

# "Navigating Educational Challenges: Evaluating The Impact Of TV Channel-Driven Alternative Instructional Approaches And Parental Support For Government High School Students "

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## ARTICLE INFO

## ABSTRACT

Despite the fact that Kerala is ranked first in the most human development indices, the Covid 19 scenario has caused difficulty in the state's ability to manage similar situations. In Kerala, the government should have made more effort to ensure that internet access is available to everyone in the state, which creates a dilemma when it comes to delivering online education to children in government-run schools. Continuing children's education is unavoidable, and the Kerala government began school courses through television with a specialized education channel called Victors. This study aimed to assess the efficiency and impact of an alternate form of instruction offered to government high school students via television, as well as how parental support aided the children's educational success during and after the COVID-19 epidemic phase. The current investigation was carried out using an online survey of 80 government high school students. The study results revealed significant information, such as students' perceptions of the alternative mode of courses offered by government schools, as well as the extent of parental support that enabled them to transition to a new model of education. According to the study, 63 per cent of students are uninterested in taking lessons through television. In addition, the research found that 56 per cent of children had little support from their parents.

**Keywords:** Alternative Mode of Classes, High School Children, Parental Support, Covid19 Pandemic

## Introduction

The first documented instances of Coronavirus disease (Covid-19) occurred in Kerala-the southernmost state of India in the country in early February 2020. The first occurrences recorded were three medical students returning from Wuhan in China, the illness hub, and all three patients had a successful treatment within less than a month. Kerala has since been able to contain the spread of the virus through proactive protocols that seek to educate the general public about precautions to be taken without sounding unduly alarmist (Bestiantono et al., 2020). But the cases increased rapidly due to a sudden huge inflow of residents from overseas and other Indian states returning to Kerala took place from May 2020 onwards. (Government of Kerala, 2020; Rai, 2020).

Kerala's population is 859/km<sup>2</sup>, which is more than twice the national average, with the most migrants to India (Rajan, 2014), and the local health systems that previously were able to effectively manage the low infections are now overwhelmed by this sudden massive flow of overseas citizens, which has also forced the state to ease its containment and isolation policies. Soon there were more and more cases that were either unknown or found late. Through these carriers, the state then slid into the stage of transmission at Community level. (Anoop C. Choolayil and Laxmi Putran, 2020). This alarming trend prompted questions about Kerala's

pandemic control and management model efficacy. India was unable to halt the rising increase of new Covid 19 infections, despite three subsequent lockdowns. Brazil and the USA are being surpassed by India, which slowly emerges from the lockout, and has become the worldwide epicenter of the Covid 19 epidemic. (Jos Chathukulam, Joseph Tharamangalam, 2020). In order to control the spread of the COVID- 19 epidemic, most governments worldwide have temporarily shuttered educational institutions. Due the spreading of covid19 the school, colleges are closed. The closing of school and colleges is mainly for the social distancing and avoiding spreading of corona virus among the students. It created a great risk for the parents, teachers and the students (Akbulut et al., 2020). The continuous lock-downs that have taken place in the State of Kerala along with other states in India have stopped the education process in government-run schools up to plus-2. Schools are places of human connection and social activity. When schooling is over, many kids and young people lose important social contact for learning and development (UNESCO, 2020). However, the majority of higher education institutions, primarily private and aided sectors, have adopted different online communication tools, such as Google Meet, Zoom, Teams and other locally available apps.

The Kerala government Department of education decided to launch an alternate method of instruction for school students under the State curriculum under the title FIRST BELL via the VICTORS educational television channel, due to the lack of infrastructural facilities and adequate vision. Since these efforts are acceptable to deal with the demand for time, parents who work at home are also hard-working and are at the same time responsible for continuing the learning process of their children seamlessly during and after the COVID-19 phase.

While schools organise online classes to balance COVID-19 and education and follow the curriculum of academics, there are numerous difficulties in learning online at home. First of all, sitting at home is a major distraction that impedes the attention of your child while learning online. The youngster is vulnerable to several activities at home. He may not listen closely, or think about the other item after the lessons he intended to do.

Fully online learning needed greater contact between parents and teachers, engagement of parents in education and parent investment in the learning outcomes of children. Additional contact between home and school and a better knowledge of the parents and subsequent engagement in their children's learning appears to enable the parents to further develop their expertise in the capabilities and difficulties of their children. (Sean J., Paula J, et al, 2016)

Today, parents also participate in the education of children. The temporary closure of schools mostly affects the 8th, 9th and 10th classes, as these standard pupils require more concentration in the examinations.

If parents and children participate in learning activities, parent-child bonds are enhanced since they spend considerably more time together. These cases enable parents to soothe themselves by relieving pain and concern and participate in talks with their children to assist relieve their tension (Wang, G., Zhang et al, 2020), During these kinds of epidemics, government schools pursue alternative television instruction. Some points are for student improvement and social distance promotion. Some pupils can comfortably do not have alternative education. Thus, alternate-mode education plays a key role in the educational sector for children during this pandemic (Garbe et al., 2020).

Therefore, the goal of this small-scale study was to address these alternative models of education impacts and parental assistance to high school students.

The high school now follows one style of television communication. And the pupils have a lot to ask the teacher to answer their doubts. But it isn't 100% possible throughout this epidemic so that youngsters can only resolve doubts by their parents and classmates (Support et al., 2020)

### **Problem Statement and Research Question**

The school year has stopped because of the increasing outbreak of the corona virus. It largely affects children's life. adolescent children go out to meet friends for various purposes; our children aren't like this. While Covid 19 was concerned about the progress of our children, internet education and alternative learning are compatible with children (Anzani et al., 2020).

### **The objective of the study:**

- To understand the level of parental support for the continuous education of students.
- To find out effectiveness of alternative mode of Classes through TV channel

In this research study focused on find out the effectiveness of alternative model education provided by the government high school and the parental support on children during this covid19 pandemic.

The study hypothesises that good parental support can improve the efficacy of government high school students' alternative education during the cov19 pandemic.

### **Ethical Consideration**

During the whole investigation, ethical concerns were guaranteed. Through the social media platform, participants were provided with an informed consent message and invited to participate for the study,

recognising full rights of retraction and refusal. No data was requested, such as names, telephone, address and area or national identity numbers, which might display participants direct identify.

## Research Methods

### Research design

The current study was a quantitative research using description-based correlation as the major approach for evaluating data, especially descriptive (predictive). It is quantitative since the investigator is distant and seeks to become impartial and statistically draws conclusions (Lodico, Spaulding, and Voegtle, 2006)

### Context and Participants

The key purpose of the study was to find the effectiveness of alternative modes of classes provided to government high school children through TV channels and parental support during Covid19 pandemic. A convenient sampling method was used in this study. The sample of the study included 80 high school students: 43 female and 37 male. The online survey technique was used to gather data regarding the effectiveness of alternative modes of classes provided by the government and parental support. Closed end questionnaire was used to collect data. The data obtained through an online survey, it was analyzed using of Statistical Package for Social Science

### Research instruments

Authors with reference to literature have established the effectiveness of alternate method of delivery of class instruments (theoretical models and previous research). Besides the relevant personal information, the following components were included in this online survey instrument:

1. Interest of listening and learning the alternative mode of classes : It consists of 5 item questionnaire that solicits for the respondent interest in attending and listening the classes on TV. It is a 4 – point Likert-type scale, with anchors ranging from 1 (Never) to 4 (Always)
2. The level of understanding the topics taught: This also a 5item questionnaire that assess respondents level of understanding the topic taught in TV channel Classes. It is a 4 – point Likert-type scale, with anchors ranging from 1 (Strongly Disagree) to 4 (Strongly Agree)
3. The level of easiness of learning: A 5- item questionnaire that meant for assessing the level of easiness of understanding of the topic handled by the experts in the class
4. Chances of participation in the class activities: A 5 item questionnaire gauges the level of participation of opportunities and possibilities for participating in the class activities proposed in the class. A 4 point Likert - type scale assessment answerable by 1 (Never) to 4 (Always)
5. The amount of portions of subject covered in comparing to direct classes: The 5 item questions focused on getting the information about the level of portions covering by each expert classes on the TV. The rating is from by 1 (Never) to 4 (Always).
6. Level of supervision of teachers from student's own school : This also a 5-item questions to identify the extend of supervision and support provided by the teachers of the students own school in understanding and learning the topics delivered in the classes on TV Channel. It is a 4 point likert- scale answering 1 (Never) to 4 (Always).
- 7 . Level of parental support in attending the classes: This 10 – item survey measures the degree of parental support to children in the home to attending classes and in the whole leaning process. It is a 4 – point Likert-type scale, with options from 1 (Never) to 4 (Always).

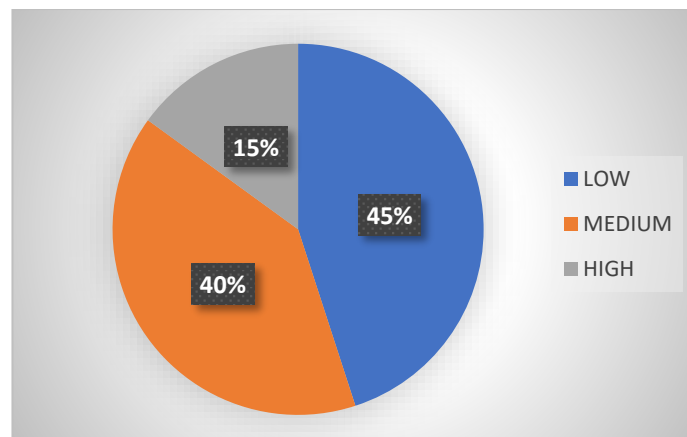
The researchers' online tool was content evaluated by professionals in education, statistics and research. The adequacy and appropriateness of objects is greatly appreciated. The researchers built it in a basic way and evaluated the collected data using descriptive statistics

## Results

The analysis of the results shows that among the respondents there is almost an equal representation from gender. (n=80) . 63% of participants are from 10<sup>th</sup> class followed by 8<sup>th</sup> and 9<sup>th</sup> classes with 20% and 17 % respectively.

### 1. Interest of listening and learning the alternative mode of classes:

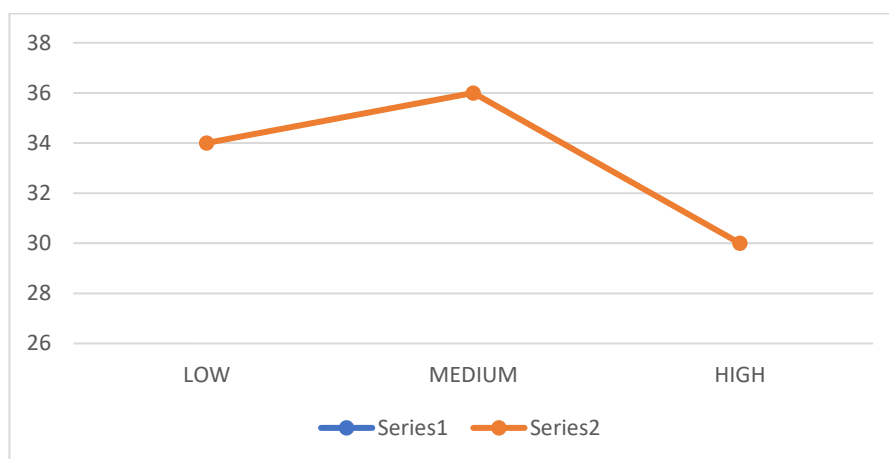
45% of students listening the classes on TV shows that low level of Interest and 40% shows moderate level. The remaining percentage (15%) have shows high level of interest in the classes delivered on TV channel .



**Graph 1:** Level of Interest of listening and learning the alternative mode of classes

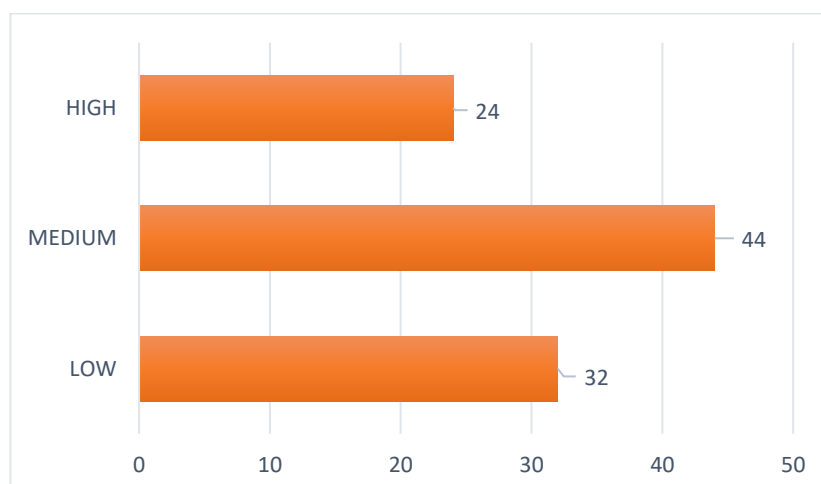
## 2. The level of understanding the topics taught

In this data, 34% shows low level in understanding the lessons taught through the TV channel, 36% have medium level understanding and only 30% of respondents have high level of understanding through the classes on TV. This shows that the most students do not understand lessons through the class on the television.



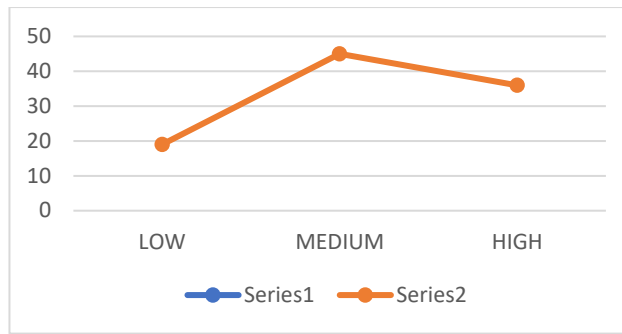
## 3. The level of easiness of learning:

The graph shows that 32% of respondents have low level of easiness in the learning process through the TV medium, 44% of medium level and only 24% were supporting the easiness in classes on television. This shows that the a majority of students have difficulty in learning classes through TV medium.



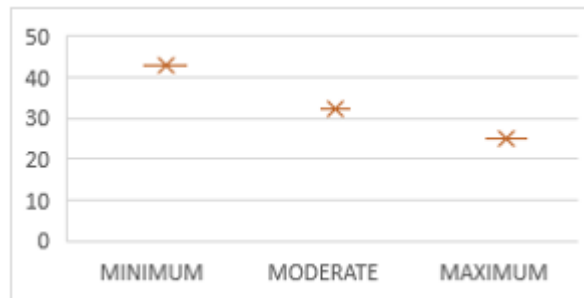
## 4. Chances of participation in the class activities

45% have medium level of participation, 36% shows high level and 19% low level of participation of participation in classes on the television



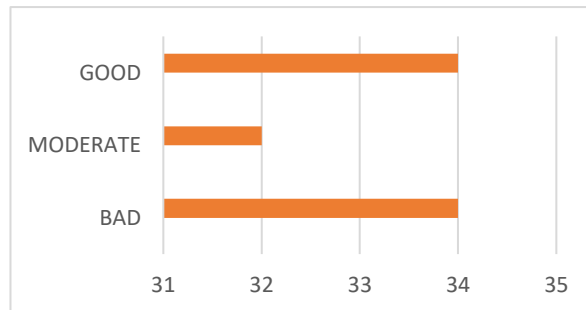
**5. The level of subject covered in comparing to direct classes:**

43% low level of portion covered, 32% medium level of portion covered and 25% is high level of portion covered. So this shows that the respondents opinion is the class on television is not covered all portions.

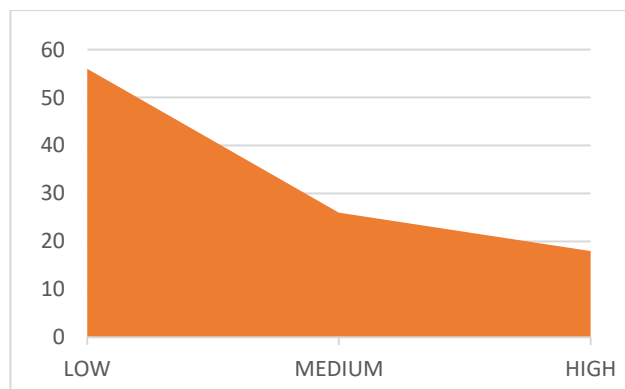


**6. Level of supervision of teachers from student’s own school**

The graph depict that 34% of students received bad supervision from the teachers of their own schools and the same percentage of students have got good supervision. 32% has received moderate level of supervision. From this, its clear that only 1/3 of students are getting good supervision and guidance from their schoolteachers during the pandemic period



**7 . Level of parental support in attending the classes:**



56% have received low level of support from their parents in attending class on TV. 26% have medium level and only 18% have received high level of parental supports.

So it clear those majorities of the children are getting less attention and support in attending Classes on TV during the pandemic period

## DISCUSSION

This is research shedding a light in to the efficacy of newly adopted mode of delivering classes during the 1<sup>st</sup> phase of Covid 19, for school children under the state syllabus in Kerala. The student's sudden changes in the offline to alternative mode class have resulted difficulty in understanding lessons through TV mode (Sciences et al., 2020). It's because the students should sit in front of TV and they have feeling discomfort and they losing concentration. In normal classes the students have got chances to participation to asking to their doubts directly to the teachers, conducting discussion with peer but during this situation the students have not getting face to face communication through the classes on TV. On TV, classes are only a one way communication and the students have not getting enough chances to ask or discuss in during classes. And it also causes students talents to asking doubts. In this study also revealed that the students have not getting enough guidance from their own teachers. They only were communicating through WhatsApp groups.

The parental support on the arrangement of facilities, creating amicable environment in listening and seeing the classes without external disturbance are showing very less in the study. Majority are not receiving such better support from their parents. This might be a reason for showing low levels of result in other components under study.

During the distance education students have not getting chances to their peers. And they only spend time in their home and using TV and mobile phones. Due to that the parents have responsibility to engage children with them. But the most respondents are showing parents are not supporting the children in any way. And it may cause children different way and causes addiction in many things like online games, substance use, over use of social media (B.P. Singh, 2014).

## CONCLUSION

Due to the spreading of corona virus, the schools, colleges and educational institutions are closed. It has given a negative impact in everyone's lives including students. Through the closure of schools, the digital media have created a major role in the educational sector. There are many applications are developed to creating platform for students to solving the educational barrier. The Kerala government has initiated government school students to chances of learning through TV. The study aimed to found the students interest in attending classes on TV, understanding of lesson taught, easiness of learning, participation in the class activities, level of portion covered, supervision of own school teachers and parental study. As per the research study majority shows low levels of results in all the factors considered for the assessment of the effectiveness of alternative mode of class delivery of school curriculum through TV channel. The parental support also very significant, which shows poor support to their children in all the factors considered for the study.

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