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ABSTRACT

The mishaps happening in online education can cost a lot to the students who are getting educated by it in many ways. Elementary students particularly suffer immensely in terms of health, safety due to the online mode of education. The education system for young kids is viewed as a sacred stage since it helps in imparting basic knowledge to a human being. Yet, there are many Initiatives to help the problem, but it is still not enough. The objective of this study is to find whether online education is fruitful for the elementary school, and to deduce how many hours is advisable for elementary class, also to find how much health is getting affected, likely also to see if gadgets is advised to provide to the elementary students, lastly to ascertain which mode of education is most preferable for elementary education. Unlike in the case of doctrinal research where the research is conducted on the basis of facts and data already collected in the library, archives and other databases, collecting or gathering information by a first-hand study into the universe, it helps the empirical research to be carried on. There are a total of 1005 samples collected with regard to this study. Hence, through these figures, we are able to understand that there is not much reception regarding online education for elementary students among the general public but truly they are at a confused level about which mode is truthfully the good one for elementary school students.

Keywords: Online, Education, Elementary, Students, learning.

INTRODUCTION

Online education is an illuminating delivery grid and a mode of education that includes any kind of learning that takes via cyberspace. And this online education is imparted for elementary school too, its content is a blend of online and offline learning, with hands-on materials provided. They have a learning coach for much of their school day. Online education among educational and research institutions are not entirely new, however the COVID-19 led to an undeniable change to the online edification, to no other way to opt for.

Elementary students learning under the aegis of online has both advantages and disadvantages, from aspects of costs and flexibility to aspects of socialising and quality imparted. The fact that an elementary school kid is tech-savvy is not of much surprise, while it's widely appreciated that they have learnt good computer and gadget knowledge, it is also a disquietude that, what they might learn from a field of unsure interweb. Elementary students enjoy immediacy in learning their concepts, breadth of the subject with comfort, and it helps them pace and ace the class as fast as they need to. However, they not only revealed these miles but also experience health and many issues such as fatigue and aches from prolonged classes for just a kid

But the government helps as much as they can to overcome the difficulties in times of emergencies like pandemics and catastrophes. At the start of the pandemic, our PM introduced a programme called PM eVIDYA In the Union Budget 2021-22, to strengthen the infrastructure of online classes, a programme was established named National Digital Educational Architecture (NDEAR). Not only during the pandemic. But even before that by 2017, SWAYAM, SWAYAM PRABHA and DIKSHA were introduced. Further, the Government of India provided a guideline for how many hours should an elementary school student be made to study through online classes, and there are also portals, notably ePathshala Portal which was made to have easier access to things which are not available easily in online education.

There are so many factors that affect the impact of online education on elementary school such as student roles and instructional tasks, it's observed that information is being overloaded for these kids, technological and

interface characteristics are also the factors that impact this, and context area experience. The respective grade's content is also a great significant factor, the teacher's characteristics are very much valued because this is when kids learn from others on how they should be and how to socialise. The learner's capacity, that is the elementary school students in this case, is also a main factor. A young primary school student must have social support and the main factor, none other than the technical support to access the online system of education.

The current trends of this topic of concern are flipped classrooms, bring your own device (BYOD), augmented classes, robotics for the children, a blend of both informal and formal learning, personalised learning, keeping the core of the education relevant and a redesign of learning spaces. There is also an adoption of MOOCs in India trend and method named Massive Open Online Courses which offers the flexibility to take selected and desired courses online without enrolling into that program or paying for an entire degree program. Classes from world class experts even for elementary school students, increasing optimization of learning and the critical role of AI in online education is also notable.

According to a report by UNICEF, merely 8.5% of school students in India have access to the internet, so it affects the number of elementary students learning on an online platform. Online education in India is only pursued by 1/3 rd of the children and only around 32%, children have on live online classes. Only over 65% of the parents say online learning is good for their wards(Shu cui..2021). The US is the leading and dominant country when it comes to online classes, and 2nd in place is INDIA, providing learning opportunities throughout Asia. China is next in the list with counting upto 70 online institutions, South Korea is leading the Asian pack in 4th place with their high speed internet access and 5th is Malaysia, though it is in 5th place, but being one of the smallest countries, it is thriving strong when it comes to the online system of education. The main aim is to find which mode is most preferable for elementary education.

OBJECTIVES

1. To find what effect online education has on elementary school education.
2. To determine whether online education is as fruitful as traditional mode of learning.
3. To ascertain whether giving the young minds with gadgets of unknown internet is safe & advisable.
4. To deduce which mode of learning is better for elementary school education

REVIEW OF LITERATURE

(Anna Sun, Xinfang Chen, 2016) in their study is to provide best practices for those who are planning to develop online courses to make informed decisions. How has online education evolved, what has proved effective in online technology? Online education is highly likely to grow but just an alternative.

(Shivangi Dhawan 2020) did SWOT analysis online learning method during covid-19, to view the growth of online learning startup apps, to provide suggestions. Descriptive method, ed-tech startups that grow during COVID-19 SWOT analysis. There's no way to access it, even if classes might not be effective, we need a high level of readiness, there is a need to study tech to solve the inconveniences.

(Sumitra pokhrel and Roshan Chhetri, 2021) investigated the Impact online learning and teaching process during the COVID-19, to summarise the challenges and options of online learning during COVID-19. Challenges, researching processes, options. Method and system of teaching for various stages of school should be explored, new policy and intervention is needed to improve, this learning online can be made effective when only explored and imposed more, needs improvement.

(Deepika Nambiar 2020) conducted a survey regarding teachers and students' perception and experience related to online classes. Participant demographic data analysis. Higher education is restricted in India to pursue and both faculty and students' perceptions are the same.

(Shailendra Palvia Et Al, 2018) explored the idea of an online/blended education system all over the world. E-education is getting tracked in almost every part of the world and is here to stay worldwide.

(Meixun Zheng Et Al, 2021) identified and understood students' acceptance of online learning. Survey results revealed that online courses were accepted by the students, and 80 % of them wanted to continue online instruction post pandemic.

(Jingyan Lu. Qiang Hao, 2014) in their study investigates how primary school students in China use the internet at home and the individual and contextual factors that influence their online activities. To bridge the gap between school and home learning environments, leverage opportunities for inspiring students to learn in both settings. Participants, data sources and data analysis, survey design. China needs more investments to make, inequalities in accessing the internet is not a problem in China, schools need to understand students preferences, online learning is essentially not the negative factor, parents play an important role in keeping the children in line.

(Gopalan et al., 2022) in their study obtainined the public opinion on the New Educational Policy of India 2020 and this study investigates the effects of the policy along with the prevailing educational conditions. The study also collected the opinions of academicians and the politicians regarding the policy which is a really a great

support to their study. The study has also proved a significant association between age and preference to awareness of the policy.
(Slamet Utomo, 2021; Tütüniş, Ünal & Babanoğlu) analysed the impact of online learning and how it is and how to implement it. External & internal influences, questionnaires, interviews, documents, data reduction, criticism of e-Learning and benefits of e-learning were analysed. Growth of technological skill, flexible time, internet and technology are lacking, online education is a necessary component of education in times like this.
(Nadeen Humzeh, 2021) found how online learning affects one's mental health and to find what limits the performance of elementary students. Students don't score the same as they did when they used traditional mode of education, mental health is poor and it affects the studying, resilience in emergent and creative communities.
(Hindustan Times, July 2021) investigated health related issues for children from on and education with 4,454 respondents. Negative behavioural changes in children, misusing gadgets, all kinds of fatigues and aches and even 22.7 % reported that they have insomnia.
Lack of interest, stress and anxiety level, fatigue is there or not from online classes. Eyesight problems, lack of classroom ethics, bad ergonomics, lack of physical activities (India Today, September 2021).
(Ram, G et al., 2021) This study is to determine the learning outcome and satisfaction of online education. Course design, instructor quality, prompt feedback, learner's expectations. Online class is good, even better.
(Mickey Shachar, 2010) in their study observed final performance in distance learning and normal traditional learning. Meta Analysis and ANOVA. Traditional programs suffered irreparable damages during periods of economic emergencies, their levels of support have eroded notably, and their quality did not improve at the same levels as online programs.
(J.J.Arias Et Al, 2018) in their study is to find the efficacy between online and face to face mode of learning. SAT math score is taken into account. Face to face students have relatively higher scores comparing online students.
(Hui Chun Chu, 2013) in their study investigated students' cognitive loads as well as their outcome of an infield mobile learning. To investigate the effect of web-based learning. Experiment procedure, measuring tools, learning environments, family strategies, cognitive load, formative assessment t-test. Did not achieve as much as they did in traditional more, high cognitive loads restricting students to perform well, students repeatedly got observed, with proper learning design online education could be better.
(Novi Hidayati, Badru Zaman, 2020) expected to find if the children need gadgets and parental solutions for the problem. Early childhood children, impact of gadget use, parental mediation strategy. Banning the use of gadgets is not necessary since they use it for good purposes like studies too, however it's parents responsibility to have control over their ward's gadget usage.
(Srinahyanti Et Al, 2019) This study is to determine the impact of gadgets on children i.e., use of a Smartphone Gadget in the Early Childhood. The higher the need to use a gadget for child, is online learning in most cases, must be accompanied by the ability to master the gadget itself.
(Jasmine Paul and Felicia Jefferson, 2019) This study is to find which method was effective, to have additional measures to determine in which one student's performance is well, and to make it serve as a backbone for future analytical studies. Chi square analysis, independent samples, t-test. Online learning can be easier for non stem students, online learning and courses are very flexible in many forms.
(Neuhauser C, 2002) This study is to compare two modes of learning style. The two modes were taught by the same teacher and used the same instructional system. Online education is as effective as FTF education.
(Allen E, Seaman J, 2010) conducted a study to research online education in the United States of America. The responses were from more than 2,500 colleges and universities nationwide. Every year, the percentage of enrolments increased and almost 30% is enrolled for online classes.
(Patrick S, Powell A, 2009) studied to ascertain the effect of K-12 online learning. Meta-Analysis. Good or better than FTF education.
(Swan K, 2003) in their study focused on interactiveness & other social aspects of students than their academic achievements. The result found they had Less interaction comparatively.
(Cui Et Al, 2021) This study is to study the attitudes of elementary school students and their parents toward online learning in China during the COVID-19. a 16 item questionnaire was established. Though having online education helps us fight COVID-19, it is not as satisfactory as traditional mode.
(Zoncita D. Norman, Ph.D, 2020) This study is to define face to face, distance and learning experience. Both are good when blended.
(M. Samir Abou El-Seoud Et Al) This study is to find whether e-learning motivates students. This paper concluded that the use of two way interactive measures of e-learning increases the drive of the undergraduate students.

METHODOLOGY

The type of research employed in this study is a mix of quantitative and qualitative methodology. A study carried out by collecting information by a first-hand study into the universe. The sampling method employed

here is a Multi-stage sampling method. A type of probability sampling which involves dividing the population into subgroups, and each subgroups having similar characteristics to the whole sample and again due to their large presence the individuals are systematically sampled from each cluster. The sample size of the study is 1005 respondents. The researchers collected data via questionnaire. The independent variables of the study are: Name, Age, Gender, Education, and Occupation. The dependent variables are: How do you feel about online class in general? Is online class as fruitful as traditional for elementary students? Is it safe to give gadgets of insecure cyberspace to the elementary students? How many hours should an elementary student take to study in online mode? Does online class affect the health of elementary students? & Which mode of education is preferable? The tools used are pie charts, percentage and cross tabulation with the help of SPSS software.

FIGURE 1

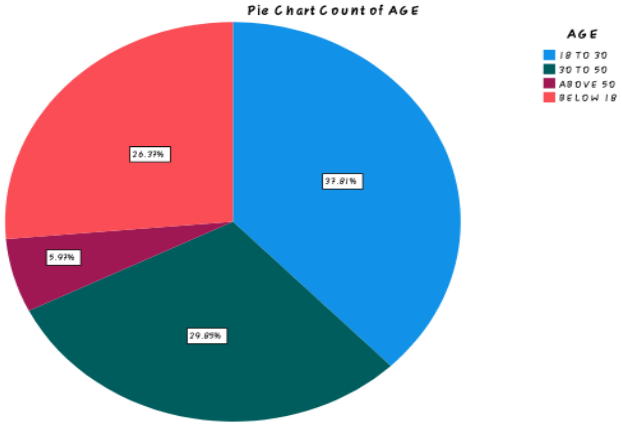

Fig.1: shows the age distribution of the respondents.

FIGURE 2

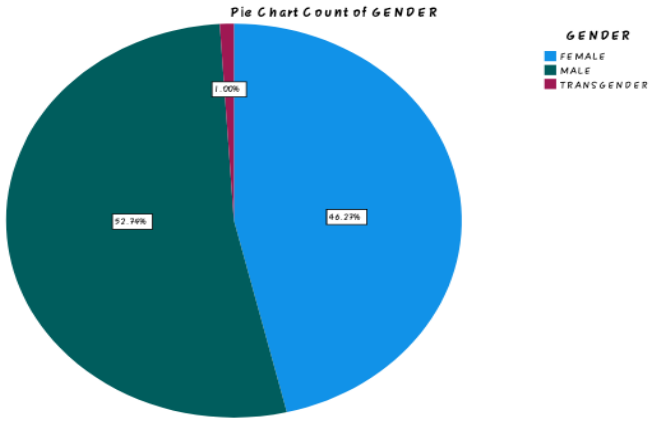

Fig.2: shows the gender distribution of the respondents.

FIGURE 3

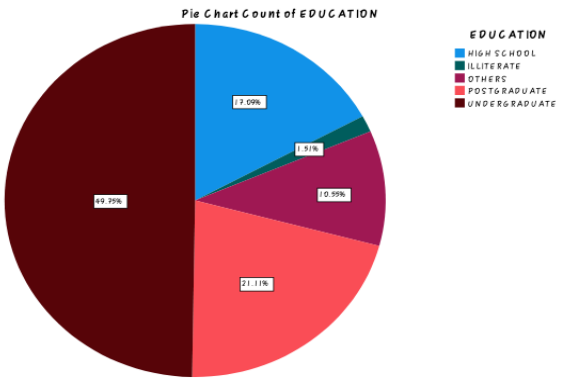

Fig.3: shows the education distribution of the respondents.

FIGURE 4

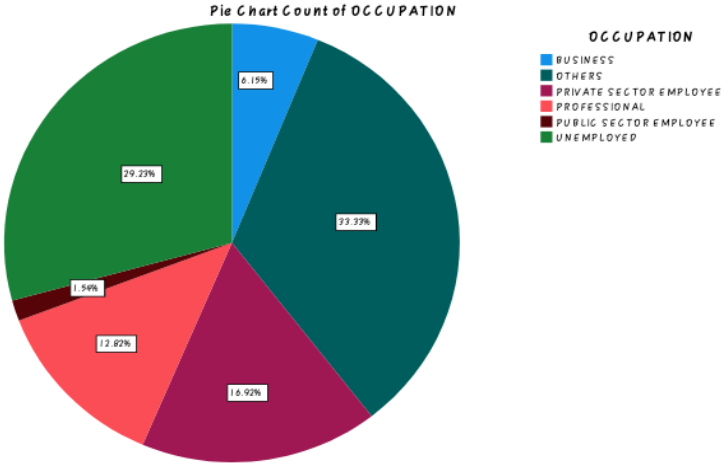

Fig.4: shows the occupation distribution of the respondents.

FIGURE 5

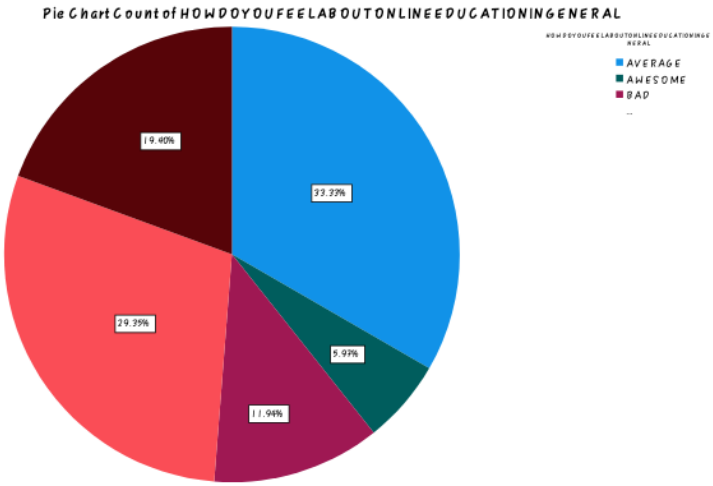

Fig.5: shows the distribution of the respondents regarding how they feel about online classes in general

FIGURE 6

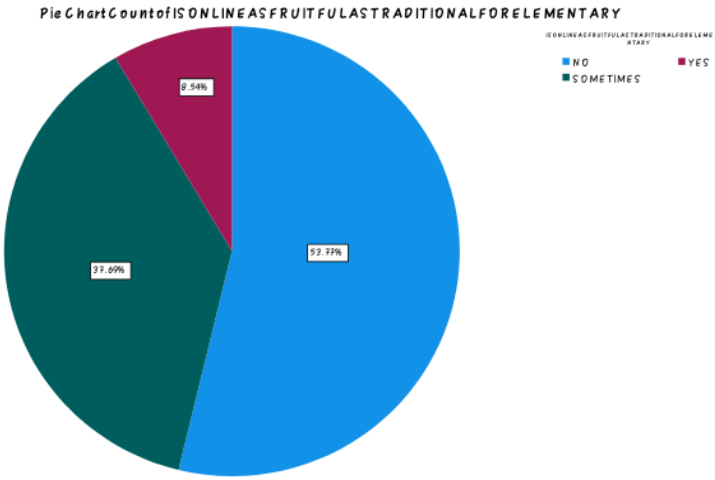

Fig.6: shows the distribution of the respondents regarding which mode of learning they think is fruitful, traditional or online.

FIGURE 7

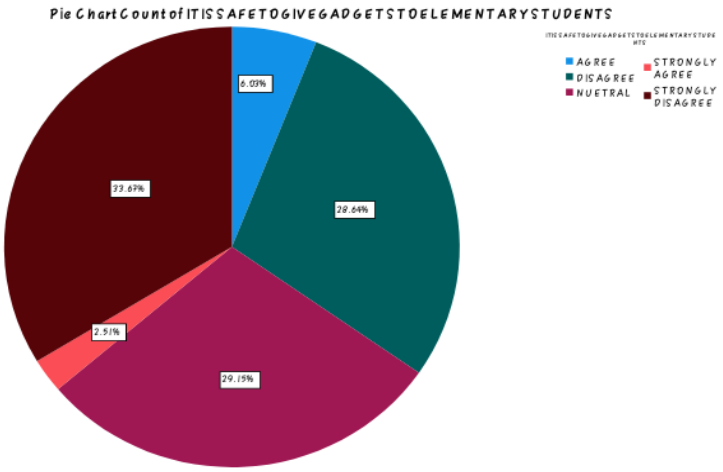

Fig.7: shows the distribution of the respondents opinion regarding giving gadgets of insecure cyberspace to the elementary students.

FIGURE 8

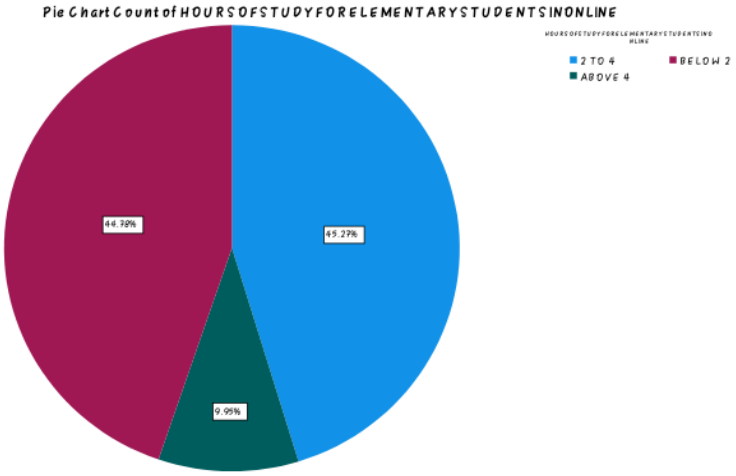

Fig.8: shows the distribution of the respondents regarding how many hours should an elementary student be made to study online.

FIGURE 9

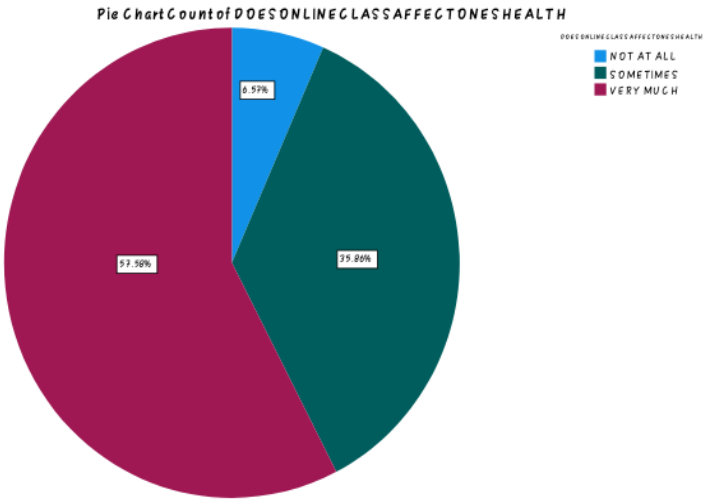

Fig.9: shows the distribution of the respondents regarding if online classes affect the health of its learners.

FIGURE 10

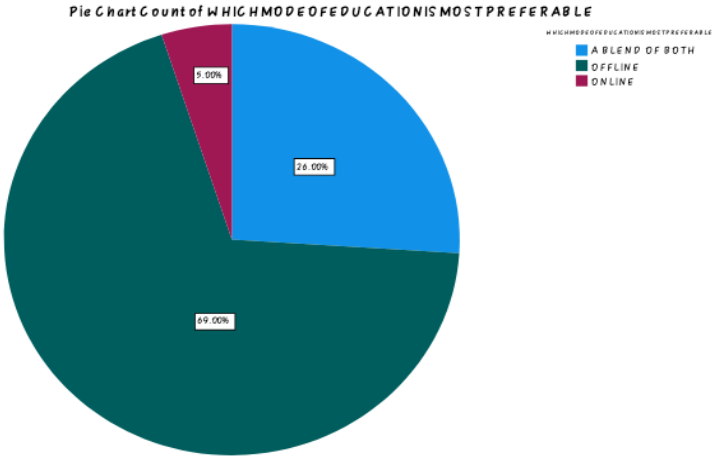

Fig.10: shows the distribution of the respondents regarding which mode of learning is most preferable.

FIGURE 11

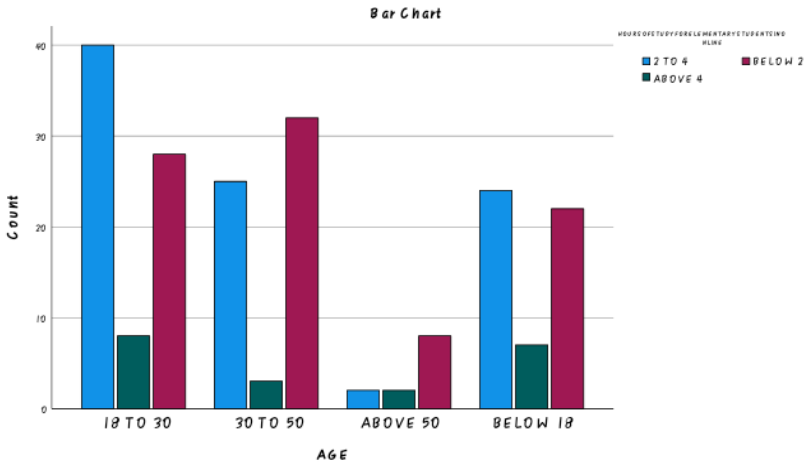

Fig.11: shows the cross tabulation between Age * Hours of study a elementary student made to study in online

FIGURE 12

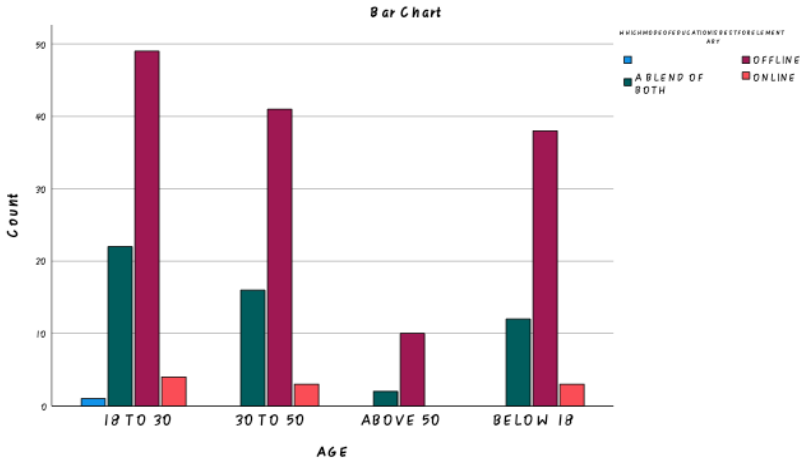

Fig.12: shows the cross tabulation of Age * Which mode of learning is preferable.

FIGURE 13

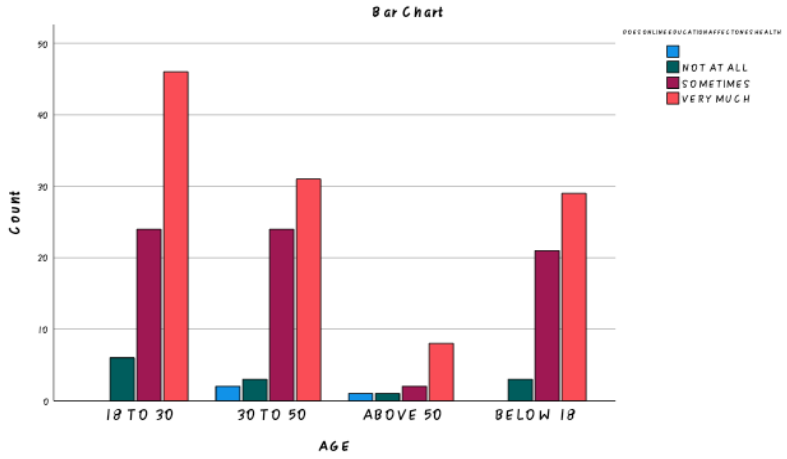

Fig.13: the cross tabulation of Age * Does online education affect one's health

FIGURE 14:

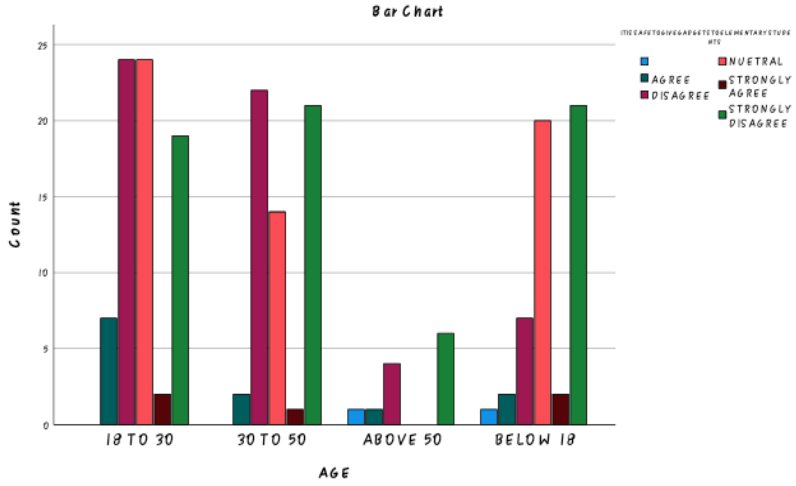

Fig.14: shows the cross tabulation between Age * Is it safe to give gadgets of insecure network to the elementary school students.

FIGURE 15

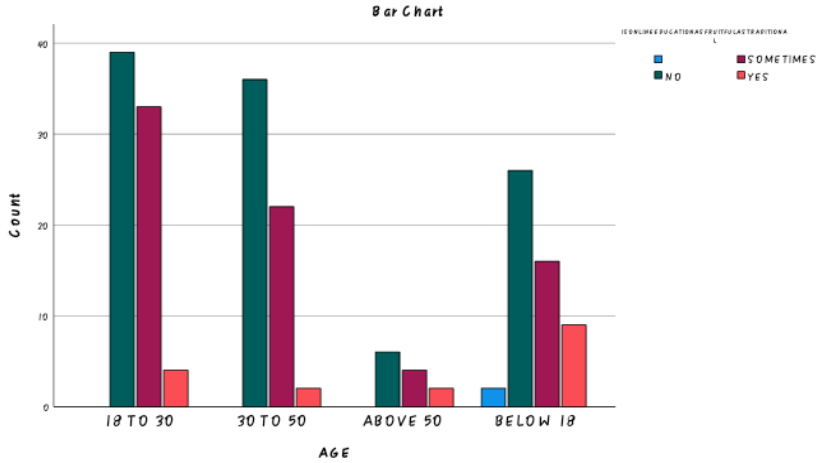

Fig.15: shows the cross tabulation between Age * Is online class as fruitful as traditional?

FIGURE 16

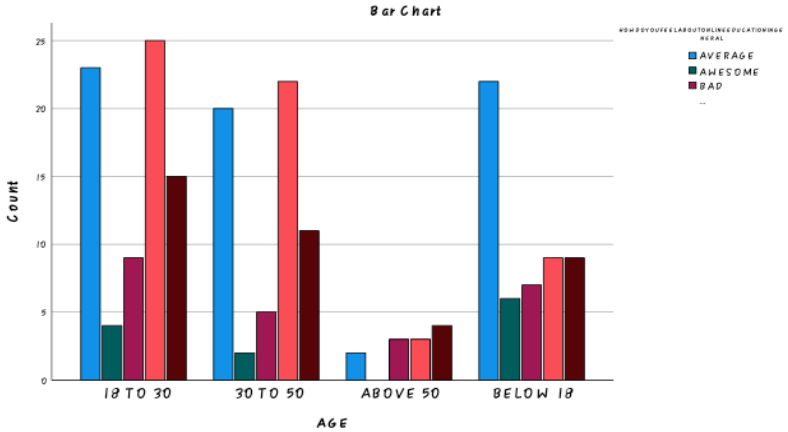

Fig.16: shows the cross tabulation between Age * what do you think about online class in general.

RESULTS

It is found that 26.37% of the respondents are below the age of 18. 37.81% are between the ages of 18 to 30. The category of 30 to 50 age group constitutes 29.85% respondents. 5.97% of the respondents are above the age of 50.(Fig-1)

It is found that majority is male with 52.73% and females constitute 46.27% of the respondents population and finally transgender respondents are of 1% in the survey. (Fig-2)

It is found that 17.09% are under high school category, undergraduates are 49.75% and 21.11% of postgraduates. Other educations are 10.55% and illiterates are 1.51%. (Fig-3)

It is found that 29.23% are unemployed and 6.15% of the respondents do business. Private sector employees are 16.92% and the public sector employees are 12.82% and 33.33% of the respondents do other occupations. (Fig-4)

It is found that 33.33% respondents say that the online class is average. 5.97% of the respondents agreed that the online class is awesome. 29.35% of the respondents say that the online classes for questionable. The respondents who say that the online class is good are about 19.40%. 11.94% respondents say that the online classes are bad. (Fig-5)

It is found that 8.54% respondents say that the online class is yes, fruitful. And 37.69% said that online classes are sometimes fruitful. 53.77% of the respondents agree that online is no, not fruitful. (Fig-6)

Only 2.51% respondents strongly agree that it is safe.

6.03% agree that it is safe. Over 29.15% of the respondents are neutral about giving gadgets to elementary students. 28.64% disagree that it is safe to give gadgets to the kids. It is strongly disagreed by 33.67% of the respondents. (Fig-7)

It is found that 44.78% of the respondents opine that the classes should be BELOW 2 HOURS. 45.27% respondents say that the class hours should be of 2 TO 4 HOURS. And 9.95% say that the classes should be ABOVE 4 HOURS. (Fig-8)

It is found that 57.58% of the respondents opine that the classes affect the student's health very much. 35.86% respondents say that the classes affect the health sometimes. And 6.57% say that the classes not at all affect the student's health. (Fig-9)

It is found that 5.00% of the respondents say that the classes should be online. 26.00% respondents say that the classes should be a blend of both. And 69.00% say that the classes should be taught in offline mode. (Fig-10)

It is found that the people between the age of 18 to 30 think the most that the classes should be between 2 to 4 hours. (Fig-11)

It is found that the people of age 18 to 30 think the most that the classes should be offline. (Fig-12)

It is found that the people of age 18 to 30 think the most that the classes affects the health very much. (Fig-13)

It is found that the people of age of 18 to 30 most feel neutral and disagreeing about giving gadgets to the elementary students. (fig-14)

It is found that the people of age of 18 to 30 most think that the online classes are not fruitful. (Fig-15)

It is found that the people of age of 18 to 30 think the most that the education imparted in online mode is questionable. (Fig-16)

DISCUSSION

Majority respondents are of the age of 18 TO 30. Minor to the above are the respondents who are between the age of 30 to 50. The next inferior category is the respondents below the age of 18. With the least respondents of

age of above 50. Most of them are male. Minor to males in count are female. The least responded gender are the transgender. Many of the respondents are undergraduates. Followed by the postgraduate completed respondents. Then the respondents are the ones who have either completed high school or are going through the course. Subsidiary to the above are the respondents who have other education. The least are the illiterate. The most respondents are employed in others category. Next to it the population is unemployed. Private sector employees are subsidiary to the above. Professionals follow the line. The ancillary to the above are the public sector employees. The least of the respondents are in the business field. Maximum no of respondents agree that the online classes are average. Ancillary to the above say that the classes are questionable. Next set of respondents say the online mode of education is good. Minor to the above say that the education is bad. And the least no of the respondents agree that the online classes are awesome. The respondents say it is average because online education has both pros and cons as like flexible timing and manageable schedule to zoom fatigue and understandability problems. Most say that the online classes are not fruitful for the elementary students. Minor to the above respondents say it's fruitful sometimes. And the least say it is fruitful. The respondents say it is not fruitful because it is not yielding marks and grades as it did in traditional offline mode. The majority strongly disagreed that it is safe. Minor to the above are neutral about providing gadgets to the elementary students. Ancillary to the above are disagreeing to give gadgets. Next set of respondents agree to provide gadgets. And the least strongly agree that giving gadgets to elementary students is safe. The respondents disagree to provide gadgets because the cyberspace is uncertain and unknown and the elementary children are very vulnerable to it. Most people prefer 2 to 4 hours. Lessened respondents to the above say that classes should be below 2 hours. And the least no of respondents prefer above 4 hours. The respondents say it should be 2 to 4 hours because having very less hours cannot impart education effectively and as same as that, having long hours may bring harm and confusion to the mental health. The majority of the respondents say that online education for elementary students affects the student's health very much. Lesser than the above say that it affects the health sometimes. Whereas the least say that it not at all affects the health of elementary students. The respondents have said so as, it affects the health very much because online classes effects in zoom fatigue and depression on to it's benefactors. Most of them prefer offline over other modes for elementary students education. Next big of respondents say that the classes should be a blend of both. While least people prefer online. Offline is chosen by many because it is evident that in times like pandemic and catastrophe, we need online mode but it is just an alternative in times of emergency. For effective education, for better health and results, the offline mode is preferable. Dominant part of the below 18 age group say that the classes should be 2 to 4 hours. Majority of the 18 to 30 of age respondents say that the hours should be 2 to 4 hours. Most of the 30 to 50 age group people say that the classes should be below 2 hours. Greater part of the above 50 age group opine that the classes should be below 2 hours. It's decisive that equal parts of the respondents are opining for 2 to 4 hours class and below 2 hours class. Dominant part of the below 18 age group say that the classes should be offline. Majority of the 18 to 30 of age respondents say that it should be offline. Most of the 30 to 50 age group people say that the classes should be offline. Greater part of the above 50 age group opine that the classes should be offline. It's conclusive that everybody agrees that the classes must be in offline mode for betterment. Dominant part of the below 18 age group say that the classes affects the health very much. Majority of the 18 to 30 of age respondents say that the classes very much. Most of the 30 to 50 age group people say that the classes are very much derogatory of the health of the elementary school students. Greater part of the above 50 age group opine that the classes affect the health very much. It can be understood that the classes affects the health of the elementary school students very much. Dominant part of the below 18 age group are strongly disagreeing about giving gadgets to the elementary students. Majority of the 18 to 30 of age respondents are neutral as well as is in disagreement about providing gadgets. Most of the 30 to 50 age group people are in disagreement about providing gadgets. Greater part of the above 50 age group opine strong disagreement regarding the matter. It's observed that most don't prefer giving gadgets to the elementary students. Dominant part of the below 18 age group say that the classes are not as fruitful as traditional learning. Majority of the 18 to 30 of age respondents say that the classes are not as fruitful as traditional learning. Most of the 30 to 50 age group people say that the classes are not as fruitful as traditional learning. Greater part of the above 50 age group opine that the classes are not as fruitful as traditional learning. Here everybody agree that classes are not at all fruitful as the traditional class. Dominant part of the below 18 age group say that the online classes are average. Majority of the 18 to 30 of age respondents say that the online classes are questionable. Most of the 30 to 50 age group people say that the classes are questionable. Greater part of the above 50 age group opine that the classes are good. It's decisive that most of them think elementary students studying in online is of questionable quality.

LIMITATIONS

The limitation of this study is that the questionnaire study of this study was only responded by the people and the researchers did not collect the data from the teachers and other executives/ management persons who are directly involved in the same system just like the students. The opinions of teachers about the effect of online education were not collected.

CONCLUSION

It isn't expressed that online education for elementary students is not preferred however while considering other factors such as how many hours the students should be made to study in online or whether it is fruitful as traditional or in pursuance education, the safety and innocence of students getting affected, or how it affects the health of students, online education possess a greater threat. Hence it requires a great deal of persistence and care in imparting the education. Education which is perhaps the noblest calling requires setting a domain which can impart effective, safe, efficient and robust schooling for its students. Numerous teachers and education imparters even the authoritative body once in a while neglects little things to be dealt with while conducting classes online which may bring about harms to the elementary students. Hence, through these figures, we are able to understand that there is not much reception regarding online education for elementary students among the general public but they are at a confused level about which mode is truthfully the good one for elementary school students. Hence, all the concerned parties (parents, teachers, students, education institutes, online platforms, etc) should be responsible for their own betterment.

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