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Gender-Specific: Parents' Perception Of Virtual Learning Of Students

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ABSTRACT

Virtual learning is not restricted to the classrooms, but it expands the potential of using a network to gain, examine, create, operate, and utilize information data. Virtual learning has many diverse meanings because the learning structure continues to develop, emerging online. The current path is comparatively incredible; it includes regular learning and counseling through collaborated & communicated data, including online, intranet-extranet, re-enactment and entertainment, and other Virtual instruments and media. The COVID-19 pandemic has changed every characteristic of human life, including learning. Schools have been shut due to lockdown. So, virtual learning has become the alternative to learning. The paper studies gender-specific perceptions of parents regarding the effectiveness of the Virtual education-learning process.

The pandemic made the world stand still. It has radically disrupted human life. The learning segment, which is a severe determinant of a country's economic future, has been the most terrible affected segment among all other segments. Students of learning institutions are the most affected fraternity in the world. The standstill of Learning institutions and exam cancellation or postponement, or year passing have led to massive concern and ambiguity among students, their parents, and educators. Electronic devices support virtual learning. The learners and teachers are physically separated, and they mostly interact online. This study sought to compare Virtual and Face to face learning by observing attributes of Gender (Parents). Through this study, it is attempted to investigate whether the satisfaction level of parents towards online classes is Gender independent or dependent or understanding differs from each other according to the Gender.

Keywords: Perception, V-learning, COVID-19, School Learning, Gender-specific.

Introduction:

The initiation of Virtual Learning has facilitated students with routine and quality learning with flexibility. As divergent from conventional classroom education, Web-based teaching has made it achievable to tender classes all-inclusive through a single Internet connection. Although it has numerous advantages over conventional classroom education, Virtual instruction still has its lacunas, including limited public synergies. Still, Virtual Learning seems to be the path many students take to secure a degree.

COVID -19 pandemic has troubled the standard schedule of people; the virtual mode has come to liberate. Like many institutions, the Education sector has also shifted its base to virtual platforms. As a result, attaining the requirements of all education fraternities of Learning from school to university, Virtual Learning has been preferred as a substitute for regular face-to-face classes. Hence, different stakeholders were trying their best to assist each other by tidying up their existing online platforms and apps and facilitating training for educators to use these to the best possible level.

This study compared the perception of Virtual vs. conventional instruction in a preview of Gender-specific expectations of parents. Utilizing a single meter, the paper has attempted to distinguish whether student performance was affected by instructional standards. This study sought to compare Virtual and Face to face learning on observation attributes of Gender (Parents). This study attempts to investigate whether the satisfaction level of parents towards online classes is Gender independent or dependent or understanding differs from each other according to the Gender. Although limitations were encountered, it was conducted to provide an understanding of students' performance with parents' gender-specific perspectives.

Virtual Education: Critical Parent (Gender) Factors

As Virtual modes of study persistently develop, there is growing consciousness of necessitate for proficient, virtually aware parents. Upgrowing institutional competency for Virtual instruction requires a cautious approach to guiding parents in virtual medium and arranging training and development sessions. It is accepted that face-to-face learning competencies, such as understanding curriculum, and pedagogy of virtual context, identify the exceptional competencies essential for virtual education success and the role of institutions in setting duties and responsibilities. Regardless of past study consideration exploring the opinion of virtual student willingness, virtual instructor inclination is raising an equivalent raise.

There is a compromise in the literature that efficient virtual coaching requires a more flexible approach to proficiency expansion due to the diversity of roles and skills in the virtual context.

Advantages of virtual Learning for parents (Gender)

Elasticity: Virtual Learning is an excellent option for parents who are advancing their Learning approach toward children; while working, it can be tricky to manage attention towards children and your work duties. Virtual learning will encompass control over your schedule also means you can avoid distractions easier.

Increased Collaboration: Virtual Learning provides better opportunities to collaborate with children through virtual student groups. One of the benefits of Virtual courses is demonstrated as grouping tools that allow students and parents to post their feedback on readings, writing, assignments, projects, and activities to respond to their group mates. Parents may receive more one-on-one time with wards professor with virtual learning, which is helpful for both learning and networking.

Immediate Feedback: The combination of work with technology provides many advantages. You can often get an instant response rather than waiting days or weeks after exams. In Virtual courses, students upload assignments digitally for review. Professors review student work and submit feedback electronically. As a result, students receive feedback in time, which enables parents to monitor the ward's performance.

Parent Access to Course Materials: Where conventional lecturing leaves students at the understanding of their most exemplary note-taking skills, video presentations can be watched and revisited as required. Suppose a student did not understand some of the content covered in a video lecture. In that case, the parent can be listening again, and parents can use digital supplemental tools to help with contending coursework.

Personalized Learning: To parent perception, students whose focus diverts from classroom learning-activity may benefit from virtual classes. Students who are not confident in public speaking may have better opportunities to contribute to class deliberations when communicating online. Working in own choice of surroundings, with self-paced learning, the result can be more tailored. Since the coursework is online, courses can be observed and monitored from anywhere there is an internet connection.

Research Methodology and Hypothesis testing:

Literature study: According to the latest figures released by UNESCO, as of 23rd March 2020, about 1.3 billion learners around the world could not attend school or university. The World Bank has said that the COVID-19 pandemic is causing more than 1.6 billion children and youth out of school in 161 countries. This is close to 80 percent of the world's enrolled students (Jena, 2020). This pandemic has triggered significant change, imposing many challenges globally in the higher learning community.

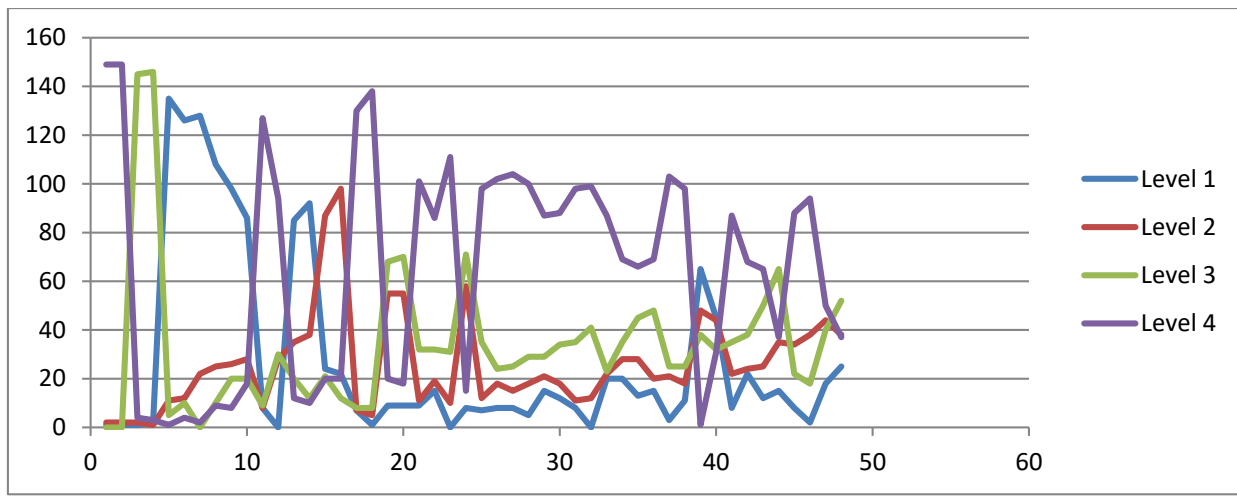
Sampling Units For the study, (No of Families opted- 235, No of Families responded-178, No of Families selected -152, No of families rejected-26) The data has been assessed of 178 families (Parents) of students from which only 152 families were found eligible for study as standards decided from pre-primary to senior-secondary classes studying at school in Tal. Sangamner Dist. Ahmednagar. They were using the questionnaire prepared in the form of Google Docs. The results indicate that parents prefer e-learning as a mode of learning during the present situation, yet they are struggling to meet the challenges of Virtual classrooms.

The topic on which the study did is descriptive and analytical. The researcher has undergone qualitative as well as quantitative research.

Data Collection and Analysis:

Total Responses 152 (Response (Rating) 1 is low, two appropriate, three moderate, 4 is high)		1	2	3	4
Was your ward's school has conducted online classes for kids	Male Parent (Father)	1	2	0	149
	Female Parent (Mother)	1	2	0	149
Was enough time - break given to kids during the classes	Male Parent (Father)	1	2	145	4
	Female Parent (Mother)	2	1	146	3
During breaks, was your child away from the phone/laptop	Male Parent (Father)	135	11	5	1
	Female Parent (Mother)	126	12	10	4
Do you feel the kids were able to learn the concepts in the same manner as they do during their physical classes?	Male Parent (Father)	128	22	0	2
	Female Parent (Mother)	108	25	10	9
The teachers were continuously providing PPTs, videos, and other study material to kids.	Male Parent (Father)	98	26	20	8
	Female Parent (Mother)	86	28	20	18
Have you concerned about the effect on the	Male Parent (Father)	8	8	9	127

eyes due to online classes the kids	Female Parent (Mother)	0	28	30	94
Have you satisfied with the methodologies adopted by teachers to teach during online classes	Male Parent (Father)	85	35	20	12
	Female Parent (Mother)	92	38	12	10
As a parent, you were satisfied with the material provided by the teachers through the online platform as it is easily understandable by the kids.	Male Parent (Father)	24	87	21	20
	Female Parent (Mother)	22	98	12	20
Watching screens continuously due to online classes severely affected the eyes of the kids.	Male Parent (Father)	7	7	8	130
	Female Parent (Mother)	1	5	8	138
The teachers were utterly able to engage the kids during online classes	Male Parent (Father)	9	55	68	20
	Female Parent (Mother)	9	55	70	18
Sometimes feels that my kid was not taking the online classes seriously.	Male Parent (Father)	9	11	32	101
	Female Parent (Mother)	15	19	32	86
My kid was becoming more dependent upon the internet by way of online classes.	Male Parent (Father)	0	10	31	111
	Female Parent (Mother)	8	58	71	15
The online classes were hurting the creativity of the kids	Male Parent (Father)	7	12	35	98
	Female Parent (Mother)	8	18	24	102
The online classes of kids had a negative impact on the health of the kids	Male Parent (Father)	8	15	25	104
	Female Parent (Mother)	5	18	29	100
The online classes had reduced the interactive activities of the kids	Male Parent (Father)	15	21	29	87
	Female Parent (Mother)	12	18	34	88
There should be zero periods for the kids to speak up their minds and use their creativity more often.	Male Parent (Father)	8	11	35	98
	Female Parent (Mother)	0	12	41	99
The online classes were more inclined toward one-way communication.	Male Parent (Father)	20	22	23	87
	Female Parent (Mother)	20	28	35	69
More activities must be included in the curriculum under which the students have to give presentations to encourage presentation skills.	Male Parent (Father)	13	28	45	66
	Female Parent (Mother)	15	20	48	69
Do you think with online teaching, children are not able to learn etiquette and punctuality.	Male Parent (Father)	3	21	25	103
	Female Parent (Mother)	11	18	25	98
In the future, do you want to replace physical classes with online classes	Male Parent (Father)	65	48	38	1
	Female Parent (Mother)	45	44	32	31
In the future, do you recommend mix blend of online and offline classes	Male Parent (Father)	8	22	35	87
	Female Parent (Mother)	22	24	38	68
Up to what extent you are satisfied with the online classes of your kids	Male Parent (Father)	12	25	50	65
	Female Parent (Mother)	15	35	65	37
The number of classes the school was conducted per day for the kids was enough.	Male Parent (Father)	8	34	22	88
	Female Parent (Mother)	2	38	18	94
The duration of a break during classes was appropriate.	Male Parent (Father)	18	44	40	50
	Female Parent (Mother)	25	38	52	37



Hypothesis:

Ho: The satisfaction level of parents towards Online classes is Gender independent

H1: The satisfaction level of parents toward Online classes is Gender dependent

Actual Value Table					
Gender / Satisfaction Level	Low	Appropriate	Moderate	High	Total
Male (Father)	12	25	50	65	152
Female (Mother)	15	35	65	37	152
Total	27	60	115	102	304

Expected value Table				
	Low	Appropriate	Moderate	High
Male (Father)	13.5	30	57.5	51
Female (Mother)	13.5	30	57.5	51

O	E	O-E	(O-E) ²	(O-E) ² /E
12	13.5	-1.5	2.25	0.166667
25	30	-5	25	0.833333
50	57.5	-7.5	56.25	0.978261
65	51	14	196	3.843137
15	13.5	1.5	2.25	0.166667
35	30	5	25	0.833333
65	57.5	7.5	56.25	0.978261
37	51	-14	196	3.843137

Chi-square calculated	11.64280
Chi-square table(Critical Value) at 3 degrees of freedom and 5% LOS is	6.251

Here calculated value is more significant than the table value; hence there is no evidence to accept the Null Hypothesis. Hence we reject the null hypothesis and accept the alternate hypothesis that The satisfaction level of parents toward Online classes is Gender dependent.

Interpretation and Conclusion:

The satisfaction level of parents towards online classes is Gender independent or dependent, or understanding differs with each other according to the Gender. Although limitations were encountered, it was conducted to provide an understanding of students' performance with parents' gender-specific perspectives. It is observed that the students were categorized by parents as per physical attributes like attendance to the lecture, concentration towards class, use of instruments or gadgets while attending class after class, study timing, and student attitude. This study was based on the pure perception of parents about the online teaching-learning process.

It is observed that many of the factors were unevaluated; as a result, the satisfaction level of parents towards online classes is gender-dependent. Both parents have their own opinion and understanding about learning.

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