

A gender based study at primary and secondary level in online teaching amid covid-19

*Salma Shaheen¹, Mukhtar Ahmad²

¹Associate Professor, ²Professor
Faculty of Engineering and Technology,
AMU, Aligarh, UP, India

Abstract: The spread of COVID-19 and the subsequent lockdown has disrupted the day-to-day life throughout the world for almost everyone. In order to minimize the loss of teaching for students online teaching was adopted. As a result, the education has transformed itself dramatically where now teaching is conducted remotely and on digital platforms. In this work, first the problems faced by students in general are enumerated and then followed by a survey that has been conducted in a coeducational senior secondary school wherein sections for boys and girls are separate. The survey was held for both primary and secondary sections just after the completion of online teaching of the academic year 2019-20. Based on students' feedback results are compiled and presented in order to draw meaningful conclusions and to find out the status of gender discrimination particularly in online teaching.

Keywords: Online teaching, Primary & secondary sections, Boys & girls, School

Introduction

The COVID19 has affected every aspect of life around the world including the education sector which has been hit particularly hard. More than 100 countries across the globe suffered complete shutdown of educational institutions, with UNESCO estimating around 900 million students affected by this closure [1]. The educational institutions have been closed since March this year, as a preventive measure to lessen the risk of contracting the virus [2]. The pandemic has exacerbated the inequalities in education across the world, especially in underdeveloped countries. The schools, colleges and universities were directed to go for online teaching to avoid disruption of the academic activities of students. Unfortunately, most of the schools and colleges which had never used online teaching were suddenly asked to teach via this mode, which almost meant 'just complete the syllabus on time.' This resulted in tremendous hardship to teachers as well as to students. In this paper, a study has been made to determine the gender discrimination effects in online teaching for both primary and secondary sections of a school.

However different categories of students faced different problems, but there were certain issues which were faced by all categories of students equally. And there were certain problems which affected different categories differently. Some students without reliable internet access and/or technology struggle to participate in digital learning [3]. The problems are understandably more for underprivileged students who are not able to make arrangements for any online gadget(s).

Observations and Results

In this work, data has been collected from a senior secondary school in Aligarh during the period of COVID-19 pandemic when online teaching and learning process was in full swing. The sample size for this work is 1051 students. In this school most of the students belong to low and medium income group. This school is offering education to both teen age boys and girls. Feedback has been collected from both primary and secondary sections consisting 450 and 601 students respectively. It should be noted that in both primary and secondary levels 'A' sections are for girls and 'B' and 'C' are for boys. Also in all classes of primary sections there are only two sections A and B. Class wise list of students for primary section using mobile, tablet and laptop is given in Table 1 and percentage of girls and boys having mobile, tablet and laptop is given in Table 2.

Table1. Primary Section
Class wise List of Number of Students Using Mobile, Tablet and Laptop

S. No.	CLASS	Total Strength	Mobile Used	Tablet Used	Laptop Used	Not Using Any Device
1.	I-A	40	40	-	-	-
2.	I-B	39	30	-	01	08
3.	II-A	42	41	-	-	01
4.	II-B	43	43	-	-	-
5.	III-A	40	36	-	03	01
6.	III-B	38	34	-	-	04
7.	IV-A	42	39	-	01	02
8.	IV-B	41	39	-	02	-
9.	V-A	40	35	-	05	-
10.	V-B	40	33	-	-	07
TOTAL		405	370	-	12	23

Table 2. Primary Section
Percentage of Girls and Boys having Mobile, Tablet and Laptop

S. No.	Class of study	Total girls student participated (Sections A)	Girls student having mobile, tablet, laptop	Percentage of girls having mobile, tablet, laptop	Total boys students participated (sections B)	Boys students having mobile, tablet, laptop	Percentage of boys having mobile, tablet, laptop
1.	I	40	40	100	39	31	79.48
2.	II	42	41	97.61	43	43	100
3.	III	40	39	97.5	38	34	89.47
4.	IV	42	40	95.23	41	41	100
5.	V	40	40	100	40	33	82.5
	TOTAL	204	200	98.03	201	182	90.54

For primary section, as depicted in Table 1, it has been observed that for some classes like I, II and V more girls have resources for online learning while in class II and IV more boys have gadgets for online learning.

It may further be concluded as overall for primary sections, 7.49% more girls have resources for online learning as compared to boys.

Class wise list of students for secondary section using mobile, tablet and laptop is given in Table 3 and percentage of girls and boys having mobile, tablet and laptop is given in Table 4.

Table 3. Secondary Section
Class-wise List of number of students using Mobile, Laptop and Tablet

S. No.	Class	Total Strength	Mobile Used	Tablet Used	Laptop Used	Not Using Any Device
1	VI-A	38	37	-	01	-
2	VI-B	48	38	-	01	09
3	VII-A	41	31	05	03	02
4	VII-B	48	35	-	04	09
5	VIII-A	40	32	01	06	01
6	VIII-B	35	29	01	01	04
7	VIII-C	34	31	-	-	03
8	IX-A	40	33	04	-	03
9	IX-B	35	35	-	-	-
10	IX-C	38	29	04	01	04
11	X-A	43	35	-	06	02
12	X-B	40	34	-	03	03
13	X-C	37	32	-	03	02
14	XII-A	26	21	02	02	01
15	XII-B	31	24	02	03	02
16	XII-C	27	21	-	06	-
	TOTAL	601	497	19	40	45

Table 4. Secondary Section
Percentage of Girls and Boys having Mobile, Tablet And Laptop

S. No.	Class of study	Total girls student participated (Sections A)	Girls student having mobile, tablet, laptop	Percentage of girls having mobile, tablet, laptop	Total boys students participated (Sections B & C)	Boys students having mobile, tablet, laptop	Percentage of boys having mobile, tablet, laptop
1.	VI	38	38	100	48	39	81.25
2.	VII	41	39	95.12	48	39	81.25
3.	VIII	40	39	97.5	69	62	89.85
4.	IX	40	37	92.5	73	69	94.52
5.	X	43	41	95.34	77	72	93.50
6.	XII	26	25	96.15	58	56	96.55
	TOTAL	228	219	96.05	373	337	90.34

In Table 4, class XI is not included because there were no new admissions for the academic year because of the disruption caused by the pandemic.

For the secondary section of the school, as tabulated in Table 4, class VI, VII, VIII and X more girls have resources for online learning while in class IX and XII there is a difference of fractions only.

From the above data it can be revealed that for secondary section of the school 5.71% more girls are having resources for online learning than boys.

Conclusions

From this study, it can be observed that in both the primary and secondary sections more percentage of girls i.e. 7.49% and 5.71% respectively are having gadgets like mobile, tablet, laptop as compared to boys.

Since girls are leading in terms of having online gadget therefore, the concept of gender discrimination doesn't apply for this particular school. It also shows that parents are paying equal attention for their girl's child education also.

For overall growth and development of our country, it is important that parents should think seriously and make all possible arrangements to educate their child irrespective of their gender. It is important to create awareness among rural areas that girl child education will equally help them in improving the current social and economic status of themselves as well as for their families.

References

- [1] M Nicola, ZAlsafi, C Sohrabi, AKerwan, A Al-Jabir, Ciosifidis, M Agha, and R Agha, "The socio-economic implications of the coronavirus pandemic (COVID-19): A review", Elsevier Public Health Emergency Collection, 2020 Jun; 78: 185–193, Published online 2020 April 17.
- [2] <https://www.thequint.com/voices/opinion/online-teaching-amid-covid-19-brings-out-digital-divide-in-society>
- [3] <https://www.weforum.org/agenda/2020/04/coronavirus-education-global-covid19-online-digital-learning/>

