

# GUARDIANS' ATTITUDES TOWARDS ONLINE CLASS IN DIKTEL RUPAKOT MAJHUWAGADHI MUNICIPALITY

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## ABSTRACT

Lockdown (COVID-19) brought changes in the mode of teaching and learning process. It transformed traditional classes to digital classes. Digital classes are new to the students, guardians and teachers in our society. It might have positive and negative impacts. To find the attitude of guardians towards online classes is the main concern of this study. Its findings assist to the educational planners, teachers and guardians for better improvement of digital classes. The target population for this study were selected from the guardians of Diktel Rupakot Majhuwagadhi Municipality. Stratified and random sampling procedures were applied for the study. Close ended questions were structured and administered to the respondents. The hypothesis of this study was expected to be positive but the result is negative. Almost 80% guardians showed their attitude unsatisfactorily. To make effective and productive digital classes, proper management is highly demanded from local to national government. Lack of trained teachers, insufficient digital devices and its services to the guardians, lack of digital knowledge about handling it are the major obstacles to conduct digital classes.

## KEYWORDS

Online class, attitude, personality, situation, satisfaction & dissatisfaction, effectiveness.

## INTRODUCTION

Opportunity to gain education is a must to every student. The modes of delivery of education are different to the learners which are prevailing in the present situation. In the developed countries, they have made their educating systems more advanced along with well-equipped technology. The system of education determines the rate of literacy of the country. The more illiteracy rate is reduced, the more developed the countries become. There is no doubt in, education helps to promote quality life of the human being. Education keeps a number of objectives to fulfil in human life: to impart knowledge and skill, to promote creative thinking and innovative works, to become self-reliant, to socialize, to build up moral and social etiquette, to develop the sense of universal fraternity, to tackle the social problems and to create employments, etc. Education is like a vehicle which takes someone to the destination. But for this condition better environment is needed. Because of lockdown, there is no possibility to run the classes in classroom. COVID-19 made Nepal Government to close all schools and Universities across the country during its adverse effects. Consequently, students lost the opportunities to get education from daily classes. Teachers lost their jobs and guardians fell in worry and sad. UNESCO (2020) reports that nearly nine millions students in Nepal are affected due to school/universities closures in response to the pandemic. In order to avoid such problems, government including private sectors should adopt the new measures and attempt them to implement. There are different options in delivery of education which are prevailing at present. But none of them were suitable to implement during adverse effect of COVID-19. So, as a new alternative approach to delivery educations, online (Zoom) classes were conducted to avoid the educational losses. Emergence of COVID-19 brought many negative effects to the

society. Health, economy, business and trade, tourism, education, etc. have had the adverse effects.

This paper primarily focuses to the educational sectors concerning to find attitudes of guardians towards online class. Education delivered through online classes were not effective, productive, relevant, students friendly or not to find this attitude from guardians' responses is most urgent. Understanding the guardians' attitudes properly can help concerned sectors to prepare effective plans, policies, and programs in relation to educating students. So, the study of guardians' attitudes towards online class seems relevant. The roles played by technology based classes might have positive effects to the students and parents. It brought significant contributions to the system of education. The major issues of this study are discussed from the perspective of the guardians. Dawadi says, "digital learning creates inequality in access to education" ( ). Several emerging trends in teaching learning activities have taken place. New technology and new form of delivering educational systems are bringing problems and challenges in teaching. If digital classes create inequality, then what are the attitudes of the parents towards online classes? Sustainable Development Goal (SDG)-4 mentions that "ensure inclusive equitable quality education and promote lifelong learning opportunities for all." ( UNESCO). This is a challenging task to overcome from problems created by digital classes. On the other hand S.K. Kohhar views "technology has been successfully introduced in the field of education to make education more productive and more individual; to give instruction a more scientific base; and to make instructions more powerful, learning more immediate, and access to education more equal" (P.7). This study has been carried out to find out relevancy and rationale of online classes. Guardians' perspective from the view point of students and from the view point of teachers were measured to find the relevancies and rationales. Students' engagement in activities, evaluation of assignment, development of motor skills, appropriately from elementary level to university level were some of the indicators to check the guardians attitudes from the point of view of the teachers. The same measurement indicators were administered to check the guardians' attitude from the view point of students' performance. And this study has expected to have positive result. But the result is found negative.

It is found that the previous studies were sufficiently made under offline classes. But considering the issues related to online classes were not made as considerable. The following research questions were used to investigate the research.

1. Are there any satisfaction and dissatisfaction in teachers' performance while conducting the online classes?
2. Are there any satisfaction and dissatisfaction in students' performance?
3. What are the level of satisfaction and dissatisfaction of the guardians?

Guardians are the respondents of this study and their responses were analyzed using attitudinal scale. The research study is carried out in heterogeneous community. Several castes like Rai Kirat, Brahmin, Chhetri, Newar, Tamang, Sherpa, Gurung were the guardians and students. Rai Kirats were in majority in population of this municipality. Educational status of the guardians were all school leaving certificate (S.L.C.) passed and some of them were graduated from colleges too. And they are economically middle class. The outcomes of the study are believed to assist teachers, guardians, educators, policy makers for developing teaching learning activities

in digital classes. The rest of the study is followed by related literature review, methodology of the study, result and discussion of the study.

### **Literature Review**

Teaching and learning are inseparable. They go together. So, several researchers have viewed differently about teaching and learning activities. There are many views in terms of how online classes satisfied the learners and guardians in this existing society. Management of effective teaching learning program is challenging task. Mangol, S.K. & Mangol Uma view "Management of teaching learning is the process of planning, organizing, leading and controlling the efforts of the variable involved and sources available..." (P.325) Managerial functions of the teachers' play the effective role in teaching learning activities. If the appropriate contextual situation is not created, the learners will not learn.

Teaching has philosophically two schools of thoughts. They are empiricism and rationalism. The former advocates that, "all human knowledge ultimately comes from the senses and from experiences (Phyak, Prem Bahadur & Sharma Balkrishna, P 5). Similarly, the latter advocates that "knowledge is acquired innately." (P-7). Psychological base of teaching has two approaches. They are behaviorism and mentalism. Behaviorism focuses on physical factors of learning whereas mentalism views that learning takes place mentally not physically. There are many principles, theories, approaches, methods and techniques in philosophical, procedural and implementational levels. The most important one is how a teacher creates contextual situation and teaches the matters in a classroom of diversity on individual differences. It means that teaching becomes successful when a teacher handle his classes in an artistic way. W. Anita views, "a positive learning environment must be established and maintained throughout the year. One of the best ways to accomplish this is by working to present problems from occurring at all (P.542). It is hard to create favorable environment in online classes. To teach real culture through artificial environment is a challenging job to the teachers. Moreover, there are more challenges to create such environment in online teaching classes. The support of guardians towards online classes is a must. Otherwise, teaching fails. Educational technology must be brought to link the lesson. So, the lesson should be the recreationally delivered to the learners. Rao. S. Narayan says, "The chief value of educational technology is the potential for giving the teacher time for the really important things, the things that cannot be done by a book or a machine." (P.39). Experts say that learning by doing is more active, productive and effective. But it is difficult to involve them in such kind of activities through online teaching classes. B. Kuppu S. Amy views, "Creative learning is based discovery rather than memorizing facts and principles, the child should be held to discover principles and concepts" (P.128). Teaching learning help students for their all-round development. All students must socially, culturally, economically and physically be developed. To quote Bolmet. Et al say (1956), " A model for an evaluation programme should cover all the three aspects of learning-cognitive, affective and psychomotor." Now, question arises, do online teaching classes achieve the objective of these three domains? There is doubt, either motor skill will be highlighted or sadly remain neglected? Teaching learning consists of objectives, instructional materials, presentations, practices, evaluations and assessments. Through objectives of psychomotor, affective and cognitive domain are equally important for complete development of individual. But it is more or less cognitive domain that can be exercised through verbal techniques presenting materials on the screen and oral discussion. On the other hand, it is very difficult to achieve the objective of affective domain. This is related to the feeling, emotion and attitudes of individual. Project

method, field trip, excursion visit can help to achieve this domain primarily. The method of teaching is needed. This domain directs observation, self-experience, eye witness as such are prominent method. But online teaching like a distance education is not easy to complete this domain. And psychomotor domain again is more challenging one.

To achieve its objectives, physical exercises are required and to measure it, speed, precision, distance, procedures or technique in executions are required. Athletics, games and sports, yoga, meditation as such are method of teaching learning activities. Certainly direct observations and instructions are required for these methods. Now, in this situation there is a question about the role of online teaching classes. Rousseau viewed, “let the senses always be the guides, let there be no textbooks but the world and no other instructions than facts.” (P.163). He focuses to object teaching, factual teaching where artificial environment does not have any place. Online teaching classes have challenges to cultivate the natural habits of the students. B. Kuppuswamy writes, “several motor skills are involved in the educational process. In athletics and games in arts and crafts, in speaking writing ... in all these motor skills are involved” (P.148). Online classes cannot provide such environment to students for their motor skill development. Sadly to say, this motor skills are neglected by online classes. Montessori believed that “individual development must to social development.” and focuses on the following methods; (1) Liberty in environment (2) development from within (3) development of individuality (4) auto education (5) sense training (6) motor efficiency (7) from individual development to social development (Cited in K.K Bhatia). Methods given by Montessori are based but difficult to implement to sense training and motor efficiency. For sense training and motor skill development, physical and practical classes are needed. It is not possible to create such environment in online classes. To teach students mean to develop their personality. Human rights, fundamental rights, child rights, and their implementation should be guaranteed to the students for their personality development. Rotter’s social learning theory of personality functions (a classical learning theory) emphasizes “the environment in guiding behavior but stresses that it is the personality meaningful environment which is of primary interest for the students of personality” (P.483).

Similarly, S. Cartwright and C. Brown states:

Personality: specialist in child development focus on the course and causes of development in particular patterns of perception or behavior, such as motor behavior, conceptual skill or moral judgment. But only personality physiologist are concerned with the whole person, the sum and product of all the physiology, perception, memory, social interaction, clinical history and developmental trends. (P.27)

So, we can conclude the personality development of a child is not possible only by discussing through online classes. One or two ways of teaching learning activities do not foster the students’ personality development. Ernest R. Hillguard states “Learning theories fall into two major families-stimulus response theories and cognitive theories but not all theories belong to these two families” (P.8). Several modes of teaching learning activities need to be explored. And those activities can assist to develop personality of a child. Many researchers have theorized about learning theories, methods and techniques. The concern of this study is either these theories have positive effects or not while relating online mode of teaching. Dawadi et. al mention “technologies have been successfully introduced in the field of education to make education more productive and more individual; to give instruction a more scientific base; and to make instruction more powerful, learning more immediate and access to education more equal” (P.7). Online classes have both advantages and disadvantages. According to an online

source, there are ten biggest disadvantages of e-learning. (1) Online students feedback is limited (2) e-learning can cause social isolation (3) e-learning requires strong self-motivation and time management skills. (4) Lack of communication skills development in online students. (5) Cheating prevention during assessment is complicated. (6) Online instructors tend to focus on theory rather than practice. (7) e-learning lacks face to face communication. (8) e-learning is limited in certain discipline. (9) Online learning is inaccessible to the computer illiterate population. (10) Lack of accreditation and quality assurance in online education. Based on the above discussion it is hypothesized that nearly 80% responses of the informant are expected to be positive whereas 20% informants shows dissatisfaction. <<https://e-students.org>>disadvantages>.

### **Research Methods**

The study is based on survey design. The questionnaires were well prepared and administered to the respondents. All the question items were used in five point attitudinal scale ranging from 1 to 5 where strongly disagree to strongly agree. The questionnaires items were structured on the basis of teacher's preparation and performance, and access of technology.

### **Sampling**

The target population for this study were selected from the guardians who are the inhabitant of Diktel Rupakot Majhuwagadhi Municipality, Khotang, and guardians who express their attitudes towards the online classes are the unit of analysis in the study during 2078/09/30 to 2078/10/30 B.S. The objectives of this study were told to them precisely to motivate them in order to respond to the questions. Stratified random sampling procedure is applied in the study under qualitative technique to avoid biasness. From each ward of municipality, four respondents were selected. So the total number of respondents were sixty. They were from different categories viz gender, age, and educational status. Gender and age categories are dominated by educational status in this sampling procedures. Sample was made more representative through random sampling. Close ended questions were structured and administered to the respondents. Among sixty respondents, 20 were female and 40 were male. All of them were educationally graduated.

### **Data Collection**

The questionnaire was tested before administering them to the target sample with convenience sample of fifteen guardians using the collaborative participation pre-tested method. Data to be included in study was previously prepared through interaction and discussion from the stakeholders. One week after the pre-testing questionnaire, again the questionnaire which is to be analyzed in study was sent to respondents reminding them to complete the questionnaire. Respondents who had not written their response to the question were followed-up until they had submitted to the researcher up to the fixed date. It took one month to collect the data from the respondents. Primary method of data collection was highly administered in this study. There were no provision of providing any incentives to the respondents for their valuable support.

### **Measures**

There are three types of scales to measure attitude: the Likert, Thurston and Guttman scales. Here the Likert scale is used to measure the attitudes of the guardians towards online classes. The attitudes of guardians have been attempted to measure in five categories. They are

SA=Strongly Agree, A=Agree, U=Uncertain, D=Disagree, SD=Strongly Disagree and score is assigned 5, 4, 3, 2, and 1 respectively. Respondents were requested to tick as their performance in the respective categories and all the scores were submitted and converted into percentage for analysis. They were manually calculated.

The guardian attitude on the teacher's performance during online classes (Table-1)

Statements	SA	A	U	D	SD
1. Can teacher engage students?					
2. Does teacher motivate students?					
3. Does teacher easily handle the technology based device?					
4. Are they enthusiastic about teaching?					
5. Do they feel easy to evaluate assignment?					
6. Do they have ample preparation?					
7. Can they care all the students?					
8. Can they develop motor skill of students?					
9. Can they develop the affected domain of the students?					
10. Does online class suit from elementary level to university level?					

Guardian attitudes on the student's performance during online classes (Table-2)

Statements	SA	A	U	D	SD
1. Do the students get motivated?					
2. Do the students get engaged?					
3. Do the student easily handle the technology based devices?					
4. Do they not get distraction?					
5. Are they happy to join the class?					
6. Do students learn more than traditional teaching?					
7. Do all students have access to online classes?					

Open ended questions were structured and administered to the respondents to judge wider range of attitudes of the respondents. These questions help to explore the attitudes which were not explored by close ended questionnaire. The advantages, disadvantages, causes of problems and measures to solve the problems were the area to structure the open ended questions. And these responses were manipulated into the quantitative design. Then they were discussed, interpreted and analyzed to introduce the result. Altogether, seventeen questions were structured in different items on the two areas (table1, table2). All data were measured in attitudinal skill and calculated manually.

### Result and Discussion

Intended Guardians of the Diktal Rupakot Majhuwagadhi Municipality presented their attitudes towards online classes. The result was hypothesized to be positive but findings are opposites of the hypothesis, i.e. negative. Guardians' attitudes on the teacher's performance during online classes

Statements	SA	A	U	D	SD
1. Can teacher engage students?	8.2	15	15	35	26.66
2. Can teacher motivate students?	8.3	15	15	35	26.66
3. Does teacher easily handle the technology based device?	16.66	33.33	30	15	5
4. Are they enthusiastic about teaching?	25	41.66	16.66	8.33	8.33
5. Do they feel easy to evaluate assignment?	16.66	25	23.33	18.33	15
6. Do they have ample preparation?	10	20	30	20	20
7. Can they care all the students?	5	13.33	25	33.33	23.33
8. Can they develop motor skill of students?	0.1	6.66	16.66	33.33	43.35
9. Can they develop the affected domain of the students?	6.66	10	20	33.33	30
10. Does online class suit from elementary level to university level?	0.1	6.66	13.33	33.33	46.66

Table-1

The table shows that, almost guardians seem unsatisfied in each statements. In terms of statement no. 1 and 2 does teacher engage and motivate students? They showed it their responses: disagree by 35%, strongly disagree 26.66% uncertain, agree 15% and strongly agree only 8.23%. in statement no 3 there responses seem slightly positive strongly disagree 5%, disagree 15% uncertain 30% agree 33.33% and strongly agree 16.66%. While evaluating the enthusiastic teachers, responses were 41.66% for agree, 25%, for strong agree, 16.66% for uncertain and 8.33% for disagree and strongly disagree. As shown in the fifth statement, teacher do not feel very easy to evaluate the assignment of the students? 25% guardians' view in agree, 23.33% uncertain, 18.33% disagree, 16.66% strongly agree and 15% strongly disagree. Similarly, teacher's preparation plays important role in learning outcomes. If preparation lack in learning outcomes, it will not be as expected. 30% guardians view as uncertain, 20% in agree and disagree, 10% strongly agree and 20% strongly disagree. Likewise, students' care and control play equally important role as other statements. Guardians view 33.33% disagree, 25% uncertain, 23.33% strongly disagree, 13.33% agree and 5% strongly disagree. Another important aspect of teaching objective is to develop the motor skills of students. While judging this view, most of the guardians express their attitudes to strongly disagree by 43.35%, 33.33% disagree, 16.66% uncertain, 6.66% agree, and 0.1% strongly agree. Bloom views to cognitive, affective, and psychomotor skills development of the students are equally important. But what does affective domain play in online class? Guardian views in this issue by 33.33% disagree, 30% strongly disagree, 20% uncertain, 10% agree and 6.66% strongly agree for affective domain. The views of the motor skills are presented above. Another implementation of online classes from elementary to higher level is important element to judge. Online classes do not suit for elementary level. Guardians' views in this regard go as 46.66% strongly disagree, 33.33% disagree, 13.33% uncertain. 6.66% agree and 0.1% strongly disagree.

## Guardian's attitudes on the students' performance during online classes

Statements	SA	A	U	D	SD
1. Do the student get motivated?	8.2	15	15	35	26.66
2. Do the student get engaged?	8.2	15	15	35	26.66
3. Do the students easily handle the technology based devices?	15	15	20	25	25
4. Do they not get distracted?	0.1	6.66	16.66	33.333	43.35
5. Are they happy to join the class?	33.33	23.33	25	9.5	8.5
6. Do students learn more than traditional teaching?	0.1	6.66	13.33	33.3	46.66
7. Do all students have access for online classes?	0.1	6.64	16.66	33.33	43.35

Table-2

The above table shows that the guardians' attitudes towards the statements no. 1 & 2 are 26.66% strongly disagree, 35% disagree, 15% uncertain and agree, and 8.2% is strongly agree. This response indicates that in online teaching does not motivate and engage the students towards the classes. In comparison to statement no. 1&2 the statement no. 3 has slightly positive attitude by 25% strongly disagree, 35% disagree, 15% uncertain and agree, 8%strongly agree. In response to; students do not get distractions? The responses of guardians are 43.35% strongly disagree, 33.33% disagree, 16.66% uncertain, 6.66% agree, and 1.0 strongly agree. In statement no. 5 the attitudes of guardians are achieved far more positive than other statement, where 8.5% strongly disagree, 9.5% disagree, 25% uncertain, 23.33% agree and 33.33% strongly agree. It shows that all students like to join online classes. Guardians prefer traditional ways of teaching than online teaching. They show their attitudes 46.66% strongly disagree, 33.33% disagree, 13.33% uncertain, 6.66% agree and 0.1% strongly agree. Similarly, guardians respond that all students could not manage all the devices which are needed in online classes. Their responses to this statements are 43.35% strongly disagree, 33.33% disagree, 16.66% uncertain, 6.64% agree and 0.1% strongly agree.

This study investigated the attitudes of the guardians towards online classes. Most of the guardians presented their attitudes opposite as expected except statements 3, 4 and 5 of table-1, and statement no. 5 of table-2. This result shows that teachers are not very much able to conduct the online classes. On the other hand, students are also not taking serious about online classes. Teachers' performances on engaging students, motivating them, evaluating their activities, taking care, fostering motor skills, affective skills and cognitive skills are important facts in teaching. But these factors seem less activated and effective. Similarly, students' performance on being motivated and engaged, able to use technology based equipment, not to get distracted, happy mood to participate in the classes, and have the access in online classes are the major factors to the students for better outcomes in learning. But these factors also seem less activated and effective.

In general, our results clearly reveal that guardian have dissatisfaction towards online classes. Joint efforts from government, private sectors or other stakeholders are needed for the best to improve the online classes. Training to the teachers should be given and technological services should be extended throughout the country.

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