

IMPACT OF TELEVISION ON SCHOOL GOING CHILDREN: BARRIERS ENCOUNTERED THROUGH ONLINE CLASSES DURING COVID-19 PANDEMIC

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ABSTRACT

The present study examined the school going children barriers that are encountered online classes by eighth and ninth class students during Covid-19 pandemic. This study employed a case study design using a survey questionnaire, administered to 240 school going children from secondary school in Hyderabad & Secunderabad, Telangana state, India. Data were analysed descriptively and calculation of percentage and frequency. The study found that the main problems faced by the children are: lack of student teacher interaction and not able to discuss with teacher directly on a specific topic. The study implicit that the student-teacher relation is an essential part in development of student academics, otherwise they will miss a lot.

Keywords: Impact, Television, Barriers, Online Classes & Pandemic.

1.0 INTRODUCTION

Online learning is rapidly becoming one of the most effective ways to deliver education. The impact of the virus has been so severe that online education seems to be ubiquitous in our growing world, resulting in schools being closed and physical interaction between teachers and students eliminated. Fortunately, most schools and educational institutions quickly switched to online mode and resumed learning. As a result, education has changed dramatically, with a significant rise in e-learning, where education is taught remotely on digital platforms rather than in physical classrooms.

As school students had been left with no desire however to accustom themselves to the “new normal” of on-line schooling, pre-existing getting to know inequalities have been magnified. These gaps, delivered about by using socio-economic differences, manifested themselves in academic access, participation rates, and mastering outcomes. With on line and far off mastering being a long way much less high quality than the teacher-driven, bodily lecture room mode, school students have suffered what a file by way of Azim Premji University referred to as “regression in learning”. According to the report, the trip is shared throughout India’s extensive socio-economic spectrum.¹

In this paper, the researcher examined the student engagement in high school going children during Covid-19. Moreover, it attempts to know the online learning problems perceived by students. Since the population is 8th and 9th class students, the qualitative approach was found most appropriate. Therefore, a qualitative research design was adopted to get a deeper understanding of their engagement and barriers through online classes during Covid-19.

2.0 LITERATURE REVIEW

Rannaware et al. (2022)² tried to highlight the problems and challenges faced by the students and their parents from an urban slum area of Mangalwarpeth, Pune for attending online education in times of COVID. The challenges faced by the lower socio-economic strata due to reasons like non-availability of resources, poor internet connectivity, poor understanding, and distractions while classes leading to low attendance.

Agnita and Sampurna (2022)³ felt important to know how the student community perceives it and what are their ideas on some important aspects of this mode of education. The survey indicated that majority of students are not comfortable with the online education system. The online system is producing “digital divide” amongst students coming from different socio economic strata.

Tamilarasi and Kamakshi (2021)⁴ analysed the impact of online classes among school students in Chennai city and to analyse the effectiveness of online-learning. The study suggested to reduce the number of hours from 5 to 3 hours. Various measures and suitable pedagogy to be adopted to motivate students to participate in various co-curricular and extra-curricular activities to make online classes more effective and enjoyable.

The study of Deepak and Swati (2021)⁵ reflects the need for educational institutes to respond to the pandemic by building resources and factors and taking actions that result in an effective learning environment. They need to ensure training of all stakeholders and availability of technology and related resources, along with building a community for peer learning.

Basar et al. (2021)⁶ examined the effectiveness of online learning and the challenges that it presents to pupils’ abilities to learn. It was found that that the ability and comfortability to use computers was high (>93%). However, their motivation in online learning was low (41.5%) and ability to work in a group was at a moderate level (66.7%). They also agreed that conventional teaching (face-to-face) was important for their learning (98%).

3.0 RESEARCH METHODOLOGY

Survey research design was used. The study targeted a population consisting of 240 school going children of 8th and 9th class under state and CBSE syllabi whose age ranges between 13-16 years from of twin cities of Hyderabad & Secunderabad, Telangana State. The questionnaire method was used to collect the data from the school going children. The rating scale of the questionnaire was 5 for strongly agree, 4 for agree, 3 for neutral, 2 for disagree and 1 for strongly disagree. The inclusion criteria were school going children who were viewing television regularly, who were having cable TV/DTH connection at home. The data was analyzed and interpreted with mean, standard deviation and simple percentage were calculated and tabulated.

4.0 DATA ANALYSIS AND INTERPRETATION

It was discussed in the following sections on the impact of television on the behaviour of school going children during the COVID-19 pandemic. The Tables 1 to 3 explains about the agreement of school going children (state, CBSE and both) on the barriers encountered through online class during COVID pandemic.

**Table 1: Impact of TV on School Going Children (State Syllabus):
Barriers encountered Online Classes during COVID pandemic (N=240)**

Sl.No.	Name of the barrier	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Mean	SD	Rank
1.	Lack of motivation	26	18	48	58	90	3.70	1.329	3
		10.8%	7.5%	20.0%	24.2%	37.5%			
2.	Creates anxiety	31	26	73	60	50	3.30	1.275	5
		12.9%	10.8%	30.4%	25.0%	20.8%			
3.	Lack of student-teacher interaction	24	25	28	63	100	3.79	1.347	1
		10.0%	10.4%	11.7%	26.3%	41.7%			
4.	Classes were tough due to teaching in English language	39	40	29	48	84	3.41	1.503	4
		16.3%	16.7%	12.1%	20.0%	35.0%			
		28	22	34	48	108	3.78	1.402	2

5.	Not able to discuss with teacher directly on a specific topic	11.7%	9.2%	14.2%	20.0%	45.0%			
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Source: Primary data

From the above table it is observed that majority 148 (61.7%) of status syllabus respondents agreed, 44 (18.3%) disagreed and 48 (20.0%) were neutral regard of lack of motivation. During pandemic it created anxiety among state syllabus students, in this regard 110 respondents (45.8%) agreed, 57 (23.7%) disagreed and 73 (30.4%) were neutral. 163 (68%) respondents agreed with the statement of ‘lack of student-teacher interaction’, 49 (20.4%) disagreed and 28 (11.7%) were neutral. 132 (55.0%) agreed that the classes were tough due to teaching in English language, 79 (33.0%) disagreed and 29 (12.1%) were neutral. The school going children were agreed 156 (65.0%) that they are not able to discuss with teacher directly on a specific topic, 50 (20.9%) disagreed and 34 (14.2%) were neutral. The descriptive statistics shows that the statement ‘lack of student teacher interaction’ placed in the first rank with 3.79 mean and 1.347 SD and the statement ‘not able to discuss with teacher directly on a specific topic’ with 3.78 as its mean and 1.402 SD placed in second rank. It is found that the school going children who were in the state syllabus, faced main barriers which are (i) lack of student teacher interaction and (ii) not able to discuss with teacher directly on a particular subject topic.

Table 2: Impact of TV on School Going Children (CBSE Syllabus) : Barriers encountered Online Classes during COVID pandemic (N=63)

Sl.No.	Name of the barrier	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Mean	SD	Rank
1.	Lack of motivation	7	9	16	10	21	3.46	1.378	3
		11.1%	14.3%	25.4%	15.9%	33.3%			
2.	Creates anxiety	10	6	7	24	16	3.48	1.390	2
		15.9%	9.5%	11.1%	38.1%	25.4%			
3.	Lack of student-teacher interaction	4	3	19	13	24	3.79	1.194	1
		6.3%	4.8%	30.2%	20.6%	38.1%			
4.	Classes were tough due to teaching in English language	24	12	13	10	4	2.33	1.308	5
		38.1%	19.0%	20.6%	15.9%	6.3%			
5.	Not able to discuss with teacher directly on a specific topic	1	14	21	18	9	3.32	1.029	4
		1.6%	22.2%	33.3%	28.6%	14.3%			

Source: Primary data

The statement on one of the barrier that is ‘lack of motivation’ is agreed by 31 (49.2%) CBSE syllabus respondents, 16 (25.4%) disagreed and another 16 (25.4%) were neutral. 40 (63.5%) agreed with the statement ‘creates anxiety’, 16 (25.4%) disagreed and 7 (11.1%) were neutral. 37 (58.7%) respondents agreed with the statement of ‘lack of student-teacher interaction’, 7 (11.1%) disagreed and 19 (30.2%) were neutral. According to 36 (38.1%) respondents the statement on “classes were tough due to teaching in English language” is disagreed, 14 (22.2%) respondents agreed and 13 (20.6%) were neutral. The school going children of CBSE syllabus 27 (42.9%) were agreed to the statement that they are not able to discuss with teacher directly on a specific topic, 15 (23.8%) were disagreed and 21 (33.3%) were neutral. It is observed from the statement ‘lack of student teacher interaction’ placed in the first rank with 3.79 as its mean and 1.194 as SD, and the statement ‘creates anxiety’ placed in second rank with 3.48 as its mean and 1.390 as SD. The study declares that CBSE School going children faced the following main barriers which are: (i) lack of student teacher interaction and (ii) creates anxiety.

Table 3: Impact of TV on School Going Children (Both Syllabus) :

Barriers encountered Online Classes during COVID pandemic (N=303)

Sl.No.	Name of the barrier	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Mean	SD	Rank
1.	Lack of motivation	33	27	64	68	111	3.65	1.341	3
		10.9%	8.9%	21.1%	22.4%	36.6%			
2.	Creates anxiety	41	32	80	84	66	3.34	1.299	4
		13.5%	10.6%	26.4%	27.7%	21.8%			
3.	Lack of student-teacher interaction	28	28	47	76	124	3.79	1.315	1
		9.2%	9.2%	15.5%	25.1%	40.9%			
4.	Classes were tough due to teaching in English language	63	52	42	58	88	3.18	1.526	5
		20.8%	17.2%	13.9%	19.1%	29.0%			
5.	Not able to discuss with teacher directly on a specific topic	29	36	55	66	117	3.68	1.345	2
		9.6%	11.9%	18.2%	21.8%	38.6%			

Source: Primary data

Table 3 shows the opinions of both syllabus respondents with regard to barriers encountered through online classes during COVID-19 pandemic situation. Among 303 respondents, 179 (59.0%) agreed that there is a lack of motivation among the students, 64 (21.1%) were neutral and 60 (19.8%) were disagreed the statement. The statement ‘creates anxiety’ is agreed by 150 (49.5%), 80 (26.4%) were neutral and 73 (24.1%) were disagreed. With 200 (66.0%) responses the students agreed the statement ‘lack of student-teacher interaction’, 56 (18.4%) were disagreed and 47 (15.5%) were neutral. Likewise, 146 (48.1%) respondents agreed that the classes were tough due to teaching and in English language, 135 (38.0%) were disagreed and 42 (13.9%) were neutral. 183 (60.4%) agreed that they are not able to discuss with teacher directly on a specific topic, 65 (21.5%) were disagreed and 55 (18.2%) were neutral. The study revealed that the statement ‘lack of student teacher interaction’ placed in the first rank with 3.79 as its mean and 1.315 as SD, and the statement ‘not able to discuss with teacher directly on a specific topic’ placed in second rank with 3.68 as its mean and 1.345 as SD.

5.0 FINDINGS

The findings shows that the main barrier for State syllabus school going children (68.0%), CBSE children (58.7%) children and both children (66.0%) is lack of student teacher interaction. The other main problem is not able to discuss with teacher directly on a specific topic for school going children under state syllabus (68.0%), for CBSE syllabus children (58.7%) and both type of school going children (66.0%). However, the mean value opinion values of the children under State, CBSE and both types of syllabus ranked first rank for lack of student-teacher interaction and the statement ‘not able to discuss with teacher directly on a specific topic’ placed state syllabus and both type of syllabi school going children in second rank, whereas the children of CBSE syllabus stated the statement ‘creates anxiety’.

6.0 CONCLUSIONS

The study concluded that the main barriers encountered through online classes during COVID pandemic is (i) lack of student teacher interaction and (ii) not able to discuss with teacher directly on a specific topic. From the study, it is implicit that the student-teacher relation is an essential part in development of student academics, otherwise they will miss a lot. The same is perceived by the students of twin cities of Hyderabad & Secunderabad, Telangana state through online classes during COVID-19 pandemic.

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