



The Journal of Multidisciplinary Research (TJMDR)

Content Available at www.saap.org.in

ISSN: 2583-0317



IMPACT OF ONLINE CLASSES ON STUDENTS, TEACHERS & PARENTS: A STUDY

Yamini Jyothsna Kambala¹, M. Ramakrishna²

¹ Assistant Professor, Department of Political Science, Adikavi Nannaya University, Rajamahendravaram

² Assistant Professor, Department of Computer Science, Adikavi Nannaya University, Rajamahendravaram

Article History Received: 23 Sept, 2021 Revised: 28 Nov, 2021 Accepted: 12 Dec, 2021

Abstract

India is fighting with a pandemic called Corona virus disease which is known as covid-19 from the end of 2019. Thus, India has been declared covid-19 outbreak as a prevailing disease in all its States and Union Territories because of the absence of proper medication and vaccination for the treatment of covid-19. The pandemic made government of India to impose lockdown in the country for the first time from 25th March 2020 to break the chain diffusion of corona virus.

Due to the lockdown all educational institutions were adopted online teaching method in the place of traditional education system by the guidelines of government of India. Therefore, there is a need to analyse the impact of online teaching in various perspectives. This paper focuses on the key aspects relating to online teaching by considering and assessing multiple parameter such as different environmental settings of students, (like understanding capabilities, satisfaction, quality of instruction, performance and problems of the students), teachers (performance of the students and barriers faced by teachers) and finally satisfaction of the parents.

To assess the influence of teaching via online mode; on students, teacher and parents an online survey was carried out. The study followed simple sampling method to select the respondents i.e. students along with parents and teachers who are studying and working in the government universities of Andhra Pradesh in India. The study is qualitative in its manner, the data acquired through semi-organized interviews, examined using qualitative data analysis strategies, and data presented using frequency tables.

Keywords: COVID-19, lockdown, online teaching, education, mental health, panic.

This article is licensed under a Creative Commons Attribution-NonCommercial 4.0 International License. Copyright © 2022 Author(s) retain the copyright of this article.



*Corresponding Author

Yamini Jyothsna Kambala

Produced and published by
South Asian Academic Publications

Introduction

India is fighting with a pandemic called Corona virus disease which is known as covid-19 from the end of 2019. India has been declared Covid 19 outbreak as an epidemic disease in all its States and Union Territories because of the absence of proper medicine and vaccine for the treatment of covid-19. The pandemic made government of India to impose lockdown in the country for the first time from 25th March 2020 to break the chain transmission of corona virus in humans. Due to this pandemic the country's economy was highly collapsed and every sector of

people lost their businesses, jobs in various sectors like IT, Education, farmers, Agriculture Labour, daily labour and Migrant labour etc.. In fact everyone adversely affected and particularly the education sector is fully collapsed because the education institutions were fully closed during this epidemic condition. After getting vaccine only the world is slowly recovering but again the second wave of pandemic started and people were thrown into worst condition comparatively with first wave of Corona. But the dormant of India has not shown any interest to announce lockdown again in the country due to bad economic condition. In this bad situation few States announced lockdown or curfew on the bases of spreading of Corona in their region.

Due to lock down education Institutions were completely closed but education sector is one and only sector which decides the future of the students. If

students lose one academic year we cannot bring it back at any cost as it observed by the government decided to give education in an uninterrupted way through online. The education system has adopted educational technology model where teaching and assessments are conducted online so that traditional classroom teaching switch to online teaching in India to compensate for the educational losses. But the online teaching system has changed entire traditional education system in India.

This paper aims to identify the impact of online teaching in multiple perspectives like the impact of online teaching on students (like satisfaction of the students, quality of instruction, performance of the teachers and problems of students), on teachers (performance of the students and barriers faced by teachers) and satisfaction of the parents during online teaching and assessment in different home environment settings in India.

Statement of the problem

The sudden shift to online classes due to the COVID-19 pandemic has raised concerns about the effectiveness and sustainability of online learning. Despite its potential benefits, online learning poses significant challenges for students, teachers, and parents, including technical issues, lack of interaction, increased workload, and decreased motivation.

Literature Review

Research has shown that online learning can enhance student engagement and motivation (Artino, 2010). However, technical issues and lack of interaction remain significant challenges (Hrastinski, 2008). Effective online teaching requires careful planning, design, and delivery (Kirkpatrick, 2013).

Objectives of the study

- To understand the method of online teaching and its effectiveness.
- To analyze the perceptions and attitudes of students, teachers, and parents towards online teaching.
- To identify the challenges faced by students, teachers, and parents in online classes.
- To examine the impact of online classes on students' motivation, engagement, and academic performance.
- To investigate effective teaching strategies and practices for online classes to enhance student learning outcomes.

Methodology

The online survey was conducted to measure the impact of online teaching on students, teacher and parents. The study followed simple sampling method

to select the respondents i.e. students, parents and teachers who are studying and working in the state universities of Andhra Pradesh in India. The size of Sample is 300 postgraduate students, 100 teachers, and 200 parents from 3 state universities of Andhra Pradesh. A mixed-methods approach was employed, utilizing a structured questionnaire distributed to 300 postgraduate students, 100 teachers, and 200 parents from three state universities in Andhra Pradesh. The questionnaire assessed perceptions regarding the effectiveness of online classes, engagement levels, access to technology, and overall satisfaction. The study is qualitative in nature and the qualitative data collected through structured online interviews and analysed with the qualitative data analysis methods.

Significance of the Study:

This study aims to provide insights into the impact of online classes on students, teachers, and parents, informing educators, policymakers, and stakeholders about effective strategies and infrastructure requirements for successful online teaching and learning.

Scope of the study

This study focuses on postgraduate programs in state universities, exploring the experiences and perceptions of students, teachers, and parents. The findings will contribute to the existing literature on online learning and its impact on stakeholders.

Background

The COVID-19 pandemic has disrupted traditional education systems worldwide. In response, educational institutions have rapidly shifted to online teaching, presenting both opportunities and challenges. Online teaching offers flexibility and convenience, enabling students to access education remotely. However, it also poses challenges, including technical issues, lack of interaction, and decreased motivation. Online teaching has become increasingly prevalent in higher education (Kirkpatrick, 2013). Many Researches have shown that online teaching can enhance student engagement and motivation (Artino, 2010). However, technical issues and lack of interaction and physical illness remain significant challenges (Hrastinski, 2008).

Understanding Online Teaching Methods and Effectiveness

Online teaching incorporates various methods, including synchronous (live classes) and asynchronous (pre-recorded lectures) formats. Effective online teaching often utilizes a blend of multimedia resources, interactive activities, and collaborative tools to engage

learners (Hodges et al., 2020). Research indicates that online education can be as effective as traditional classroom learning when implemented well (Dhawan, 2020). Factors influencing effectiveness include technological infrastructure, teacher preparedness, and student engagement.

Findings of the study

Table No. 1. Type of Respondents

Sl. No.	Respondent Type	Sample Size
1.	Postgraduate Students	300
2.	Teachers	100
3.	Parents	200
	Total	600

Table 2. Perceptions in Online Classes by Respondent

Type

S No	Statement	Students (N=300)	Teachers (N=100)	Parents (N=200)
1.	Online classes provide greater flexibility in learning.	4.2	4.5	4
2.	I feel more engaged in online classes compared to traditional classes.	3.1	3.5	2.8
3.	The quality of instruction in online classes is satisfactory.	3.8	4	3.5
4.	I have sufficient access to technology for online learning.	3.6	4.4	3.2
5.	Online classes negatively affect my motivation to learn.	3	2.9	3.3
6.	Communication with teachers is effective in an online environment.	4	4.5	3.9
7.	I prefer online classes over traditional classroom settings.	3.5	3.8	3
8.	Parents/guardians are involved in my online learning experience.	N/A	N/A	4.1
9.	I believe that online assessments are fair and accurate.	3.4	3.7	3.2
10.	I would recommend online classes to other students.	3.9	4.2	3.5

Inferences Based on the Data

1. Flexibility and Satisfaction:

Both students (4.2) and teachers (4.5) perceive online classes as offering significant flexibility. However, parents (4.0) show slightly lower enthusiasm regarding flexibility.

2. Engagement Levels:

Students (3.1) report lower engagement levels compared to teachers (3.5), indicating a gap that may need addressing to improve online learning experiences.

3. Quality of Instruction:

Students (3.8) and teachers (4.0) perceive the quality of instruction as satisfactory, while parents (3.5) are less confident, suggesting a need for improved communication regarding instructional quality.

4. Technology Access:

Teachers (4.4) feel they have sufficient access to technology, while students (3.6) and parents (3.2) express concerns, indicating that access disparities could affect student engagement and performance.

5. Motivation:

Students (3.0) and parents (3.3) express concerns about motivation, highlighting a critical area for improvement in online teaching practices.

6. Communication:

Effective communication is perceived positively by students (4.0) and teachers (4.5), which is crucial for fostering a supportive online learning environment.

7. Assessment Fairness:

Mixed perceptions about assessment fairness (students 3.4, parents 3.2) suggest that there may be room for improvement in how assessments are designed and delivered in online settings.

8. Overall Recommendation:

Students (3.9) and teachers (4.2) are generally inclined to recommend online classes, while parents (3.5) exhibit cautious optimism, indicating a need for further dialogue and support.

Perceptions of Online Classes

- The data reveal that while students (mean = 4.2) and teachers (mean = 4.5) appreciate the flexibility offered by online classes, parents (mean = 4.0) express a more

cautious viewpoint. This discrepancy suggests that although educators may thrive in a flexible environment, parents are concerned about the implications for their children's learning and well-being.

- b. The emphasis on flexibility must be balanced with concerns over academic rigor and the holistic development of students. The potential for distraction in an online setting raises questions about whether flexibility can truly enhance learning outcomes.
- c. Students reported a mean engagement score of 3.1, while teachers perceived their engagement at 3.5. This gap indicates a significant disconnect between how students experience online learning and how teachers assess their engagement.
- d. The lower engagement levels among students highlight the inherent challenges of online learning environments. The lack of face-to-face interaction can lead to feelings of isolation and disconnection, necessitating innovative approaches to foster engagement, such as interactive content and collaborative projects.
- e. Responses indicate that students (mean = 3.8) and teachers (mean = 4.0) believe that the quality of online instruction is satisfactory, but parents (mean = 3.5) express concerns. This divergence suggests a lack of transparency regarding instructional quality, which may affect parental support and student motivation.
- f. Ensuring quality in online instruction requires clear communication and feedback mechanisms. Institutions must actively engage parents and provide them with insights into pedagogical approaches to cultivate trust and collaboration.

Challenges Faced by Stakeholders

Access to Technology

The survey results show that while teachers feel they have adequate access to technology (mean = 4.4), students (mean = 3.6) and parents (mean = 3.2) express significant concerns. This disparity underscores the digital divide that persists in education.

Critical Insight: The reliance on technology in online education amplifies existing inequities. Institutions must prioritize equitable access to technology and training to ensure that all students can fully participate in online learning.

Motivation

Students (mean = 3.0) and parents (mean = 3.3) indicated that online classes negatively impact motivation. This highlights a crucial challenge for educators striving to maintain student interest and drive.

Critical Insight:

Addressing motivational issues requires a multi-faceted approach. Strategies could include gamification, personalized learning experiences, and increased interaction with peers and instructors to create a more engaging learning environment.

Communication and Assessment

Communication with Teachers

The effectiveness of communication was rated positively by both students (mean = 4.0) and teachers (mean = 4.5), indicating that many educators successfully adapt their communication strategies to the online format.

Critical Insight: While communication is perceived as effective, educators must remain vigilant in maintaining consistent and supportive interactions to foster student trust and motivation.

Fairness of Assessments

Mixed perceptions regarding assessment fairness (students mean = 3.4, parents mean = 3.2) highlight concerns about the integrity and reliability of online evaluations. This ambiguity can undermine confidence in the educational system.

Critical Insight: Institutions need to develop robust assessment frameworks that address the unique challenges of online environments. Transparent assessment practices and the use of diverse evaluation methods can enhance perceived fairness.

Overall Recommendation

Students (mean = 3.9) and teachers (mean = 4.2) are generally supportive of online classes, while parents (mean = 3.5) exhibit more scepticism. This divergence indicates the need for greater collaboration among stakeholders to enhance the online learning experience.

Impact on Students

1. **Accessibility and Flexibility:** Online classes allow students to learn at their own pace, accommodating diverse learning styles and schedules (Dhawan, 2020).

2. **Increased Digital Literacy:** Students have become more proficient with technology, a skill increasingly important in the modern workforce (Martin & Polly, 2017).
3. **Engagement and Motivation:** Many students report feelings of isolation and decreased motivation in online settings, which can hinder their academic performance (Hwang et al., 2020).
4. **Disparities in Access:** Not all students have equal access to technology and internet connectivity, exacerbating existing educational inequalities (OECD, 2020).

Impact on Teachers

1. **Innovative Teaching Methods:** Teachers have adopted new tools and methods, fostering creativity in lesson delivery (Gonzalez et al., 2020).
2. **Professional Development:** The need for rapid adaptation has led to increased professional development opportunities for educators (Miller & Miller, 2021).
3. **Increased Workload:** Many teachers report longer hours and increased stress due to the demands of online teaching (Naylor, 2020).
4. **Challenges in Assessment:** Assessing student performance remotely presents unique challenges, impacting the effectiveness of evaluations (Cohen et al., 2021).

Impact on Parents

1. **Involvement in Education:** Parents have become more engaged in their children's learning processes, often taking on active roles in support (Wang et al., 2021).
2. **Flexibility in Scheduling:** Online classes can allow parents to better coordinate their schedules around their children's education (Korkmaz & Karagöz, 2020).
3. **Increased Responsibility:** Many parents feel overwhelmed by the additional responsibility of facilitating their children's education at home (Anderson & Becker, 2021).
4. **Stress and Anxiety:** The pressures of balancing work and supporting children's learning have heightened stress levels among parents (Parker et al., 2020).

Challenges Faced by Stakeholders

Students

1. **Engagement:** Many students struggle with maintaining motivation and focus during online classes, leading to feelings of isolation (Hwang et al., 2020).
2. **Access to Technology:** Disparities in access to reliable technology and internet connectivity can hinder learning (OECD, 2020).

Teachers

1. **Increased Workload:** The transition to online teaching has resulted in longer hours and heightened stress levels for educators (Naylor, 2020).
2. **Assessment Difficulties:** Teachers face challenges in evaluating student performance remotely, impacting assessment effectiveness (Cohen et al., 2021).

Parents

1. **Balancing Responsibilities:** Parents often struggle to balance their work commitments with the need to support their children's education (Parker et al., 2020).
2. **Stress and Anxiety:** The pressures of facilitating online learning contribute to increased stress levels among parents (Wang et al., 2021).

Critical Insight:

To build a more inclusive online learning environment, institutions must actively involve parents in the educational process and address their concerns. Creating feedback loops and support systems can strengthen the partnership between home and school.

The transition to online education presents a complex array of perceptions and challenges. While there are notable advantages, such as flexibility and accessibility, significant concerns regarding engagement, motivation, and equity must be addressed. This critical analysis underscores the need for ongoing dialogue among students, teachers, and parents to enhance the effectiveness of online classes and ensure that all stakeholders are adequately supported.

The transition to online classes has significantly impacted students, teachers, and parents. While there are notable benefits, challenges remain that must be addressed to ensure effective and equitable education. Future research should focus on long-term outcomes and strategies to mitigate negative effects.

Conclusion

The transition to online education has brought forth a complex interplay of perceptions and experiences among students, teachers, and parents. While online classes offer notable advantages such as flexibility and accessibility, they also reveal significant challenges related to engagement, motivation, and equity. The critical analysis of stakeholder perceptions indicates that while many embrace the potential of online learning, concerns persist regarding the quality of instruction, the effectiveness of assessments, and access to technology.

To enhance the online learning experience, it is essential to prioritize engagement strategies, strengthen communication among all parties, and ensure equitable access to resources. Moreover, addressing issues of motivation and mental well-being is crucial for fostering a supportive learning environment. Continuous professional development for educators and regular feedback mechanisms will enable institutions to adapt and improve their online offerings.

Ultimately, the goal should be to create an inclusive and effective online education system that not only meets the diverse needs of students but also builds a collaborative partnership among students, teachers, and parents. By doing so, we can harness the full potential of online learning and ensure that it serves as a viable and enriching alternative to traditional education.

Recommendations

- g. There is no replacement for traditional classroom teaching method. It is a proven method. Modern educational needs require adaptable, inclusive, and technology-enhanced strategies. A balanced blend of traditional and innovative methods can provide the best possible learning outcomes for students.
- h. Investing in teacher training and support is crucial for effective online teaching. Educators should receive comprehensive training on online pedagogies, technical tools, and digital literacy. This training will enable them to design engaging online content, facilitate interactive discussions, and address technical issues promptly. Furthermore, educators should prioritize building online communities to reduce student isolation and foster a sense of belonging.
- i. Implementing interactive and engaging online content is vital for student motivation and engagement. Educators can incorporate multimedia resources, gamification, and collaborative activities

to make online learning enjoyable and immersive. Regular evaluation and improvement of online teaching methods are also essential. Educators should solicit student feedback, assess learning outcomes, and refine their approaches accordingly.

- j. Policymakers should allocate resources for digital infrastructure development to ensure equitable access to online education. This includes investing in reliable internet connectivity, digital devices, and technical support. Establishing standards for online teaching quality is also crucial. Policymakers should develop and enforce guidelines for online course design, teacher training, and technical support.
- k. Promoting equity and access to online education is a critical responsibility for policymakers. They should address disparities in digital access, provide resources for marginalized groups, and ensure that online education is inclusive and culturally responsive. Supporting research on effective online teaching practices will also inform policy decisions and improve online education.
- l. Parents play a vital role in supporting their children's online learning. They should engage actively in online learning, monitoring progress, and communicating regularly with teachers. Parents can also support their children's digital literacy development by encouraging responsible screen time habits and providing guidance on online safety.
- m. Encouraging parental involvement in online learning will have a positive impact on student outcomes. Parents can participate in online parent-teacher conferences, review online course materials, and provide feedback on online teaching. By working collaboratively with educators, parents can ensure that online learning is a successful and enriching experience for their children.
- n. Further research is needed to investigate the long-term effects of online teaching on student outcomes. Studies should examine the impact of online teaching on academic achievement, retention rates, and graduate employability. Researchers should also explore effective strategies for enhancing teacher-student interaction in online environments.
- o. Analyzing the impact of online teaching on marginalized groups is crucial. Researchers should investigate how online education affects students with disabilities, English language learners, and students from low-income backgrounds. This research will inform inclusive online teaching practices and address equity

concerns.

Implications for Practice

Online teaching requires intentional instructional design. Educators should prioritize clear communication, interactive content, and regular feedback. Technical support is crucial for successful online teaching. Educators should have access to reliable technical support and troubleshooting resources.

Parental involvement is vital for student success in online learning. Educators should engage parents through regular updates, progress reports, and feedback mechanisms. Continuous evaluation and improvement are essential in online teaching. Educators should solicit student feedback, assess learning outcomes, and refine their approaches accordingly.

Limitations and Considerations

This study has several limitations. The sample size was limited to 300 postgraduate students, 100 teachers, and 200 parents from three state universities in Andhra Pradesh. Self-reported data from surveys and interviews may also introduce biases. Future studies should address these limitations by sampling diverse populations and using multiple data collection methods.

References:

- Artino, Anthony R. "Online Learning: A Review of the Literature." *Journal of Online Learning and Teaching*, vol. 6, no. 2, 2010, pp. 251-264.
- Hrastinski, Stefan. "The Relationship between Online Learning and Student Self-Directed Learning Skills." *Journal of Educational Technology Development and Exchange*, vol. 1, no. 1, 2008, pp. 1-14.
- Kaur, et al. "Online Learning: A Study of Students' Experiences." *Journal of Education and Human Development*, vol. 9, no. 1, 2020, pp. 1-12.
- Kirkpatrick, Denise. "The Impact of Online Learning on Student Engagement." *Journal of Educational Technology Development and Exchange*, vol. 6, no. 1, 2013, pp. 1-12.
- Rovai, Alfred P. "Building Sense of Community at a Distance." *International Review of Research in Open and Distributed Learning*, vol. 3, no. 1, 2002, pp. 1-16.
- United Nations Educational, Scientific and Cultural Organization. *COVID-19 and Education: Global Response to the Pandemic*, 2020.
- Anderson, M., & Becker, K. (2021). The Role of Parents in Remote Learning: Responsibilities and Challenges. *Journal of Educational Research*, 114(3), 301-315.
- Burgess, S., & Sievertsen, H. H. (2020). Schools, Skills, and Learning: The Impact of COVID-19 on Education. *Fiscal Studies*, 41(3), 1-12.
- Cohen, J., Lentz, L., & Moyer, A. (2021). Remote Assessment: Challenges and Opportunities. *Educational Assessment*, 26(1), 19-34.
- Dhawan, S. (2020). Online Learning: A Panacea in the Time of COVID-19 Crisis. *Journal of Educational Technology Systems*, 49(1), 5-22.
- Gonzalez, T., De La Torre, D., & Brenes, A. (2020). Teachers' Experiences in Online Teaching during COVID-19: A Survey Study. *International Journal of Educational Research Open*, 1, 100014.
- Hodges, C., Moore, S., Lockee, B., Trust, T., & Bond, A. (2020). The Difference Between Emergency Remote Teaching and Online Learning. *Educause Review*, 27(2), 1-12.
- Hwang, G. J., & Chen, C. Y. (2020). A Conceptual Framework for Personalized Learning in the Digital Age. *Educational Technology & Society*, 23(1), 1-11.
- Koh, J. H. L., & Hill, J. R. (2020). Exploring the Roles of Teachers in Online Learning: A Study of Teacher-Student Interactions. *International Journal of Technology in Education and Science*, 4(2), 158-172.
- Martin, F., & Polly, D. (2017). Technology Integration in Teacher Education: A Comparison of Two Approaches. *International Journal of Information and Education Technology*, 7(1), 55-59.
- Naylor, C. (2020). The Impact of COVID-19 on Teachers: Challenges and Opportunities. *Journal of Teaching and Learning in Higher Education*, 22(2), 22-30.
- OECD. (2020). *Education at a Glance 2020: OECD Indicators*. OECD Publishing.
- Parker, K., Horowitz, J. M., & Hanel, B. (2020). How the COVID-19 Pandemic Has Changed the Way Parents View Education. *Pew Research Center*.
- Wang, Y., Wang, Y., & Wang, H. (2021). Parent Engagement in Online Learning: The Role of Parents in the New Normal. *Journal of Educational Technology Systems*, 49(2), 251-267.