



Impact Of Online Teaching On Primary Level Learners During Lockdown In India: An Overview

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Abstract

It is essential to investigate the ramifications of COVID-19 quarantine on young students in distinct regions of India in order to recognise the presence of various childhoods across the globe and the ways in which the current health crisis has changed people's circumstances. The economic conditions of children's homes, communities, and nations have an impact on their goals and needs. The recollections of these young children demonstrate how the duration and intensity of the pandemic changed the lives of children and their families prior to the outbreak. These harmful effects affect a variety of areas, including psychological health, academic success, diet, family financial situation, and interpersonal connections. Researchers should look into children's life to increase awareness, discuss challenges, share innovations, and alter public policy. Professionals in early childhood care and education from all over the globe explore the effects of COVID-19 on children, families, early childhood programmes, preservice/in-service teachers, and postsecondary teacher educators. The study examines the impact of lockdowns on primary school children and how schools and students use e-learning tools and platforms. This study examines 1st-6th graders' reactions to online/E-learning. 70% of students used e-learning during the lockdown. Most students used Android-powered smartphones for e-learning. Students face depression, anxiety, poor internet connection, and an uncomfortable home learning environment. Underprivileged and impoverished pupils face the most educational hurdles during this epidemic. This research recommends strategies to help disadvantaged kids learn. Young minds need a robust education system that supports employability and production, and the state must act swiftly to provide one.

Keywords: COVID-19, E-learning, Lockdown, Primary Learners, India.

Introduction

China's Wuhan region saw the first appearance of COVID-19 around the end of the previous year. On March 11, 2020, WHO declared COVID-19 a pandemic due to its quick global spread. (WHO Timeline - COVID-19, 2020). According to Gonzalez, "by implementing lockdown, imposing immigration restrictions avoiding face-to-face teaching-learning and social/physical separation, and, the majority of governments

around the world have developed a shared purpose to limit the spread of this highly contagious sickness” (Gonzalez et al. 2020). Goyal asserts, “over 600 million students are affected globally as a result of educational institution closures” (Goyal, 2020). 320 million students in India are affected, 34 million of them are enrolled in higher education, according to UNESCO (2020).

The official was compelled to propose rapid remote learning to ensure that kids were not really inactive during this illness outbreak due to the unanticipated school closings. E-learning has, therefore, momentarily replaced the traditional way (Face to Face education). Richer countries, however, have pointed out that issues like poor internet connectivity, insufficient ICT (Information and Communications Technology) usage skills, and a paucity of content growth affect developing countries (Aung and Khaing 2015). For instance, even in universities in developed nations, many professors are still uninitiated by the availability of content like video and other services. With the help of this new pattern, the company’s teachers may change culturally and take advantage of technological improvements.

Literature Review

India (Kerala) announced the first detected case of COVID-19. The number of COVID-19 cases in India has recently increased dramatically (MoHFW, 2020). The Indian government, in conjunction with a number of state governments, has launched a number of measures to prevent the spread of the illness. During the lockout, instructors are directed to use online learning tools (Abidah et al., 2020).

43% of children under the age of five worldwide were predicted to be in danger of not developing to the fullest extent possible before the epidemic (Black et al., 2020). In addition to Engzell and Kuhfeld, 2021 Using either estimation or empirical research, experts in the US and Europe have claimed that “significant learning losses will affect students long after they return to school and that children with the least resources even before to the crisis will suffer the most detrimental effects, with half to a third of them experiencing a lost year of school.”

Economic volatility and the difficulty of juggling job responsibilities with the care of children and homeschooling were also cited as sources of increased parental anxiety (Carroll et al., 2020). These unfavourable effects included an increase in family strife, a rise in parental drug and alcohol use, dissatisfaction with online learning, the inappropriateness of digital classrooms for young children, and a lack of support for homeschooling (Thorell et al., 2021).

Adopting online learning methodologies was also noted as having a major beneficial influence on COVID-19’s learning effectiveness and performance (Gonzalez et al. 2020). It is acknowledged that few primary students face challenges with online courses (Manzoor, 2020). In light of this setting, the current study aims to evaluate the level of

learning, the type of learning, and the problems associated with learning throughout the lockdown in the midst of the COVID-19 pandemic.

Objectives

- To identify the source of knowledge for students during COVID.
- To determine the issues that students have while taking lessons online.

Research Methodology

To acquire data on students' involvement in online education during the outbreak, this study used a quantitative technique and a questionnaire. The questionnaire questions were modified to fit the needs of the investigation from questionnaires that were acquired from online resources and pertinent research. On a four-point Likert scale, where 4 is for "strongly agree," 3 is for "agree," 2 is for "disagree," and 1 is for "severely disagree," the students' comments were gathered. Students had access to all accessible versions. They were allowed to choose their favourite language. The data were quantitatively analysed using inferential and descriptive statistics (a one-way ANOVA).

Data Analysis

To comprehend the distribution of participants in the research, descriptive statistics were calculated. Due to the lockdown, a straightforward percentage distribution was employed to gauge students' levels of learning, how they learn, what they think about their educational options and their study-related worries. Utilising the Statistical Package for Social Science, all analyses were carried out (SPSS Version: 25).

Participants

The research's design, including its goals, purpose, observation schedule, and function in the investigation, was explained to 636 participants.

Research Questionnaire

There are three parts to the questionnaire: a) Section A collects students' demographic information. b) Section B solicits data on pupils' internet activities c) Section C consists of questions designed to assess students' involvement in online learning.

Study of area: Delhi NCR

Discussion and Results

The data were based on information from the questionnaires' Sections A and B. The demographics of all students are shown in Table 1. Children in Lower Primary attend Grades 3 and 4, while those in Upper Primary attend Grades 5 and 6. Due to the difficulty of the questionnaire, students in classes 1 and 2 were not a part of the study. A healthy

mix of male and female elementary learners can be seen in Table 1 for each school category. Regarding ethnicity, the majority of respondents came from government, semi-government, and private schools, respectively. Regarding educational levels, it is accepted that the number of responders for the different educational institutions is not equal.

Table 1: Demographics of Students

Background Characteristics	School type				
	Government	Semi Govt.	Private	Total	%
Gender					
Male	103	94	124	321	
Female	111	78	126	315	49.5
Total	214	172	250	636	100
School Level					
Primary	71	81	37	189	43.3
Secondary	143	91	13	247	56.7
Total	214	172	250	636	100

Awareness and Outlook Concerning Covid-19

Table 2 displays the students' awareness and outlook on the present public health problem. Students obtained knowledge on COVID-19 via social media, indicating that they are aware of a variety of facts regarding the illness. During the lockdown, the bulk of pupils reportedly stayed in their own houses. Financial, dietary, and health issues plagued students who did not reside in their own houses (staying with relatives, in rented lodgings, or as paid guests).

Table 2. Awareness and Outlook Regarding COVID-19.

Awareness and Outlook	Frequency (n)	Percentage (%)
When first heard of Covid-19		
Jan-20	98	42.2
Feb-20	69	29.7

Mar-20	65	28.1
Information sources regarding COVID-19		
Daily Paper	28	12.1
Interpersonal Engagement	12	5.2
Social Networks	134	57.8
TV	58	25
Residence throughout the lockdown		
Own House	189	81.5
Other locations (i.e. relative's house, hostel, or rented apartment)	43	18.5
Challenges encountered during lockdown (people who were not at home)		
Monetary	13	26.5
Nutrition	25	51
Well-Being	11	22.5

Academic Difficulties During the Lockdown

During the lockdown time, students exhibited symptoms of stress, despair, and anxiety, according to reports. In addition, low economic situations may account for the adverse atmosphere and absence of a dedicated place for studies (Table 3).

Table 3. Academic Difficulties During the Lockdown

Various problems	Frequency (n)	Percentage (%)
Feelings of anxiety, stress, and depression	126	42
Are not equipped with gadgets for online study	27	9
Are unable to create a conducive home atmosphere for study	38	12.6
Connectivity issues with the Internet	97	32.4
Teachers without a passion for teaching	12	4

It has been noted that online education is often discriminatory. Moreover, the survey revealed that a considerable number of students were unable to attend online courses as

a result of various learning obstacles. In this unwelcome situation, poverty exacerbates the challenge of the digital learning process.

The survey also found that the kids had a minimal social engagement with their professors and classmates, which is a likely explanation for their preference for classroom-based learning. In light of this, these issues, notably the absence of social connection, must be addressed, as online education has become a vital component of many students' daily lives.

Conclusion

The study depicts that despite certain setbacks, elementary school students were receptive to online learning. It may have happened because primary pupils generally believe that classroom instruction is superior, as well as because of individual reasons such as a lack of resources and support from educators, and schools may be to blame for the student's lack of enthusiasm and effort. Although this issue with social contact was obvious, an online learning environment does not lend itself to its simple solution. Younger kids have been demonstrated to be more responsive to online learning than older students because of its novelty. It is absolutely important to execute several crucial measures to build a strong educational infrastructure throughout the state to ensure its sustained development of marketable talents and the productivity of young brains.

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