



INTERNATIONAL RESEARCH JOURNAL OF HUMANITIES AND INTERDISCIPLINARY STUDIES

(Peer-reviewed, Refereed, Indexed & Open Access Journal)

DOI : 03.2021-11278686

ISSN : 2582-8568

IMPACT FACTOR : 5.71 (SJIF 2021)

A Study on the Experience of Virtual Learning among the Parents of School going Children with respect to Mumbai Region

Ms. Priya Nadar

Assistant Professor

Tolani College of Commerce, Mumbai

E-mail: priyan@tcc.tolani.edu

DOI No. **03.2021-11278686** DOI Link: <https://doi-ds.org/doi/10.2021-47623812/IRJHISICPC210813>

Abstract:

Virtual learning is a getting to know enjoy evolved through the usage of computers and / or the internet out of doors and within the establishments of the educational group. Orders that frequently arise locally on line. Teaching activities are conducted on-line wherein instructor and students are bodily divided (geographically, quickly, or each). Virtual college students use electronic devices which include cellular telephones, pills, computers and laptops to lectures. There are a diffusion of packages used for visible getting to know or on line analysing. This paper aims to apprehend the notion of dad and mom of faculty-going kids approximately visual studying and to degree their level of satisfaction. The examine ambitions to sell healthy visible getting to know amongst faculty children inside the Mumbai suburban vicinity. The questionnaire turned into used as a studies tool to gather key statistics from the 60 respondents selected for the observe. Records gathered the use of a questionnaire became then analysed the usage of simple mathematical tools as a percentage to achieve the studies targets.

Keywords: *Virtual Learning, technology, virtual learning apps, virtual learning devices, technology.*

1. INTRODUCTION:

- Digital studying is a mastering enjoy advanced via the usage of computer systems and / or the net outside and in the establishments of the academic organization. Orders that frequently occur locally on-line. Teaching sports are carried out on-line where teacher and college students are physically divided (geographically, briefly, or both).
- With the speedy boom of e-getting to know, education has changed dramatically, with coaching being completed remotely and in digital boards.
- Numerous research have cautioned that online studying has been proven to growth data retention, and it takes less time; which means that modifications induced to the training machine because

of corona virus can be right here to stay.

- Because the covid-19 epidemic is leading to the closure of instructional establishments, the government has been selling online education to similarly its education. Most, non-public and public institutions have made easy transitions through various online platforms together with zoom, google lessons, Microsoft groups, and so on.
- Because the covid-19 pandemic causes closure of educational institutes, the government has been encouraging on line education to gain instructional continuity. Most, of the private and public establishments have made a clean switch the usage of numerous on-line structures which includes zoom, google lecture rooms, Microsoft groups, and so on., whilst many academic institutes are nevertheless locating it a herculean mission.
- The challenges of virtual schooling are multifaceted. It's time for the Indian society to recognize the nation-states of virtual schooling in India and for India.

2. LITERATURE REVIEW:

Literature reviews help open the way for a clearer understanding of the field of studies that has already been achieved and remove darkness from ability areas that have no longer yet been diagnosed. In this regard an try has been made to behaviour an in depth observe of the paintings done inside the subject of practical training. A evaluate of some of the important thing lessons is provided underneath:

Rammohan Khanapurkar Shalini Bhorkar Ketan Dandare Pralhad Kathole NOV, 18, 2020

The covid-19 epidemic has disrupted the formal schooling machine round the sector, together with India, which is putting a variety of pressure on the net schooling sector. This paper analyses the country of strength schooling in India. It units out digital learning recommendations developed through our modern-day authorities and makes use of Maharashtra's 5-year efforts to make digital public colleges a readiness to apply this manual. Strengthening online learning when schools are closed: The role of families and teachers in supporting students during the COVID-19 crisis 24th September 2020

The covid-19 crisis has placed stress on the global training machine to locate some other way to talk face-to-face. This has brought about the unheard of use of online teaching and studying via instructors and college students. For the reason that lock-up - both large or localized - can also be wanted in the future to reply to new waves of contamination until a vaccine is available, it's miles very crucial for governments to find out what policies can growth the effectiveness of on line mastering. This coverage brief explores the position of students' attitudes towards learning in developing online mastering capabilities in which ordinary face-to-face teaching isn't always feasible.

3. OBJECTIVES OF THE STUDY:

- i. Pick out college students' issues at some point of visual mastering.
- ii. Knowledge parental complaint of an internet school.
- iii. Become aware of fitness and related fitness problems related to visual studying.
- iv. Recognize the effect of visible mastering on newcomers.

In this study, data are derived from primary and secondary sources. Key data is collected using a query method, developed using Google Forms and distributed to online and social media users in Mumbai Suburban. While, secondary data is collected in newspapers, magazines, websites etc.

Sample design: Sample size is 100

Data Analysis and Interpretation: Data is analysed and translated using Google Drive and Microsoft Excel Office 365.5.

LIMITATIONS OF THE STUDY:

- a) Research is limited in Mumbai Suburban due to time constraints.
- b) The sample size used for the study is small. Therefore, the results cannot be considered universal.
- c) Limitations of the ease of sampling are applicable to this study.

DATA ANALYSIS & RESULTS:

Respondents' profile

Std of Respondents	No. of Respondents	Percentage
Jr. Kg	12	12
Sr.Kg	8	8
1st	6	6
2nd	12	12
3rd	9	9
4th	8	8
5th	9	9
6th	7	7
7th	8	8
8th	2	2
9th	10	10
10th	9	9
Total	100	100

Table 1: Profile of Respondents'

As shown in Table 1, the most (12% each) of the respondents' were the parent of Jr.Kg and 2nd standard children, (10%) of respondents' were the parent of 9th standard children, (9% each) of the respondents' were the parent of 3rd, 5th and 10th standard children, (8% each) of the respondents' were the parent of Sr.Kg, 4th, and 7th standard children, (7%) of respondents' were the parent of 6th standard children, (6%) of respondents' were the parent of 1st standard children and (2%) of respondents' were the parent of 8th standard children.

Research question: Is your child attending online lectures?

Response	Respondent	Percentage
Yes	100	100
No	0	0
TOTAL	100	100

Table 2: No. of children attending online lectures.

As shown in Table 2, 100% school going children are attending online lectures.

Research question: Does your child join the lecture and goes to sleep?

Response	Respondent	Percentage
Yes	04	04
No	96	96
TOTAL	100	100

Table 3: No. of children sleeping during online lectures.

As shown in Table 3, the most (96%) of the respondents' children does not sleep during the online lectures. Whereas, (4%) of the parents feel that their child goes to sleep during online lectures.

Research question: Which app is used for taking the online classes?

Apps	Responses	Percentage
Zoom	27	27
Google Meet	46	46
Webex	15	15
Microsoft team	10	10

WhatsApp	1	1
Manage bac google meet	1	1
Manage bac	0	0
Extra Mark	0	0
TOTAL	100	100

Table 4: Apps used for conducting online lectures.

As shown in Table 4, the most (46%) of the schools use the 'Google Meet' app for conducting online lectures, (27%) of the schools use the 'Zoom' app for conducting lectures, (15%) of the schools use the 'Webex' app for conducting lectures, (10%) of the schools use the 'Microsoft teams' app for conducting lectures, (1% each) of the schools use the 'Whats App' and 'Manage bac google meet' app for conducting online lectures and none of the school uses the 'Manage bac' app and 'Extra mark' app for conducting online lectures.

Research question: Do you feel children would be attending the classes genuinely?

Response	Respondent	Percentage
Yes	60	60
No	40	40
TOTAL	100	100

Table 5: No. of children attending online lectures genuinely.

As shown in Table 5, the most (60%) of the respondents feel that their children attend the online lectures genuinely and (40%) of the respondents don't find their children attending online lectures genuinely.

Research question: Do you feel in the online classes' teachers teach the way they taught physically?

Response	Respondent	Percentage
Always	20	20
Sometimes	54	54
Never	26	26
TOTAL	100	100

Table 6: Genuineness in online teaching

As shown in Table 6: the most (54%) of the respondents feel that teachers teach the way they taught physically only sometimes, (26%) of the respondents never find teachers teaching the way they taught physically and (20%) of the respondents feel that teachers always teach in the online class the way they taught physically.

Research Question: Were the books available for the children to study?

Response	Respondent	Percentage
Yes	96	96
No	04	04
TOTAL	100	100

Table 7: Availability of books for virtual learning.

As shown in table 7, the most (96%) of the children of the respondents had all the books to study. Whereas, (4%) of the children of the respondents had to face non-availability of books.

Research question: Did you face the network issues while taking online classes?

Response	Respondent	Percentage
Always	09	09
Sometimes	82	82
Never	09	09
TOTAL	100	100

Table 8: No. of respondents facing network issues during online lectures.

As shown in Table 8, the most (82%) of the children of the respondents sometimes face network issues during the online lectures, (9%) of the children of the respondents never face network issues during the online lectures and (9%) of the children of the respondents always face network issues during the online lectures.

Research question: Does the teacher try to solve doubts of the student?

Response	Respondent	Percentage
Always	59	59
Sometimes	41	41
Never	00	00
TOTAL	100	100

Table 9: No. of doubts cleared by the teacher during online lectures.

As shown in Table 9, the most (59%) of the respondents find their children's doubts always getting solved during the online lecture. Whereas, (41%) of the respondents find their children's doubts getting solved sometimes only and none of the respondents feel that their children's doubts are unsolved.

Research question: Does your child complete the assignments given in the online classes?

Response	Respondent	Percentage
Always	71	71
Sometimes	26	26
Never	03	03
TOTAL	100	100

Table 10. No. of Children completing assignments of online class.

As shown in table 10, the most (71%) of the children of the respondents always complete their assignments given in the online class, (26%) of the children of the respondents complete their assignments given in the online class sometimes only and (3%) of the respondents' feel their children never complete the assignments given in the online class.

Research question: Do you feel online exams have made a bad habit of copying in children?

Response	Respondent	Percentage
Agree	60	60
Disagree	40	40
TOTAL	100	100

Table 11: No. of children trying to copy during online exams

As shown in Table 11, the most (60%) of the respondents agree with the fact that their children are inculcating the habit of coping due to online exams and (40%) of the respondents disagree with the fact that their children are inculcating the habit of coping due to online exams.

Research question: Do you appear for the exams on behalf your child?

Response	Respondent	Percentage
Always	10	10
Sometimes	18	18

Never	72	72
TOTAL	100	100

Table 12: No. of respondents appearing for online exam on behalf of their children.

As shown in table 12, the most (72%) of the respondents never appear for the online exam on behalf of their children; whereas, (18%) of the respondents sometimes appear for the online exam on behalf of their children and (10%) of the respondents always appear for the online exam on behalf of their children.

Research question: Do you feel teachers pay attention to your child and his/ her improvement?

Response	Respondent	Percentage
Yes	61	61
No	39	39
TOTAL	100	100

Table 13: No. of children getting teachers' attention.

As shown in table 13, the most (61%) of the respondents feel that their children get proper attention from the teacher during the online lecture and (39%) of the respondents feel their children does not get proper attention from the teacher in the online class.

Research question: Did your child's school conduct any online parents meet?

Response	Respondent	Percentage
Yes	81	81
No	19	19
TOTAL	100	100

Table 14: No. of respondents attending online parents meet.

As shown in table 14, the most (81%) of the schools of the respondents conducted an online parents' meet. Whereas, (19%) of the schools of the respondents did not conduct any online parents meet.

Research question: Do you think online lectures and exams are useful in improving your child's academics skills?

Response	Respondent	Percentage
Yes	16	16
No	38	38
May be	46	46
TOTAL	100	100

Table 15: Impact of virtual learning in improving academic skills.

As shown in table 15, the most (46%) of the respondents feel virtual learning might be useful in improving the academic skills of their children; whereas, (38%) of the respondents feel virtual learning won't be useful in improving the academic skills of their children and (16%) of the respondents feel virtual learning can be useful in improving the academic skills of their children.

Research question: Do you want online lectures and exams to be continued in future?

Response	Respondent	Percentage
Yes	20	20
No	80	80
TOTAL	100	100

Table 16: No. of respondents who want virtual learning to continue in future.

As shown in Table 16, the most (80%) of the respondents don't want virtual learning to continue in the future. Whereas, (20%) of the respondents want virtual learning to continue in the future.

Research question: According to you which of the following factors of virtual learning benefits you?

Response	Respondent	Percentage
Flexibility	12	12
Time management	7	7
Self-motivation	3	3

Communication & Collaboration	29	29
New technical skills	30	30
An active learner	4	4
More independence skills	15	15
TOTAL	100	100

Table 17: Benefits of virtual learning to the children.

As shown in table 17, the most (30%) of the respondents feel their child is benefitted with New Technical Skills because of virtual learning, (29%) of the respondents feel their child is benefitted with Communication & Collaboration Skills because of virtual learning, (15%) of the respondents feel their child is benefitted with More Independence Skills because of virtual learning, (12%) of the respondents feel their child is benefitted with Flexibility because of virtual learning, (7%) of the respondents feel their child is benefitted with Time Management Skills because of virtual learning, (4%) of the respondents feel their child have become an active learner because of virtual learning and (3%) of the respondents feel their child is benefitted with Self-motivational Skills because of virtual learning.

Research question: From the following factors what impacts your child due to the virtual learning?

Response	Respondent	Percentage
Addicted to mobile phone	23	23
Using social media during the lecture	8	8
Lack of face-to-Face communication	29	29
Lack of concentration	30	30
Complicated assignments	10	10
TOTAL	100	100

Table 18: Impact of virtual learning

As shown in table 18, the most (30%) of the respondents feel that their children lack concentration in virtual learning, (29%) of the respondents feel their children get affected due to lack of face-to-face communication, (23%) of the respondents feel their children get addicted to mobile

phones due to virtual learning, (10%) of the respondents feel complicated assignments affect their children and (8%) of the respondents noticed their children using social media during online class.

Research question: Given below are some health issues. Do you find any of these affecting your child?

Response	Respondent	Percentage
Eye’s irritation	45	45
Back pain	15	15
Neck pain	16	16
Anxiety	8	8
Headache	16	16
TOTAL	100	100

Table 19: Health issues faced by children due to virtual classes.

As shown in table 19, the most (45%) of the children of the respondents have eye’s irritation due to online class, (16% each) of the children of the respondents are affected with neck pain and headache because of virtual class, (15%) of the children of the respondents have back pain due to online class and (8%) of the children of the respondents have faced the problem of anxiety due to online class.

Research question: What physical and mental effects of virtual learning from the following do you find in your child?

Response	Respondent	Percentage
Lack of physical interaction	67	67
Mental stability	15	15
Depression	06	06
Anxiety	12	12
TOTAL	100	100

Table 20: Physical and mental effects of virtual learning on children.

As shown in table 20, the most (67%) of the respondents feel their child is getting affected by lack of physical interaction due to virtual class, (15%) of the respondents feel their child’s mental

stability is getting affected due to virtual class, (12%) of the respondents feel their child is facing problem of depression due to virtual class and (6%) of the respondents feel their child is facing anxiety issues due to virtual class.

Research question: Other problems faced by your child because of virtual learning

Responses received
Virtual learning makes children lazy.
Children are not interested in reading books.
Growing boredom and loss of interest over the time.
Reduces memory power of the children.
Few teachers' teaching is not satisfactory.
Concepts are not explained in detail to children.
Disconnection with other children and social life.
Excessive use of electronic devices.

CONCLUSION:

Virtual school could be relatively a replacement concept in India, but we are experiencing a replacement trend of the blended learning model gaining popularity. We have to acknowledge that virtual school isn't almost taking a lesson through a video conferencing tool; it involves quite that. It involves a paradigm shift in pedagogy through an understanding of the blended learning model by teachers, parents and students. The balance of online and offline tasks may be a critical aspect to think about while designing the timetable and lesson plan. This model helps learning to continue beyond the four walls of the classroom, allows students' choice and adaptability to find out at their pace, creates more opportunities for collaborative tasks along with providing opportunities to rethink the mode of assessments & feedback. Virtual education has opened up possibilities of rethinking the way we are doing teaching & learning. The use of educational technology tools can begin to rework the classroom, and most of it depends on the creative agency of the teacher.

We also got to acknowledge that the transition to virtual learning are often challenging for all stakeholders. Parents will need to think differently about the way to equip their children within the virtual learning space; the way to create structures and routines that allow their children to be successful; and the way to support their learning journey while considering the emotional well-being also. Schools like hospitals are caregivers and that we, as a faculty will fall back on the varsity framework of Relevance, Relationship and Rigour to support parents during this process of creating meaningful engagement with their children.

REFERENCES:

1. Anand Tamrakar, Kamal K. Mehta (2011) “Analysis of Effectiveness of Web based E Learning Through Information Technology” International Journal of Soft Computing and Engineering (IJSCE) ISSN: 2231-2307, Volume-1, Issue-3.
2. Anand Rimmi, Saxena Sharad, Saxena Shilpi (2012) “E-Learning and Its Impact on Rural Areas” I.J. Modern Education and Computer Science.
3. Arun Gaikwad, Vrishali Surndra Randhir (2016). “E- Learning in India: Wheel of Change” International Journal of e-Education, e-Business, e-Management and e-Learning, Volume 6 [4].
4. Aggarwal Deepshikha (2009). “Role of e-Learning in A Developing Country Like India” Proceedings of the 3rd National Conference; INDIACom-2009.
5. Dinesha H A, Dr. V.K. Agrawal. (2011). Advanced Technologies and Tools for Indian Rural School Education System International Journal of Computer Applications (0975 – 8887)
6. Gaikwad Arun, Randhir Vrishali Surendra (2016) E-Learning in India: Wheel of Change International Journal.
7. www.indiatoday.intoday.in/education/story/digitallearningtaking...india/1/774514.html
8. www.business-standard.com › Companies › Start-ups › Start-up Corner.
9. ieeexplore.ieee.org/iel7/6747514/6756292/06756369.pdf
10. <https://inc42.com/buzz/indian-online-education-edtechmarket/>
11. <https://ijesc.org/upload/4e9a4612244093f84c7b9826de3f1d36.Impact%20of%20Online%20Education%20in%20Indian.pdf>
12. https://www.researchgate.net/publication/343381025_Challenges_and_Opportunities_for_Online_Education_in_India
13. <https://www.indiatoday.in/education-today/featurephilia/story/how-e-learning-is-transforming-the-education-sector-1759690-2021-01-16>
14. <https://indiabioscience.org/columns/education/online-education-in-india-the-good-the-bad-and-the-ugly>