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Effectiveness of Evaluation Used in Online Education at Primary Level: Parent's Perception

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Abstract

“Children are not things to be molded, but are people to be unfolded ...” and their learning in their initial years is a milestone for their future. COVID-19 has suddenly shifted the classroom to their home from school. This had a great impact on the teaching learning and evaluation process of students, especially at the primary level as they are less adaptive to sudden change. The small students usually have a play way and activity-based learning. This study is on the perception of parents on the effectiveness of the evaluation process used in online education for the primary level. It is very important at this stage of education that a proper evaluation methodology should develop for these little ones as this pandemic has taught us to be future-ready in all the fields including education. This study help find the parent's perception on the evaluation process of virtual classes and will lead us to certain conclusions and suggestions regarding the evaluation process.

INTRODUCTION

Using digital technologies in teaching learning means the use of computer and technology-assisted strategies to support teaching and learning. It generally involves different applications designed to facilitate learning and problem-solving. It also includes technologies for teachers

that facilitate teaching like the use of whiteboards, and different interactive teaching-learning platforms. The use of technology has proved to be an instrument in harnessing the potential of teaching. It provides different instruments to make teaching much more interactive, fun, understandable, and creative. It supports teachers to provide more effective feedback or use

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more helpful presentations. Numerous studies are showing that the use of digital technology by different user groups is increasing teachers' productivity and competency.

Corona virus has not stopped spreading across the boundaries, which has inversely affected the whole world in every field (Pragholeapati, 2020), but with the outbreak of COVID-19 as an alternative the use of digital platforms for different purposes has gained acceleration. It has changed the traditional methodology of doing business and now more technology-oriented methodology in every field has started showing its impact. It has also shown its impact on the education system all over the world. Like other countries, India also has moved from their conventional face-to-face teaching platform to the virtual platform for their teaching-learning process.

In the last two years we witnessed the shift of the education system from conventional to virtual. This has sparked the use of virtual teaching-learning aids from primary to higher levels. UGC's concept note for implementation of a blended mode—a mix of online and offline-learning—in universities has proved the virtues of using virtual ways of teaching and learning. According to Murphy (2020), in light of medical examination, there is a worldwide agreement among disease specialists and officials of general health to limit classroom teaching as

a means of preventing students from the spread of the pandemic. School children were supposed to attend their online classes from home and were not allowed to attend regular classes in their classrooms.

REVIEW OF RELATED LITERATURE

Research studies have indicated that when primary school students become well-equipped and efficient in terms of use of technologies, then they normally make use of them to a large extent as a result of making extensive use of technology for leisure and recreational purposes, their academic performance also suffers setbacks. Students usually spend an average of seven hours per day, sitting in front of computer screens (Epstein, 2015). Children who are below two years of age also spend about one or two hours a day making use of technology. These children normally make use of technology for leisure and recreational purposes.

Teachers and parents usually encourage their children to make use of technology to augment their academic skills. They are encouraged to pay regular attention to their studies and make use of technology primarily for academic purposes. Over the past few years, a lot of studies have been done on the effects of online teaching and learning processes. These studies were triggered by the outbreak of the COVID-19 pandemic as it has shifted almost every country educational system to the virtual

platform. Studies have been done on the effectiveness of online teaching at the primary, secondary and higher educational level.

EMERGENCE OF THE PROBLEM

When technology is used suitably, it can be a boon and can be used at the primary level of education for reasoning development, counting numbers, and reading and writing skills development. At the primary level, technology affects positively for enjoyable active learning. However, it may also have an adverse effect on health, security and safety of children as it contains unsuitable content like games, sexual content, and undesirable statements. Both teachers and parents want the best learning methods for children, but increasing the use of technology is a matter of concern for all stakeholders. It is important to understand the parent's perception of the effectiveness of online education for primary level students.

Corona virus has caused large interruptions with intense difficulties for the entire education system. Education has been severely hit owing to COVID-19 pandemic with many scholars abandoning academic pursuits, instead gazing at the laptop/computer/tablet/mobile screen passively. The need for learning has been enhanced with the quick development of current innovation and information, but the speed of learning is unsteady (Rosenberg,

2001). As per Viner et al., (2020) with most of the colleges closing throughout the pandemic, education has shifted to online mode, thereby putting responsibility on parents. Online categories as a form of distance learning refer to any course of study that's available only through the Internet (Curran, 2008). The COVID-19 pandemic has created the largest interruption in education systems in the history, influencing nearly 1.6 billion students in excess of one hundred ninety nations. Termination of faculty and schools has affected 94 per cent of the world's student population. Colleges and schools have been lately busy in online with academics and other online activities.

Students are not restricted or confined in any means for connecting with specific teachers, or partaking in specific schooling courses. These features have staggered the event of e-adapting massively and thus, e-learning has replaced ancient teaching strategies over the last few decades. Borup, Graham & Drysdale (2013) conducted a survey on 79 per cent of elderly people concerning online categories, duration of time, interacting with scholars and pedagogues concerning the web categories.

On an average, elderly people preferred the traditional system of spending 86 per cent of time interacting with their children per week concerning the course, and

nine per cent of their time connecting with the online teacher each week. As per Soykan (2015), elderly people emphasised the expected danger of a tutorial performance due to the use of technology. The inability to understand parental concerns has prevented the employment of ICT on a worldwide scale in colleges. Their mentalities and points of view are important considerations for comprehensive information on internet education. The pandemic has forced an extra job on the guardians that of supervising their children while they take online classes, especially at the basic and primary levels. Hale, Troxel and Buysse (2020) concluded that parents feel unable to help their kids focus and join the classes virtually. Hence, this study is undertaken to understand parents' perceptions about the online classes. What do parents think about online classes? How effective these online classes are? What do they think about the effectiveness of virtual education on primary students (Class I to V)?

STATEMENT OF THE PROBLEM

Study of parents' perception on the effectiveness of evaluation methods used in online education at primary level (Class I to V) in the urban region of Prayagraj, Uttar Pradesh.

OBJECTIVES

1. To study the effectiveness of the evaluation methods used on
2. To analyse the parent's perception of the academic progress of their ward or wards on a virtual platform.
3. Parents' satisfaction with the evaluation procedure followed by teachers.

METHODOLOGY

The survey method is used for the present research. The research conducted an online survey for which a questionnaire is created on Google Form. The questionnaire was distributed by the researcher among the parents through online mode and received back within a stipulated time.

Percentage analysis and graphic representation was used for data analysis.

Sample

For the research, 500 parents of students belonging to the primary level (Classes I to V), from public schools of Prayagraj, Uttar Pradesh are chosen. Purposive sampling is done with the implementation of a questionnaire generated on Google Form and posted to the parents of the students under consideration.

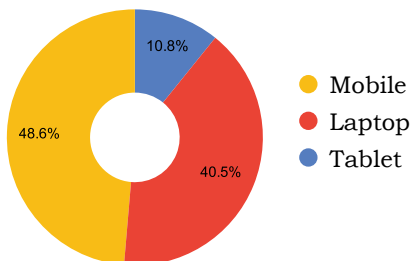
ANALYSIS AND INTERPRETATION

In a nutshell, we can say that the outbreak of COVID-19 has accelerated the use of digital platforms for the teaching and learning process, so it is important to analyse the evaluation

process adopted especially for children at the primary level.

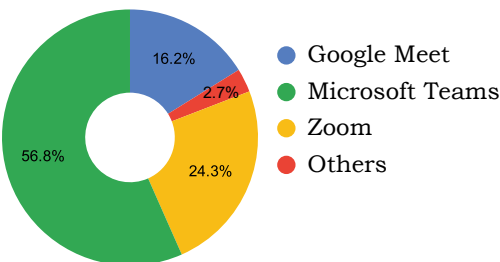
General Information

1. Which device is your child using for online classes?



As shown in the above pie chart, most of the parents are using mobile for online learning. This is alarming as it can lead to various eye-related problems. Spending long hours on mobile, tablet or laptop is causing various eye-related problems like dry eye syndrome, burning sensation in the eyes and also ear problems like noise induced deafness.

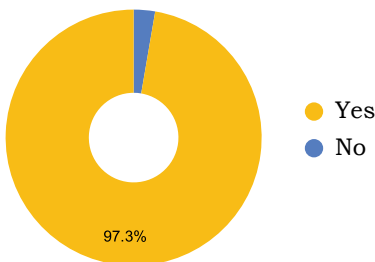
2. Which platform is used by your ward's school for conducting online classes?



Most of the schools are using Microsoft Teams, Zoom and Google Meet platforms for conducting online classes.

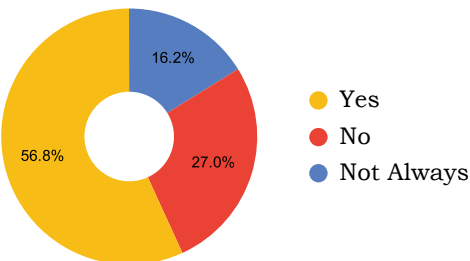
Analysis of the Responses of Parents on the Effectiveness of Evaluation Methods Used in the Case of Online Education at Primary Level (Class I to V)

1. Is the School conducting online examinations?



It is clear from the graph that 97.3 per cent of schools are conducting online examinations in their schools.

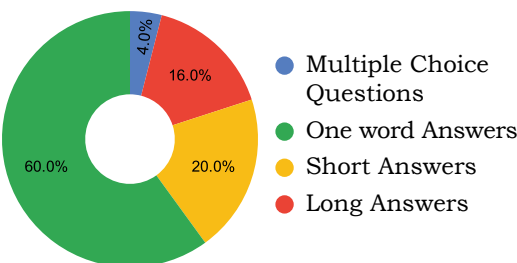
2. Is your ward able to manage examinations on the virtual platform?



The above pie chart shows that 56.8 per cent of children studying at primary level can manage their examinations themselves. 27 per cent cannot manage their examination themselves. This indicates that the schools can communicate with the children about the procedure to be

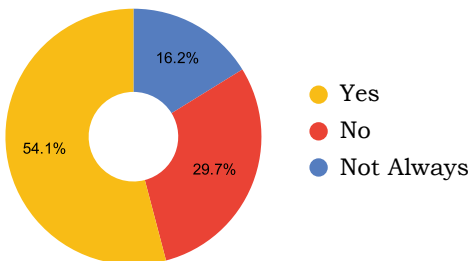
followed to attend the examination. They are going for mock tests and practice sessions for the students, so that their students can become familiar with the examination pattern and procedure of examination. These responses are very inspiring.

3. *What is the pattern of examination?*



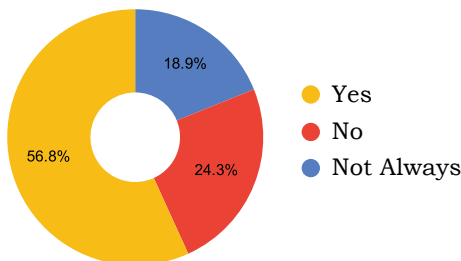
From the above pie chart, it is clear that most of the schools opt for multiple choice questions. Though multiple choice questions test a wide range of higher-order thinking skills and can cover a lot of content areas on a single exam and consume less time they often test literacy skills and provide unprepared students the opportunity to guess, and with right guesses, they get credit for things they don't know. It cannot always be used for evaluation purposes.

4. *Are you satisfied with the examination pattern?*



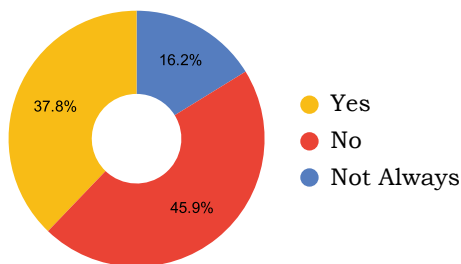
From the pie chart, it is clear that 54.1 per cent of parents are satisfied with the examination pattern, while 29.7 per cent are not satisfied. But we can also see that a large number of parents (16.2 per cent) are quite confused regarding the pattern of the examination, showing that there is still lack of confidence of parents in the pattern of examination.

5. *Are you able to track your ward's progress on a virtual platform?*



Nearly 56.8 per cent of parents can track their ward's progress on a virtual platform. 24.3 per cent are unable to track their wards' progress; this could be due to the interactive oral sessions conducted by most of the schools which gives a tentative view of the progress of their wards. Also, the formative and summative evaluation of students presents their progress. On the virtual platform, parents at home can see the interactions between teachers and students. The parents who are not always able to track their wards' progress are those with both the parents working and are mostly not present with their wards at the time of online classes, however they get to know their wards' progress through the test result.

6. *Are you satisfied with the academic progress of your child?*



Not even 50 per cent of the parents were satisfied with the academic progress of their ward. The major reason was the online nature of tests which supplemented with the text material (books, notes), were susceptible to cheating.

CONCLUSION

This study analysed the perception of parents on the 'Effectiveness of Evaluation Methods Used in Online Education at the Primary Level' (Class I to V) in the urban region of Prayagraj Uttar Pradesh. With the outbreak of COVID-19 most of the teaching-learning process has shifted from conventional offline classes to the online platform. This change was sudden and was implemented on the students from primary to higher level. As the children belonging to the primary level are too young to adapt to sudden changes, thus teaching and evaluating them becomes a challenging job for the school authority, teachers and parents.

From the study it is evident that the evaluation process is the

most challenging job at every end as the platform used for the online evaluation has many lacunas. First and foremost, the platform used for conducting the examination does not always align with every parent. As not every parent is a technocrat, it might lead to ambiguity. Most of the schools are using Multiple Choice Questions for the evaluation of students, which limits their scope of evaluation, as they have no room for subjectivity and don't produce any qualitative data, but solely quantitative. Also, online evaluation puts up a big question mark on the reliability of examination, as it is evident that a child taking tests at home can use unfair means during examination marking doubt on his performance. Most of the parents are not satisfied with their wards' performance.

SUGGESTIONS

There is always a scope everywhere for improvement in online evaluation. Some suggestions regarding this are as under:

1. Use of blended mode of learning for the future teaching-learning process which is an amalgamation of conventional offline teaching and virtual online teaching.
2. Use of concept-based questions and activity-based learning can somewhat reduce the child's urge for cheating.
3. Also, the platform used for online teaching should be such that the teachers can see all the students

- present in the virtual classroom.
4. Proper training should be conducted for students under supervision of their parents and teachers for the process of conducting online examinations with proper sample papers for practice.

Delimitation of the Study

The study will be delimited to the

parents whose wards are studying at a pre-primary level in public schools in the urban area in Prayagraj city of Uttar Pradesh only.

The perception of the parents of children belonging to primary level (Class I to V) will be investigated in terms of their satisfaction on the evaluation process being adopted by the school for their wards.

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