



SOCIAL SENSIBILITIES OF CBSE AND UP BOARD SECONDARY SCHOOL STUDENTS DURING ONLINE CLASSES – A COVID 19 STUDY

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Abstract: Online teaching is the process of educating people using virtual platforms. The Covid-19 pandemic has had a huge impact on the education sector, necessitating the shift of learning patterns from face-to-face to online learning. During the Covid-19 era, online education was the only option. Because it was convenient and simple to teach online, it became an essential mode of education throughout the pandemic. The national and state governments have taken a variety of efforts to mitigate the pandemic's impact on the educational sector. While the convenience of online education is advantageous, a lack of social interaction can be an issue during a pandemic. Not physically connecting with classmates or professors can lead to the child being ignorant of the benefits of physically attending class. This might eventually result in social awkwardness and the inability to communicate with people normally. The current study focuses on how online instruction affects secondary students' social sensibility. Data for this study was gathered using a self-made social sensibility test questionnaire. Purposive sampling was used to choose the sample of 200 secondary-level students from CBSE and UP board schools, both boys and females. The acquired data was examined using statistical tools such the mean, standard deviation, and CR test. According to the survey, secondary level CBSE board school students' social sensibilities during the pandemic were noticeably higher than those of UP board school students. In this regard, male students in secondary school had much stronger social sensibility than female students.

Keywords: Covid-19, face to face learning, online education, social sensibilities, secondary school.

I. INTRODUCTION

The closure of educational institutions on a national scale in 143 countries (UNESCO, 2020) prompted a shift from traditional learning to online learning, which fundamentally altered how people study and work (de Haas et al, 2020). Although online learning was prevalent in wealthier nations, the COVID-19 epidemic has forced instructors in less developed countries to embrace digital platforms for instruction and student evaluation in order to maintain their students' academic interest. For students' ongoing education, this crisis has sparked innovation and improvement in the education system. In order for students to benefit from the current situation, the Ministry of Human Resources Development (MHRD, 2020), shared various free computerised e-learning programmes, such as the National Programme on Innovation Enhanced Learning, e-pathshala, Study Webs of Active-Learning for Young Aspiring Minds (SWAYAM), SWAYAM Prabha, etc. with students. UNESCO launched the Global Education Coalition programme (United Nations, 2020).

During the pandemic, online schooling grew in importance as a tool for instruction. Before this pandemic, virtual instruction was not particularly widespread in India, but it was the only medium or source used to fill the knowledge gap that emerged as a result of lockdown (Henderson et al, 2020). Electronic learning, known as "e-learning," is the use of electronic tools and equipment in the classroom as well as the interaction between teachers and students. (Dobre, 2007). For teachers and students during this pandemic, online learning offers both benefits and drawbacks. The majority of teachers in India lacked the expertise needed to conduct classes and administer assessments online. They had to overcome challenges like a lack of basic infrastructure at home and technology issues, among others. Additionally, throughout the pandemic, students experienced social isolation. Due to the possibility that students' lack of regular interactions with peers and lecturers in an online learning environment could cause stress, (Chaturvedi et al, 2021) and affect their academic motivation (Marler et al, 2021; Yeager et al 2013), The benefits and cons of online education In the online learning

environment, it is usually hypothesized that students' difficulties with learning and self-regulation are exacerbated by a perceived absence of academic social contacts.

In light of this, the current study aims to examine how various school board students perceive social sensitivities regarding online teaching in pandemic situations so that educational institutions and policymakers can draw from their insights in the event that a similar situation arises again. Social sensitivity is a sophisticated emotional-cognitive ability and relationship to others and the environment. From a psychological perspective, the ability to detect and process information about the intellectual states of others is the cornerstone of social sensitivity.

REVIEW OF LITERATURE

Students had to become used to new learning circumstances in the pandemic environment, which could be more or less rigorous and tough for individual students. Several recent studies on the pandemic's effects on students' learning shows that during the switch to online schooling, pupils experienced more work (AI- Kumaim et al 2021; Aristovnik et al 2020; Armstrong-Mensah et al 2020) and academic burnout (de la Fuente et al 2021). Further, Lack of self- regulation and propensity for procrastination may be the cause of students' adjustment and learning issues while studying online (Bao 2020; Hong et al 2021). Giusti et al (2021) also noted that university students have trouble focusing and studying when taking courses remotely. The potential for the study experience to become quite solitary in the absence of the regular academic connections and networking could be another issue for the learning process during online education (Elmer et al 2020). More precisely, the moderating function of students' perceptions of the pandemic's impact on their lives and their overall comfort with online learning in the aforementioned association was investigated. Moreover, in keeping with recent literature (Amir et al 2020; Hong et al 2021), The perceived level of the pandemic's impact on students' quality of life was also investigated, which suggests the significance of the pandemic's overall consequences on university students. Since educational experiences are crucial to students' lives, it is hypothesised that a lack of academic social interactions influences how much the pandemic has disrupted students' lives and how well they have adjusted to studying online, which in turn influences how much learning and self-regulation difficulty they have actually encountered. More specifically, students who find a larger absence of typical academic interactions are projected to regard their lives as more interrupted and to be less accustomed to online study, making them more likely to experience learning and self-regulation challenges while doing so.

There are a number of obstacles associated to learning and self-regulation in an online context, and research conducted before the epidemic also noted some of these issues. This may be especially true for asynchronous learning, which lacks interactions and dynamics when contrasted to synchronous learning (Lobel et al 2002) and can negatively affect student motivation and learning. For example in a study conducted by Pedrotti and Nistor (2019), surprisingly few university students used self-regulation strategies related to time management and organising their academic work for the semester in an online learning environment. In a related study, it was discovered that students' views of the pandemic's impact on their lives and their ability to transition to online learning are influenced by their perceived absence of academic social interactions (Pavin Ivanec, T., 2022). Additionally, they showed a propensity to put things off by concentrating most of their attention on the time leading up to the tests. A significant number of students may find it difficult to adjust to the unexpected switch from on-site to online education given the previously discussed issues with online education. This is especially true given the pandemic and new study conditions that reduced the usual range of academic interactions. From a larger standpoint, it can be useful to understand these difficulties and the factors that contribute to them, and it seems especially crucial in these trying times when a pandemic is affecting kids all over the world.

The occurrence of the pandemic is still relatively young and has a vast potential for specific associated concerns that might be addressed and studied, despite the rise in research interested in various aspects of the shift to online learning. Additionally, a deeper comprehension of the elements that affect the caliber of online learning experiences may have practical consequences for developing strategies to lessen the likelihood of adverse short- and long-term effects on students' academic functioning and performance. Therefore, the purpose of this study was to examine and contrast the social sensitivities in the online learning environment experienced by secondary level CBSE and UP board male and female students during the pandemic lockdown.

OBJECTIVES OF THE STUDY

- To compare the social sensibilities of CBSE and UP board secondary level students during online classes.
- To compare the social sensibilities of secondary level male and female students during online classes.

HYPOTHESES

- There is no significant difference in social sensibilities of CBSE and UP board secondary level students during online classes.
- There is no significant difference in social sensibilities of secondary level male and female students during online classes.

METHODOLOGY OF THE STUDY**Method of the Study**

On the basis of the objective and nature of the problem, the investigator selected the Descriptive Survey method which is most appropriate to the problem under consideration because it is a systematic method for gathering information from a sample of individuals for the purposes of describing the attributes of the larger population of which the individuals are the members. Survey method is suitable because it does not aspire to develop an organized body of scientific laws but provides information useful to the solution of the problem. It attempts to describe and interpret what exists at present in the form of conditions, effects, trends, attitudes, practices, beliefs etc.

Population and Sample of the study

For the present study all secondary schools situated in Agra district were considered as population. For sampling the researcher was selected secondary level students of CBSE and UP board schools of Agra. The sample of the present study consists of 200 students (100 male & 100 female) studying in class 9th and 10th classes of CBSE and UP board secondary schools.

Table 1: Sample Table

| Board of Schools | Male | Female | |
|------------------|------|--------|-----|
| CBSE | 50 | 50 | 100 |
| U.P. | 50 | 50 | 100 |
| Total | 100 | 100 | 200 |

Tools of the Study

A self-made test was prepared to find out the impact of online teaching on social sensibilities of Secondary level students because there is no standardized tool available to measure social sensibilities of secondary level students. The scale consists of 40 items. The scale was classified into four dimensions as shown in table 2

Table 2: Dimensions of social sensibilities test

| S.NO. | DIMENSIONS | NO. OF ITEMS |
|-------|----------------------|--------------|
| 1 | Social skills | 11 |
| 2 | Emotional skills | 10 |
| 3 | Cognitive skills | 9 |
| 4 | Communication skills | 10 |
| | Total | 40 |

The first draft of the tool was constructed with the help of supervisor. To construct the first draft first of all decided the sub-dimensions, selected related items of test, arranging items in a logical manner for preparing the preliminary draft.

In the second Phase, this draft was given to various experts for further improvement and modifications. The experts were asked to rate 4 for highly relevant and 0 for the highly irrelevant. On the basis of rating of items done by the experts and the suggestions given by experts, the relevant items were selected. The items which were rated 3 and 4 by the experts were selected. Some changes were also done in a few items to make them relevant.

After the second draft of the test and its try out, no other item of the tool was rejected and the final draft of the test was prepared by the researcher. The final draft of the scale consist of 35 items.

The validity of the scale is determined on the basis of the tool items rating by the experts which help in establishing the content validity. The researcher for establishing validity first calculated the Item Content Validity Index (ICVI) for finding the number of relevant items of the scale. Then the SVI that is Scale Validity Index was calculated and found to be 0.82.

The reliability of this tool was established by the test-retest method. The coefficient of the reliability of the full scale was determined by Karl Pearson correlation Coefficient and the coefficient of reliability was calculated that was 0.89 which was highly correlated.

The scale consisted of 35 items on five points scale. Students rated each item on a scale from 0 (completely disagree) to 4 (completely agree). The scores ranges from 0-140.

ANALYSIS AND INTERPRETATION OF DATA

- To compare the social sensibilities of CBSE and UP board secondary level students during online classes.
- To compare the social sensibilities of secondary level male and female students during online classes.

Objective No. 1: To compare the social sensibilities of CBSE and UP board secondary level students during online classes

Table 3: Social Sensibilities of CBSE and UP board secondary school students

| Variable | Category | N | Mean | df | CR | P value |
|----------------------|------------|-----|--------|-----|------|----------------------------------|
| Social sensibilities | CBSE board | 100 | 105.86 | 198 | 4.64 | Significant at the level of 0.05 |
| | UP board | 100 | 96.03 | | | |

As shown in Table 3 the mean values of social sensibilities scores obtained by two groups CBSE board and UP board were found 105.86 and 96.03 respectively, which showed that mean score of CBSE board was lesser than the mean score of UP board students but CR value was found to be 4.64 which is more than the table value which is significant at 0.05 level. Hence, the Null hypothesis “There is no significant difference in social sensibilities of CBSE and UP board secondary level students during online classes” was rejected.

Table 4: Mean, Standard Deviation values of Social Sensibilities of CBSE and UP board of secondary students

| Category | Mean | Standard Deviation |
|--------------------------------------|--------|--------------------|
| CBSE board Secondary School Students | 105.86 | 9.04 |
| UP board Secondary School Students | 96.03 | 11.94 |

The mean value of Social Sensibilities scores obtained by CBSE and UP board were 105.86 and 96.03 respectively. It is clear from the above table 4 and figure-1 that UP board secondary students have higher mean value than the CBSE board students. Whereas the standard deviation of CBSE board and UP board students were 9.04 and 11.94 which indicates more deviation from mean in CBSE board group from their mean value. This result is in consistency with the findings of Naik, G. L. et.al. (2021) who revealed that lack of facilities, infrastructure, technical tools and the internet access are the major drawback for conducting online sessions.

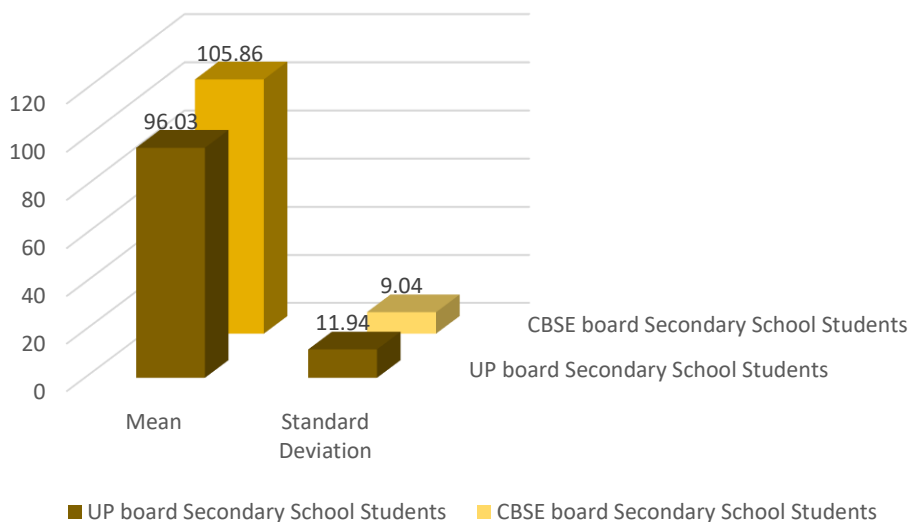


Figure 1: Social Sensibilities of CBSE and UP board of secondary students

Table 5: Social Sensibilities of male and female secondary school students

| Variable | Category | Sample | Mean | df | CR | P value |
|----------------------|----------|--------|--------|-----|------|----------------------------------|
| Social sensibilities | Male | 100 | 103.92 | 198 | 2.93 | Significant at the level of 0.05 |
| | Female | 100 | 97.96 | | | |

Table 5 the mean values of social sensibilities scores obtained by two groups female and male were found 97.96 and 103.92 respectively, which showed that mean score of female students was lesser than the mean score of male students but CR value was found to be 2.93 with 148 degree of freedom is more than the table value which is significant at 0.05 level.

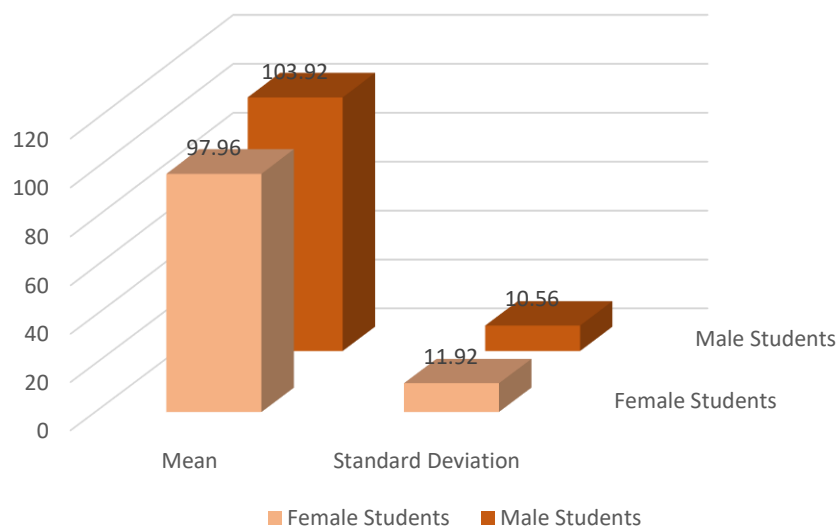
Hence, the Null hypothesis "There is no significant difference in social sensibilities of secondary level male and female students during online classes" was rejected.

This result is in consistency with the findings of Prowse et al. (2021), using data from a survey conducted during the pandemic among students from Canada, find that girls were more likely to report social isolation as being difficult or very difficult compared to males. Similarly, the former were also more likely to respond that COVID-19 negatively impacted their social relationships very much or an extreme amount compared to the latter.

Table 4: Mean, Standard Deviation values of Social Sensibilities of male and female students of secondary schools

| Category | Mean | Standard Deviation |
|-----------------|--------|--------------------|
| Female Students | 97.96 | 11.92 |
| Male Students | 103.92 | 10.56 |

The mean value of Social Sensibilities scores obtained by female students and male students were found to be 97.96 and 103.92 respectively. It is clear from the above table-4 and by figure-2 that female students has lower mean value than the male students. The standard deviation of both types of secondary school students were 11.92 and 10.56 which indicates more deviation in female students than the male students from their mean value.

**Figure 2: Social Sensibilities of male and female secondary school students**

RESEARCH FINDINGS

The social sensibilities scores, when plotted on NPC curve, the scores were found to be normally distributed. Therefore, it is found that the distribution of social sensibilities scores of secondary level students is normal with large dispersion.

OBJECTIVE 1: To compare the impact of online teaching on social sensibilities of CBSE and UP board secondary students.

The mean value of social sensibilities scores for CBSE and UP board students was found 105.86 and 96.03 respectively and calculated CR value for these two groups was found significantly different at 0.05 levels.

OBJECTIVE 2: To compare the impact of online teaching on social sensibilities of Secondary level female and male students.

The mean value of social sensibilities scores for male and female students was found 103.92 and 97.96 respectively and calculated CR value for these two groups was found significantly different at 0.05 level.

On the basis of the analysis of interpreted data, this conclusion has been drawn that online teaching was an effective and most important factor that significantly impact the social sensitivities of both the groups (ie CBSE verses UP Board and male verses female) of secondary level students during covid-19 lockdown.

CONCLUSION OF THE STUDY

The result of this study reveals that the CBSE board secondary school's students showed higher social sensibilities than UP board school's students during the covid-19 lockdown period when online teaching was the only option to continue education for the students. This may be because children attending CBSE board schools have more facilities than students attending UP board schools for interacting with their teachers and peers. The contrast in social sensitivities between UP board schools and CBSE board schools is caused by the availability of equipment, internet connectivity, and training for instructors to deliver instruction on an online platform. The majority of UP board schools reported a greater absence of academic social contacts due to a lack of infrastructure, technical equipment, and internet connectivity as well as the socioeconomic condition of students and staff.

The result also shows that male students have more social sensibilities as compared to female students. This might be due to the fact that male students receive greater resources and supportive environments for their academics than female students. This might be due to the fact that girls face more risks than boys do when schools are closed. These risks range from having to handle more domestic duties, having mental health issues, not having access to sexual and reproductive health care, and having a higher risk of gender-based violence, such as sexual assault. These elements may have different effects on girls' well-being than they do on guys.

On the basis of the analysis of interpreted data, this conclusion has been drawn that online teaching was an effective and most important factor that affected the social sensibilities of students during covid-19 lockdown.

LIMITATIONS AND FUTURE RESEARCH

The present study has some limitations which could not be overcome due to lack of time and resources that can provide direction for future studies. This study is delimited to the pandemic period. The finding of this study cannot be generalized to the entire population, but it does provide an overview of how students were managed with online teaching during covid-19 lockdown period. Future studies can be conducted on a broader scale to generalize the findings of the study. Future researchers should also consider other variables. The same study may be conducted on students of different levels like elementary, higher secondary schools, intra and inter comparison can be made in the social sensibilities of the students of different levels of schools. This type of study may be carried out upon the students of different streams, and different level of socio-economic status. A comparative study of similar type may be conducted on the students of rural and urban areas.

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