to Traditional Education Culture.

Particulars	**Always**	**Sometimes**	**Not at all**
D02	18	62	2
D03	17	57	8
D04	4	57	21
D05	18	36	28

Source of Variation	*SS*	*df*	*MS*	*F*	*P-value*	*F crit*
Between Groups	9.09495E-13	3	3.03165E-13	4.93085E-16	1	4.066180551
Within Groups	4918.666667	8	614.8333333			
Total	4918.666667	11				

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Anova: Single Factor - SUMMARY				
Groups	Count	Sum	Average	Variance
Row 1	3	82	27.33	965.33
Row 2	3	82	27.33	680.33
Row 3	3	82	27.33	732.33
Row 4	3	82	27.33	81.33

Since the *F*-value is greater than the F critical value, we reject H_0 and accept H_1 thereby concluding that there is significant difference in the compatibility levels of children as well as teachers with the Virtual Education Culture when compared to Traditional Education Culture.

NOTE: *P*-value of Anova, obtained through MS excel does not demonstrate the accurate value. Therefore, it may not be feasible to consider the p-value for evaluation and hence in the above cases, F values are compared with their respective critical values for judgement.

Objective 4: To analyze the Parental Perception and their satisfaction level towards their children's academic learning through Virtual Education culture.
Hypothesis Test:
Null hypothesis - Parents are satisfied with their children's academic learning through Virtual Education culture.

OBSERVED VALUES

Particulars	AE/5/CS	ME/4/PS	NEI/3/NSD	MI/2/PD	AI/1/CD	TOTAL
E01	4	20	21	16	21	**82**
E02	4	17	47	11	3	**82**
S01	4	20	26	8	24	**82**
TOTAL	**12**	**57**	**94**	**35**	**48**	**246**

EXPECTED VALUES					
Particulars	AE/5/CS	ME/4/PS	NEI/3/NSD	MI/2/PD	AI/1/CD
E01	4	19	31.333333	11.66667	16
E02	4	19	31.333333	11.66667	16
S01	4	19	31.333333	11.66667	16
CHI-SQUARE VALUE					
Particulars	AE/5/CS	ME/4/PS	NEI/3/NSD	MI/2/PD	AI/1/CD
E01	0	0.05263158	3.4078014	1.609524	1.5625
E02	0	0.21052632	7.8333333	0.038095	10.5625
S01	0	0.05263158	0.9078014	1.152381	4
CHI-SQUARE VALUE					31.38973

Tabular value of Chi-square for 8-df at 0.05 confidence interval is **15.51**. With the obtained Chi-square and the tabular value for df – 8 under 5% Confidence interval, it is observed that the given Chi-square value **31.38973** is greater than the tabular value of **15.51.** Therefore, we reject H_{03} and accept the alternate hypothesis by concluding that Parents are not satisfied with their children's academic learning through Virtual Education culture.

Discussion & Conclusion

Based on findings of the study it can be inferred that the sudden change in Education culture made it hard for the users to adapt with the changes. Lack of adequate resources, experience and technology failed the Virtual Education from reaching the recipients effectively. Although Virtual Learning was best suited during the pandemic, the errors and drawbacks in the process have made the system hard in adapting. Furthermore, parents are concerned about the digital wellbeing of their school aged children, but prolonged hours of classes and assignment completions have made the children stick on to electronic devices for long durations, which have given rise to few more problems such as health and behavioral issues.

It was noted that more than 50% of the respondents believed that textbook education is everything required for a child's education and through the study it was clear that they were not happy with the academic performance of their children. While the remaining respondents were unhappy that their children were losing social element in life at a very young age. 71% of the respondents commented that the Virtual Education had failed in training personality development to the Primary School Children.

The study also revealed that the parental perception about the Virtual Education's contribution towards the academic learning of primary school children was under average. This indicated that the students hardly took back learnings from classes on the Virtual Mode. Overall, to conclude Virtual Learning has been an essential, considering the pandemic situation, however, its effectiveness is not yet comparable to the Traditional Method of Learning. The Parental Perception towards the Education of Primary School Children through Virtual Classes is that academic teaching could be improvised, and a lot more factors for personality development could be inculcated to make the system more reliable.

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