ISSUES IN ONLINE EDUCATION OF SCHOOL CHILDREN IN SRI LANKA IN THE FACE OF COVID -19 PANDEMIC

..A Report on Online Survey Findings..

ISSUES IN ONLINE EDUCATION OF SCHOOL CHILDREN IN SRI LANKA IN

THE FACE OF COVID-19 PANDAMIC

2021

..State Ministry of Women and Child Development, Pre-Schools & Primary Education, School Infrastructure & Education Services..

Forward

Promoting and protecting the rights of the child and rebuilding their lives for the betterment of the country are some of the most sensitive and paramount themes that need to be addressed with the onset of the Covid - 19 pandemic.

The negative impacts and influence of the Covid-19 pandemic situation are witnesses to the many issues, and complexities that can occur especially among the children in early childhood, and school-aged. Due to this, with the core intention of providing reliable data on this issue to policymakers, planners, and other necessary stakeholders in the field, this State Ministry conducted an online rapid survey to find out the causes and consequences of problems that may arise in the online education of school children.

Establishing a secured and protective environment for the Nation is clearly perceptible in the National vision statement of the country-"Vistas of Prosperity and Splendor". Further, the Vision statement of this state Ministry, and assigned top priorities as per the gazette notification urged on to ensure the rights and protection of children from all aspects of vulnerabilities, and to mitigate such environments. Similarly, all other child related international treaties, obligations, and agreements including Sustainable Development Goals- SDGs, encouraged the development of child friendly environment in the country.

Therefore, this survey was conducted by the Planning and Information Technology Division of the Ministry with the support of the officials attached to District and Divisional level under the leadership of District Secretaries and Divisional Secretaries.

The content and findings of the report are based on the primary data of the survey and it is hoped that these survey findings will be used by all interested parties for further study and potential planning and policy development in similar nature.

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State Ministry of Women and Child Development, Pre-School & Primary Education, School Infrastructure & Education Services

Acknowledgement

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HIGHLIGHTS

1100
Total Number of Students

57%
Total Number of Female Students

43%
Total Number of Male Students

14% (1-5)

31% (6-11)

55% (12-13)

% of Students by Grade Category

48%
Watch TV

19%
Computer Games

% of Students by Leisure Time

96%

% of Students by Device Ownership

82%

12%

Device Used for Online Education

96%

Steps Taken to Prevent Internet Misuse

63%

Availability of Internet Access

98%
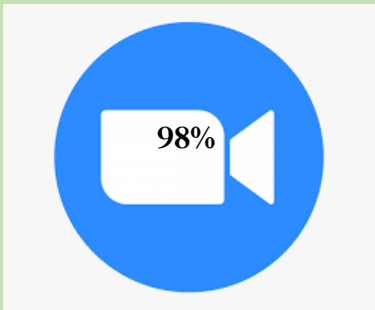
Most Popular Online Platform

51%

% of students who Encountered Problems

68%

Person Supervised while Online

20%

Problems Due to External Parties

43% **24%**
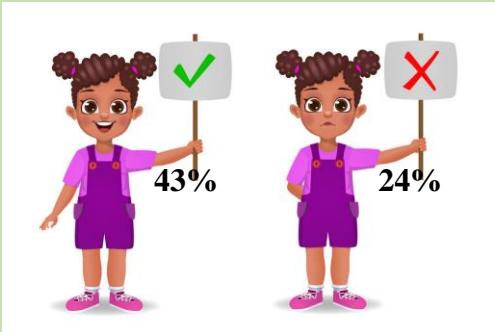
Student Perception of Online Education

CONTENTS

List of Figures

1   INTRODUCTION

The global pandemic of COVID 19 has caused many unforeseen problems in human lives and has severely restricted human behavior around the world. This situation has had a significant impact on socio-economic, cultural, and all other aspects. These changes have had an irreversible effect, especially on the childhood and education of children. In the midst of the hardships caused by the pandemic, schools in many countries were closed, but education was largely accessible through the internet, and the children have continued their education at home by online education. This unprecedented exercise in online education has made a significant difference to all school children around the world. Sri Lanka has been facing this situation since the early part of 2020. It is unacceptable that children as well as parents had a good understanding of how education is conducted online in this unprecedented situation.

Numerous surveys and articles on the subject have revealed that studying online can cause problems for school children. However, there are less credible and accurate evidences to prove the gravity of the issue and there is less scientific report on how students are handling the present situation with respect to online education. Furthermore, the lack of precise and complete data makes it difficult to build accurate decisions in this regard. Therefore, the State Ministry of Women and Child Development, Pre-Schools & Primary Education, School Infrastructure & Education Services has carried out online rapid survey of 1100 school children representing grades from   1-13 in selected 13 districts of the country in October 2021. This study aimed to investigate the problems faced by School children in the online education process, which has been implemented during the Covid-19 pandemic.

1.1   Objectives

Accordingly, this paper presents the outcome analysis of said rapid sample survey, with the following main and sub objectives;

Main Objective:

- To identify the issues faced by school children due to online education after closer of schools with the onset of COVID 19 pandemic in Sri Lanka.

A Rapid Survey Analysis Report on Online Education among School Children

Sub Objectives:

1. To identify the psychosocial and health issues among school children.
2. To understand the extent of vulnerability towards online harassment and violence against children.
3. To measure the status of online facilities used for online education of children.
4. To provide the suggestions and recommendations for child friendly and meaningful online education for school children.

1.2   Scope and Coverage

This report presents the result of a rapid survey of school children's experience in grades 1 - 13 (ages 6 - 19; N = 1100) in relation to online education during the Covid - 19 pandemic situation. This survey was done through the internet via district and divisional level officers working under the State Ministry of Women and Child Development, Pre-School & Primary Education, School Infrastructure & Education Services, and the children participated voluntarily for this. A detailed questionnaire, comprising of 35 questions was designed in both Sinhala and Tamil languages.

2   METHODOLOGY

The survey was conducted online between October 21 and 30, 2021, and the questionnaire was distributed to fficers working in the District and Divisional Secretariats assigned to our Ministry in selected districts via a Google form. Through them, the questionnaires were distributed online to randomly selected school children studying in the respective districts. Accordingly, 1100 school children were selected for this survey and a rapid ssurvey was conducted. For ease of conduct and analysis, this study was intended to be limited to a sample of selected students from 13 districts in Sri Lanka. Children studying in government schools as well as private schools in Sri Lanka have been selected for this sample. This survey includes school children between the ages of 6 and 19 and the sample size is 1100. For this purpose, the purposive sampling technique, one of the non-probable sampling techniques, was used. Selected districts for the sample are marked in dark pink on the map. Although the questionnaire was sent to the Northern and Eastern areas to proportionately balance students of all nationalities, no relevant information was received from Mannar District.
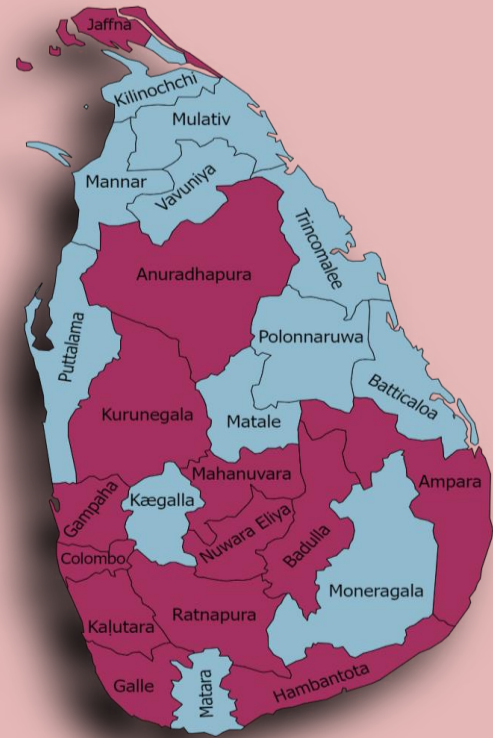
2.1   Questionnaire

A rapid survey on online education was conducted among school children and included 35 questions targeting the following areas and presenting the results through this survey report. This questionnaire was originally prepared in Sinhala and translated into Tamil medium for Tamil children living in the Northern and Eastern provinces. The English translation is attached to this report as an annexure.

  1. Socio-Demographic

2. Spending time on online education

3. Spending time on extra curriculum activities

4. Technology and devices.

5. Problems faced due to online education.

6. Monitoring and safety

7. Student perception on online education.

2.2   Pilot Study

Prior to the main survey, a pilot survey of 25 participants was conducted (the results have not been presented) to test the reliability and validity of the questionnaire. Certain respondents proposed some suggestions to be included in the questionnaire. Some have pointed out certain recommendations and changes to be made. Certain respondents have mentioned to raise close – ended questions other than open – ended questions. Based on these suggestions and recommendations, the questionnaire was restructured. Having done so, the amended questionnaire was delivered among all respondents. As a result, it was able to collect genuine data in respect of online education.

2.3   Reliability & validity checking

For getting more clarification regarding questions included in the questionnaire the reliability and validity of questionnaire was checkout with the aid of well-known Cronbach alpha.

Cronbach's Alpha	N of Items
0.813	35

All the variables are found reliable, that is, the value of alpha greater than 0.7, and the Cronbach's coefficient alpha for this research was calculated to be 0.813 after a total number of 35 items was calculated.

2.4 Data Collection

The survey questionnaire was sent by e-mail to the field officers attached to our Ministry in the following 13 districts, and the data of the children studying in the schools in those districts was collected according to the questionnaire. There were in total 1,100 responses, from 13 districts from Sri Lanka. Responses were coded and collated in MS Excel, and further analyses were conducted in SPSS 21. All statistical tests were conducted at 0.05% significance level.

2.5 Data Analysis

Quantitative data collected for this survey were analyzed by SPSS and Microsoft Excel. The students/ respondents who participated in this survey are divided into 3 grades groups for ease of analysis: 1-5 grades, 6-11 grades, 12-13 grades. The reason is that we expect differences between these bins, since typically 1-5 children have one main teacher, in grade 6-11 additional teachers are introduced, and 12-13 times required for the learning. Also, curriculum demands, and the number of school subjects grow considerably between grades 6-11 and 12-13. Finally, primary education involves grades 1-5 in Sri Lanka education System, secondary education involves grades 6 -11 and advanced level education involves grades 12-13.

2.6 Ethics

The data was collected without any personal information and the confidentiality of the data was protected by not sharing any of the information collected with other parties.

2.7 Limitations of the study

Limitations of the Study

1. Considering the existing COVID Pandemic prevention/control criteria, data is collected individually and not in groups.
2. Guidelines issued by the Ministry of Health to protect against the COVID outbreak were strictly adhered during whole process of the survey.
3. The survey was completed within small time fame due to the current importance of the matter.
4. In data collection of students below the grade 5, the officers attached to this Ministry working in the District and Divisional Secretariats were properly trained and used as interviewers. Above the grade 10, the questionnaires were filled by the students themselves.

5. A separate survey will be conducted for children with special needs in the future, and information on such children was not be included in this sample.

6. This study is only on school children currently receiving online education. Information related to online education before 2021 was not considered.

7. This questionnaire targets only school aged children. The data on preschool and university students was not included.

8. The use of recorded educational material is not considered as online education. Therefore, educational information on CDs, Pen-drives, DVDs, and videos was not be entered.

9. The sample size was limited to 1100 due to practical reasons and that could have prevented rarely occurring issues being observed.

3   SURVEY DATA REPRESENTATION & ANALYSIS

This chapter discusses the problems faced by school children due to online education in the face of the COVID-19 pandemic - 2021 and other analytical information revealed by this rapid survey.

3.1   Descriptive Statistics

This section presents a detailed analysis of the sample obtained for this survey.

Figure 3.1: Percentage of Students by Medium
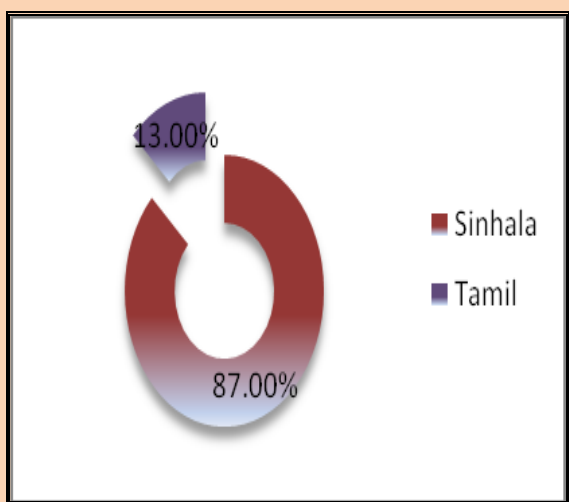
Figure 3.1 shows the total number of respondents and accordingly, out of 1100 respondents in the sample, 87% *(n= 957)* belongs to the Sinhala medium and 13% *(n= 143)* belongs to the Tamil Medium.

Figure 3.2: Percentage of Students by Districts

Figure 3.2 shows the percentage of students by district. The percentage of students who responded to the questionnaire from the districts selected for this survey was Rathnapura- 7%, Nuwara Eliya- 3%, Kurunegala- 18%, Kandy- 10%, Kalutara- 7%, Jaffna- 7%, Hambantota- 4%, Gampaha- 7%, Galle- 5%, Colombo- 11%, Badulla- 2%, Anuradapura- 9%, and Ampara- 9.1%. Accordingly, the highest percentage of students in the sample represents the Kurunegala District and the lowest percentage of students represents the Badulla District.
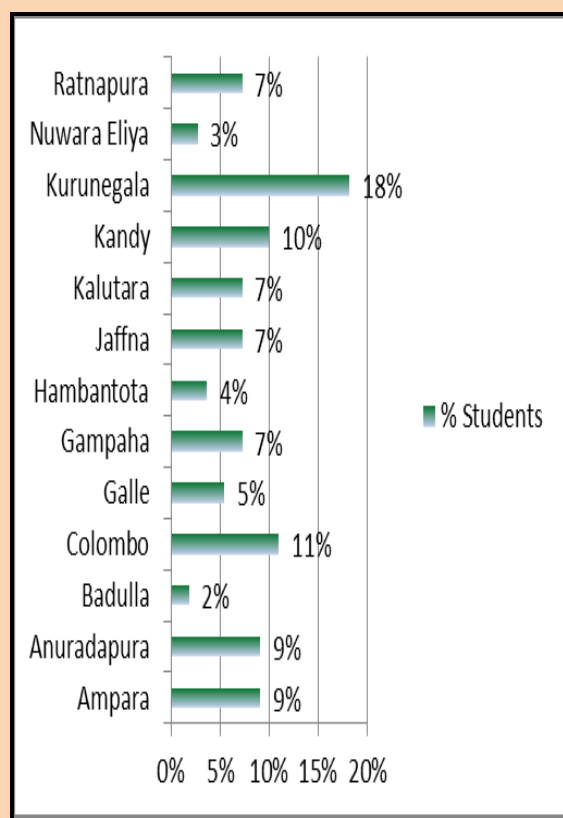
Figure 3.3: Percentage of Students by Gender
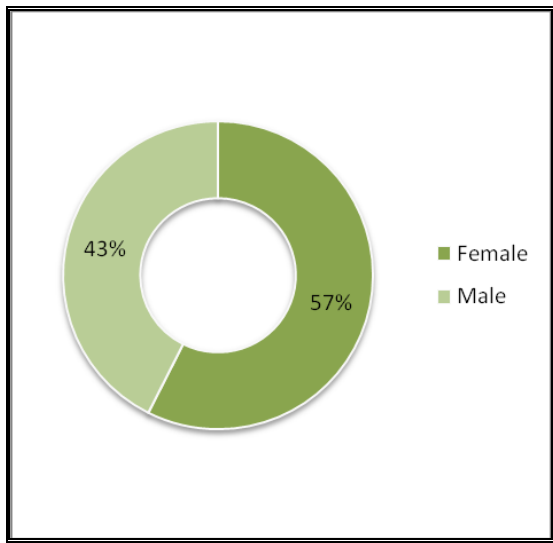
As shown in Figure 3.3 above, 57% of the total samples were girl students and the remaining 43% were boy students.

Figure 3.4: Percentage of Students by Age Category
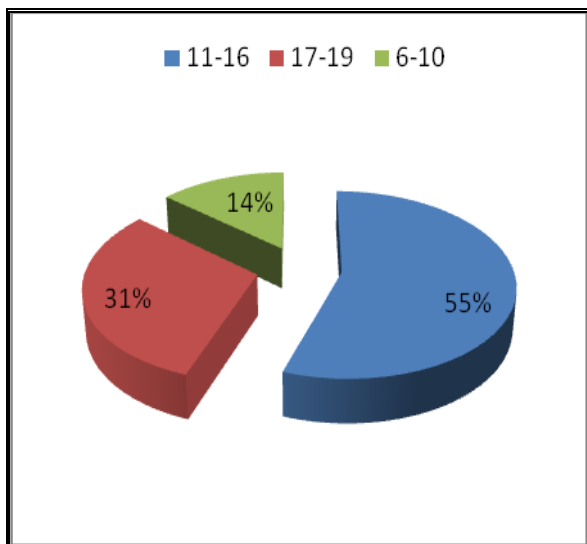
Out of 1100 respondents in the sample, 14% belongs to the 6-10 age group, 55% to 11-16 age group, and 31% to 17 -19 age group. This shows that the majority

of children in the 11-16 age group participated in the survey.

Figure 3.5: Percentage of Students by School Type
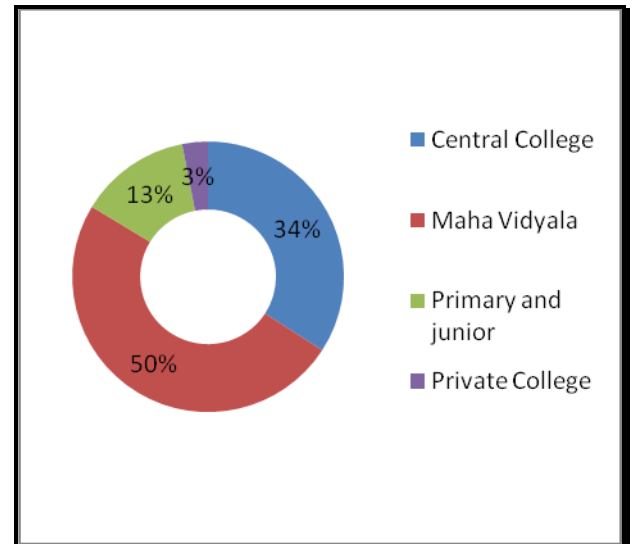
3% of the survey participants were private school students, 13% primary and junior school students, 34% Central College students and 50% Maha Vidyala students.

Figure 3.6: Percentage of Students by Grades
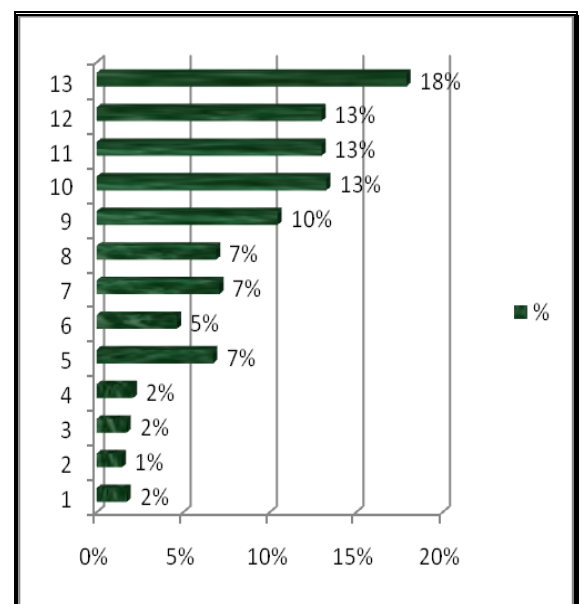
The Figure 3.6 shows that the majority of the participants in this survey are students in grades 13, 12, 11 and 10.

Figure 3.7: Percentage of Students by Medium of Education
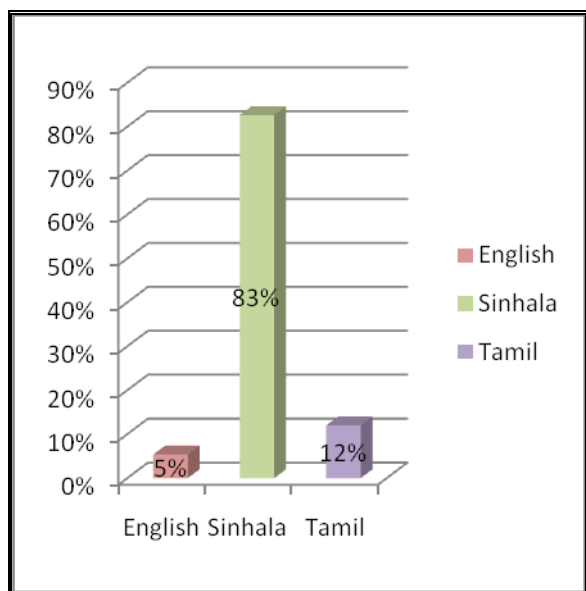
According to Table 3.7, 83% of the survey participants were studying in Sinhala medium and 12% and 5% in Tamil and English medium respectively.

Figure 3.8: Percentage of A/L Students & Other Grades
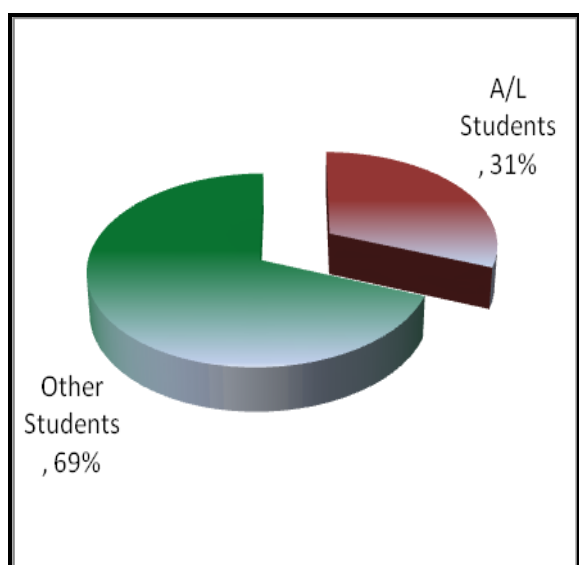
According to Table 3.7, 31% of the survey participants are A / L students and the rest are grade 1 - 11 students.

Figure 3.9: Percentage of Students by A/L Subject Stream
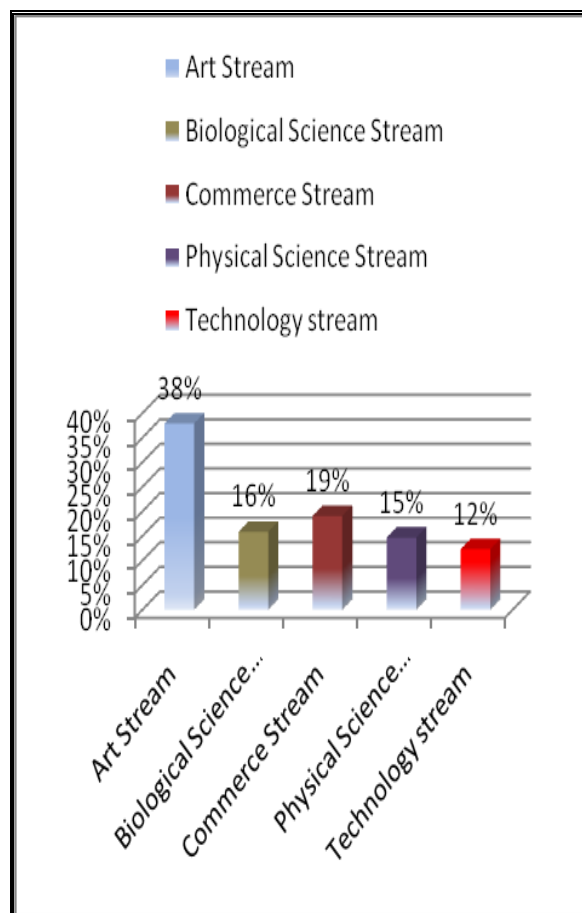
31% of the survey participants are A/L students and out of them 38% of them are studying Arts stream, 19% Commerce stream, 16% Biological Sceince Stream, 15% Physical Science Stream and 12% Technological stream. Thus, it appears that the majority of A/L students participating in the survey are students studying Art straem and a small percentage representing students studying Technology stream.

Figure 3.10: Percentage of Students by Number of Subjects Studied Online
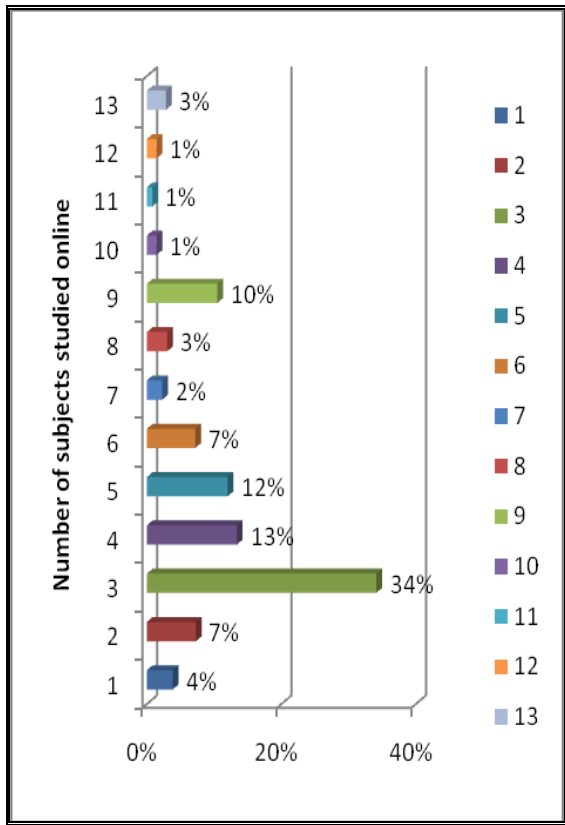
Considering the number of subjects studied under online education, it is clear that a large percentage of students study 3 subjects online. That percentage is 34%.

Figure 3.11: Percentage of Students by Number of Days of Study Online per Week
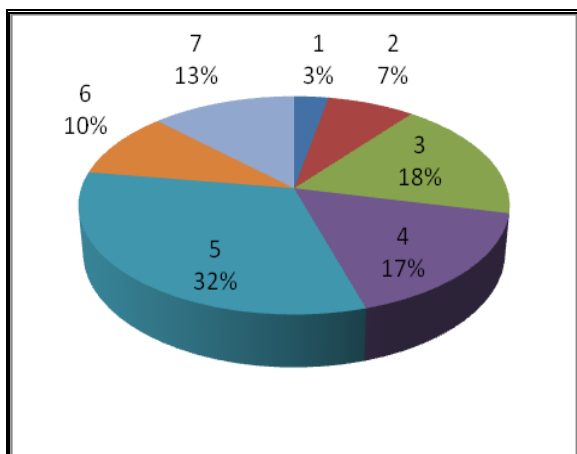
Among the responses to the question asked about the number of days of study per week online, the highest percentage of children answered 5 days and that percentage is 32%.

Figure 3.12: Percentage of Students by Hours of Learning Online Per Day
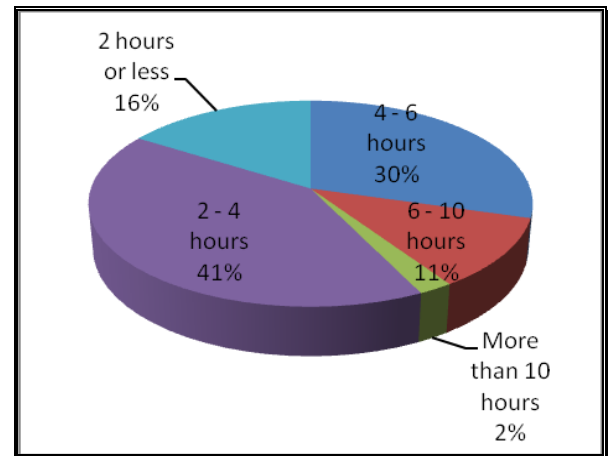
According to Figure 3.12, most students answered 2-4 hours and 4-6 hours when asked about the hours spent learning online per day. That percentages are 41% and 30% respectively.

Figure 3.13: Percentage of Students by Time Spent Online Without a Break
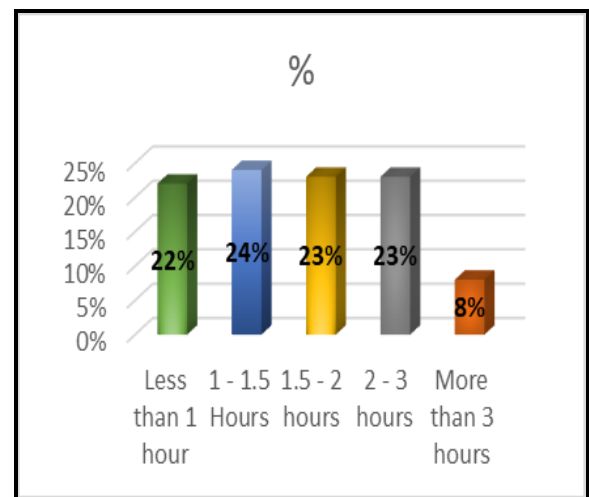
About 8% of students spend more than 3 hours online without a break.

Figure 3.14: Percentage of Students Who are Engaged in Extra Curriculum Activities Other Than Online Education
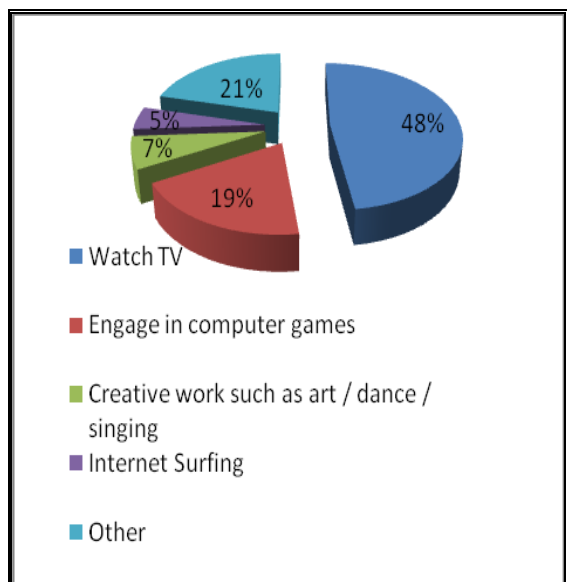
Figure 3.14 reveals that a large percentage of students engage in activities other than online education, such as watching television and engage in computer games. According to this table, about 7% of students in the extracurricular activities engage in aesthetic activities such as dancing, singing and the arts.

Figure 3.15: Percentage of Students by Time Spent per Day for Extra Curriculum Activities

Considering the percentage of students who spend time on extracurricular activities per day, the percentage of both

respondents between 1-2 and 2-4 hours is 30%.
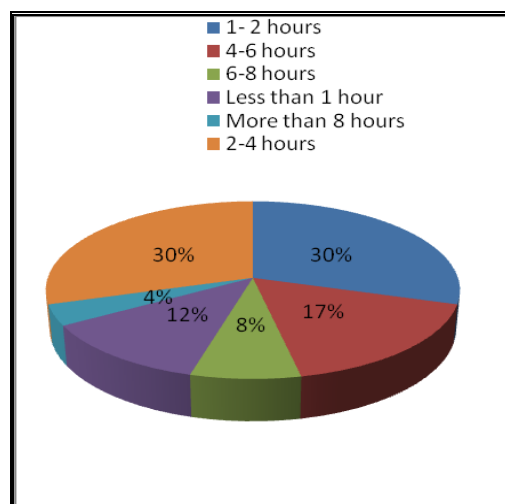
Figure 3.16: Percentage of Student According to the Time Frame of the Day Spent Online
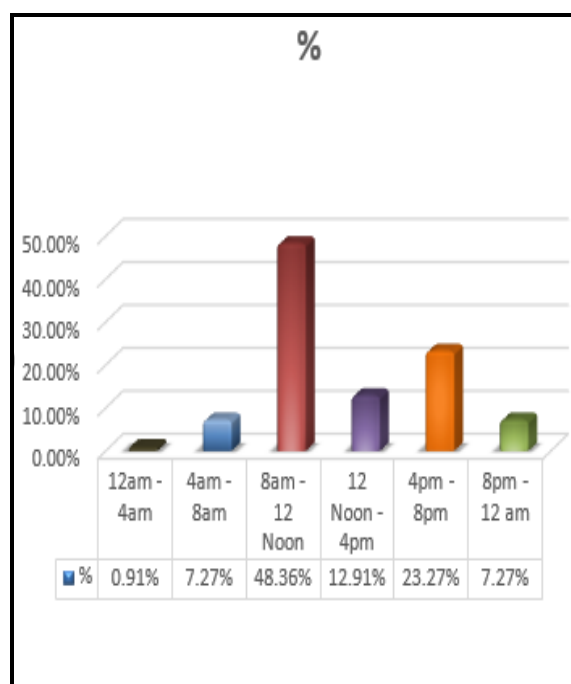
Figure 3.16, reveals that most online education takes place between 8 a.m. and 12 noon. A very small percentage of students are engaged in education between 12 midnight and 4 am and between 4 am and 8 am.

Figure 3.17 Percentage of Students by Device Used for Online Education
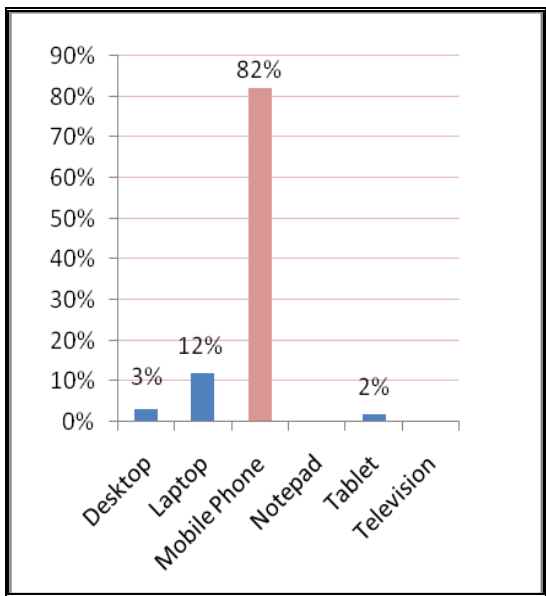
Figure 3.17 shows that a large percentage (82%) of students use a mobile phone to engage in online education.

Figure 3.18: Percentage of Students Who Have Their Home Devices to Study Online Education
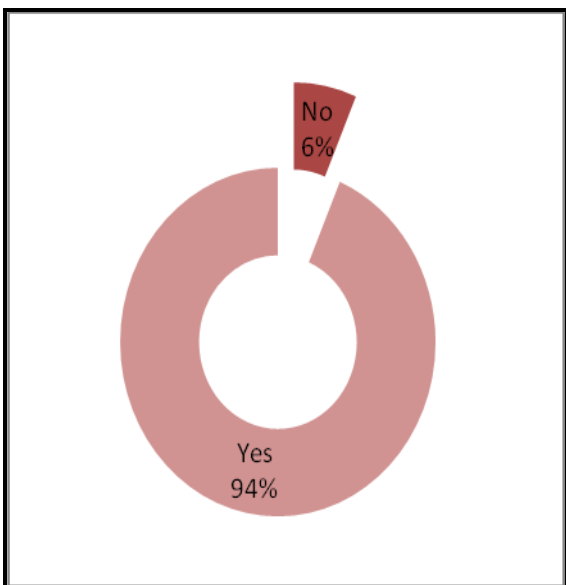
Thus, the Figure 3.18, shows that 94% of students have access to online education from their home devices and 6% of students do not have home devices to access online education.

Figure 3.19 Percentage of Respondents According to the Steps Taken at Home to Prevent Internet Misuse
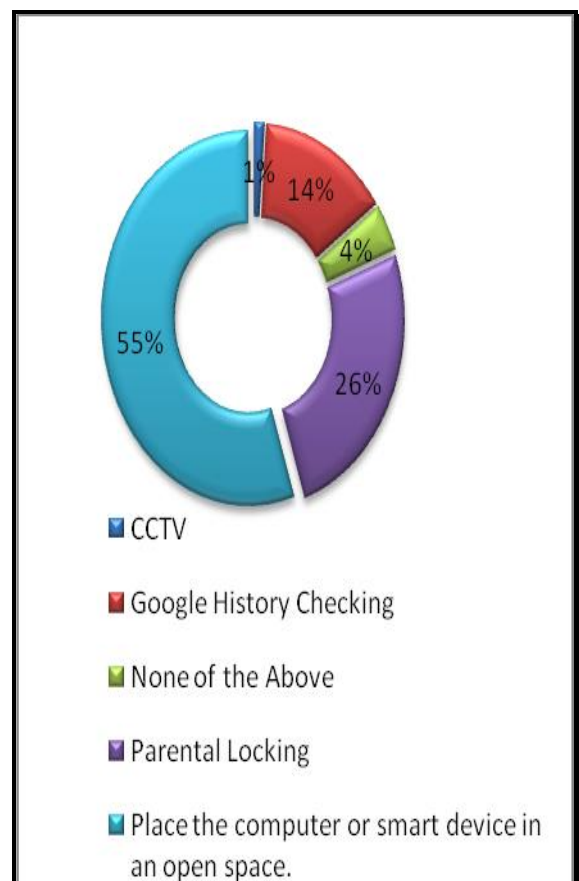
The Figure 3.19 shows that, a large percentage of actions taken to prevent internet misuse involved placing the device in an open space and used parental locking software. The percentage of those who do not take any action to prevent Internet misuse is as low as 4%.

Figure 3.20: Percentage of Students According to the Video Conferencing Platform Used for Online Education
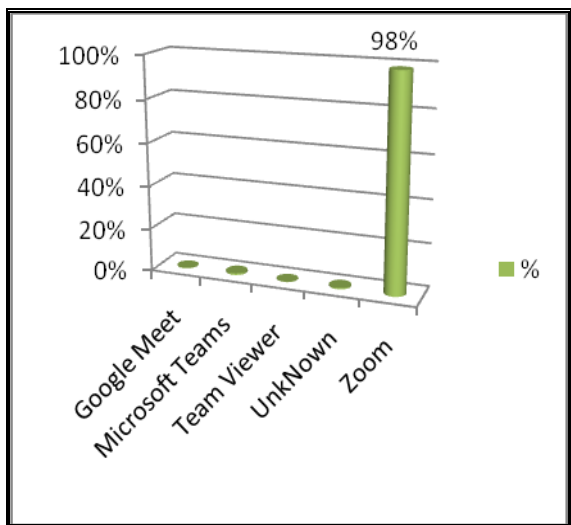
Thus, 98% of the children who have participated in this survey use "Zoom" technology for online education.

Figure 3.21: Percentage of Children According to the Person Living with the Child in the Home
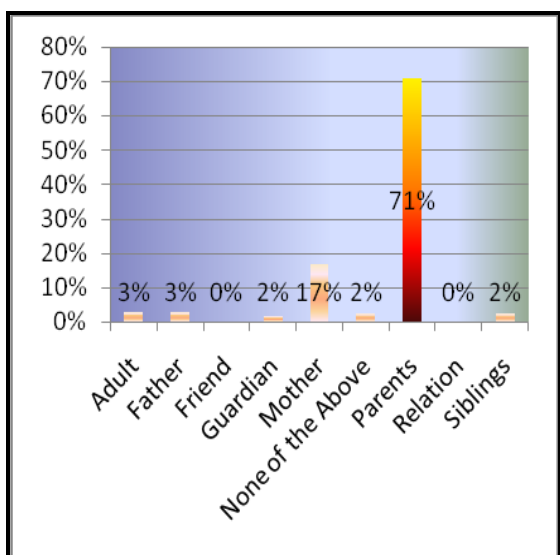
Table 3.21 shows that a large percentage of children surveyed live with their parents. That percentage is 71%. Only 2% of children engage in online education without anyone at home.

Figure 3.22: Percentage of Students with Internet Access Facility to Online Education
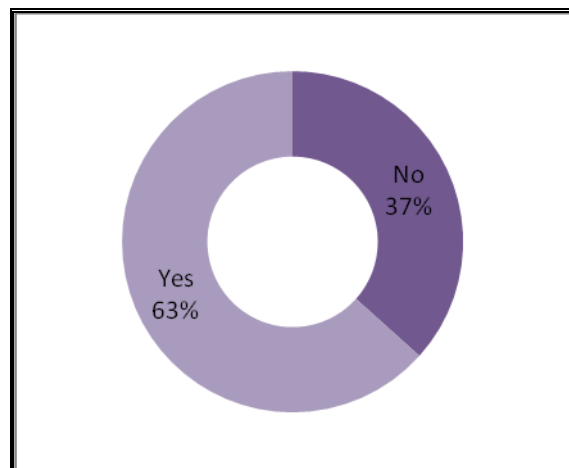
Figure 3.22 above shows that 63% of students have internet access facility for Online education and 37% of students do not have Internet access facility for online education.

Figure 3.23: Percentage of Respondents by Availability of Own Equipment for Online Education
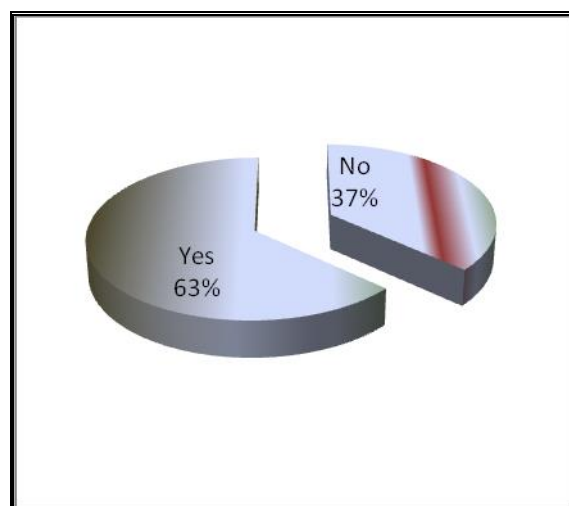
The percentage of children who have their own personal equipment for online education is 63% and the percentage of children who do not have their own personal equipment is 37%.

Figure 3.24: Percentage of Respondents Who Use Their Device for Other Family Activities While Engaging in Online Education
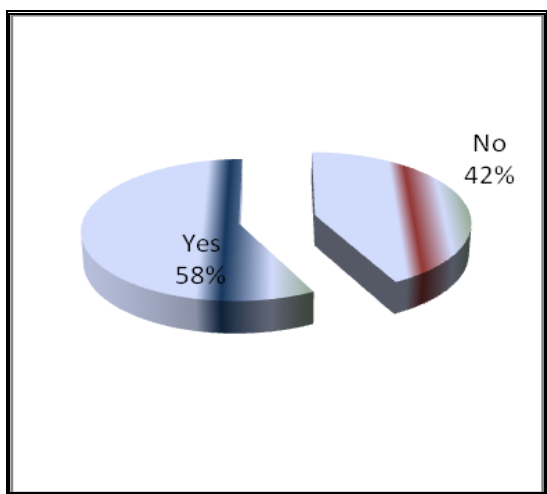
About 58% of children share their equipment to other family members while studying online.

Figure 3.25: Percentage of children who provide their Equipment for other Family Needs
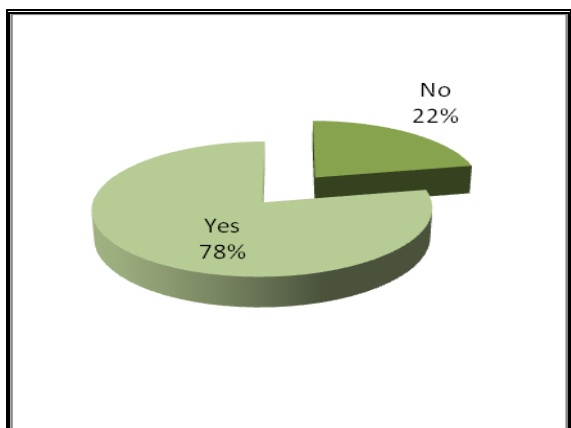
As shown in Figure 3.25, 78% of the students surveyed responded that they use the same device used for online education for other family needs. It is also found that 22% of children use the device for online education and do not use it for other family needs.

Figure 3.26: Percentage of Children Who Have Faced Problems Due to the Online Education
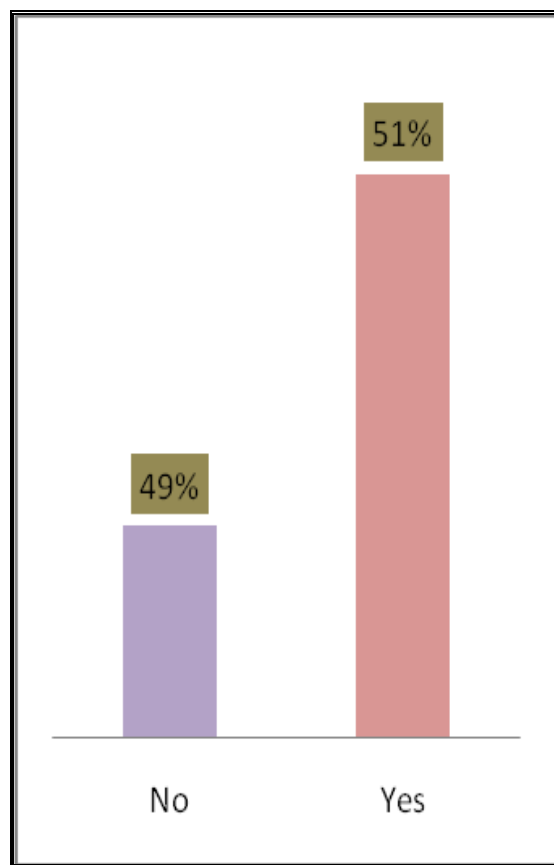
Figure 3.26 shows that about 51% of the students surveyed have faced problems due to the online education and 49% of students havent faced problems due to online education.

Figure 3.27: Percentage of Children Faced Problems Due to Online Education by Problem Catogary
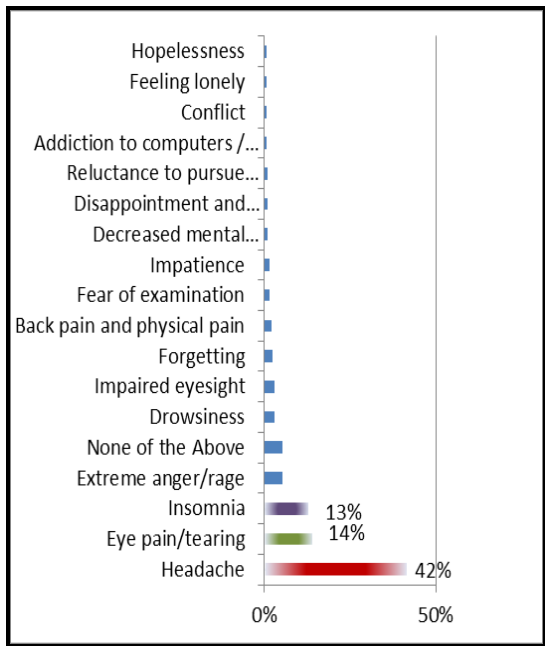
Figure 3.27 shows that a large number of children who have faced this survey had headaches, eye pain and and insomnia due to online education.

Figure 3.28: Percentage of Students Received Any Kind of Treatment for Problems Caused by Online Education
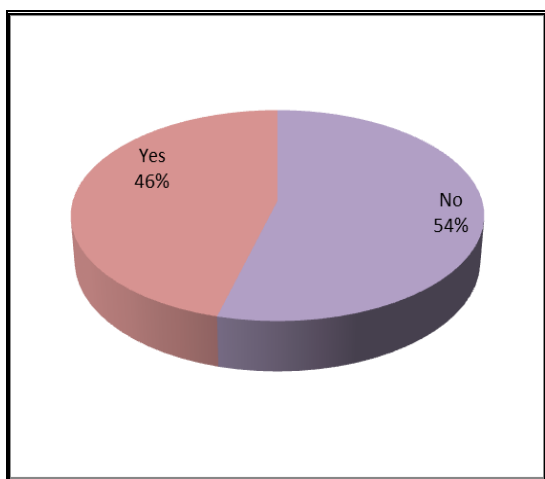
The figure above shows that out of 51% of children with problem due to online Education, only 48% are referred for

treatment and 54% of children are not referred for any treatment.

Figure 3.29: Percentage of Students Treated for Problems According to How They Seek
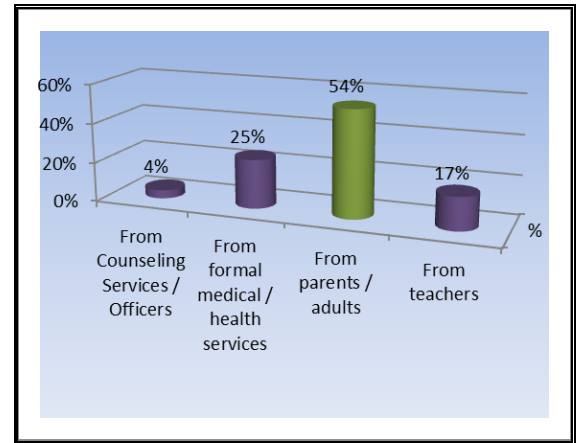
54% of students seek advice from their parents about the problems they faced due to online education. Only 25% of student refered to medical / health advices.

Figure 3.30: Percentage of Students who Faced Problems with External Parties Due to Online Education
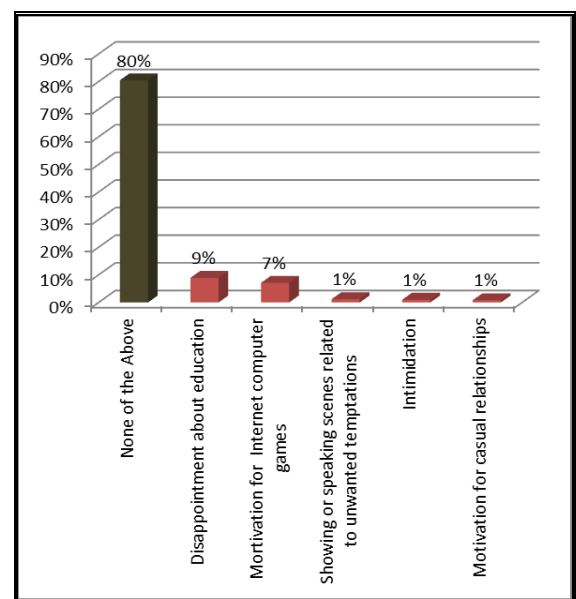
80% of the children surveyed said they had not been abused by other parties, and 11 percent of children reported that some were trying to discourage their education. 7% of students stated that some were trying to mortivate for internet computer games.

Figure 3.31: Percentage of Students who Can Obtain Technical Support For Online Education
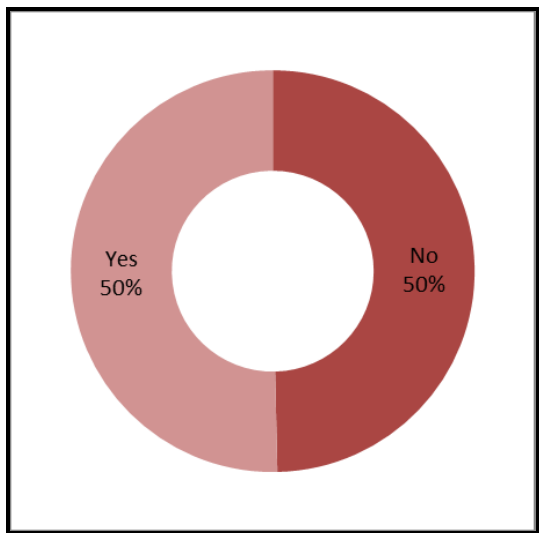
According to Figure 3.31, the percentage of students who can get the technical support and advice needed for online education is 50%.

Figure 3.32: Percentage of Students According to the Person Supervising During the Online Education

The below Figure reveals that 68% of students are supervised by their mother during the online education.
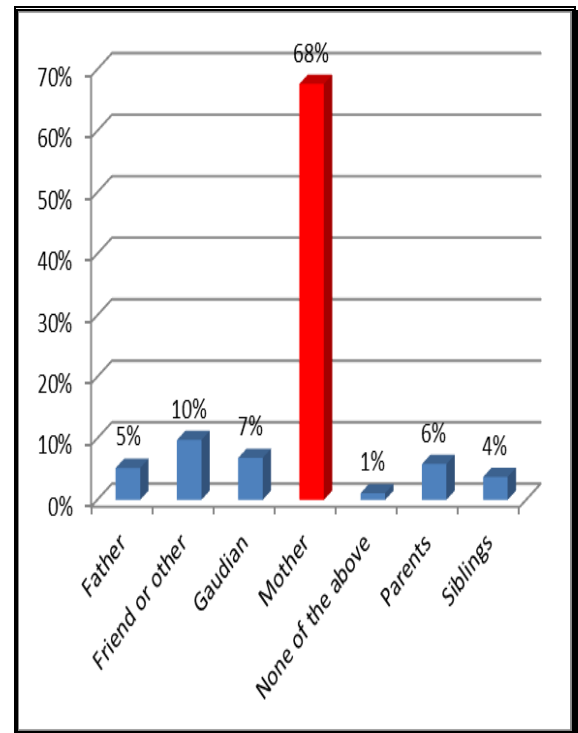
Figure 3.33: Percentage of Students with IT Skills to Engage in Online Education
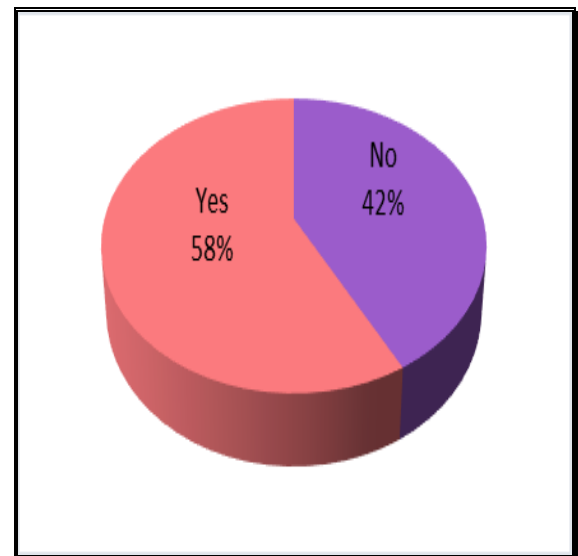
The Figure above shows that 58% of the survey participants have knowledge and skills in Information & Technology and computer usage.

Figure 3.34: Percentage of Students by Location of Online Eduaction

Figure 3.35: Pecentage of Students' Perception of Online Education
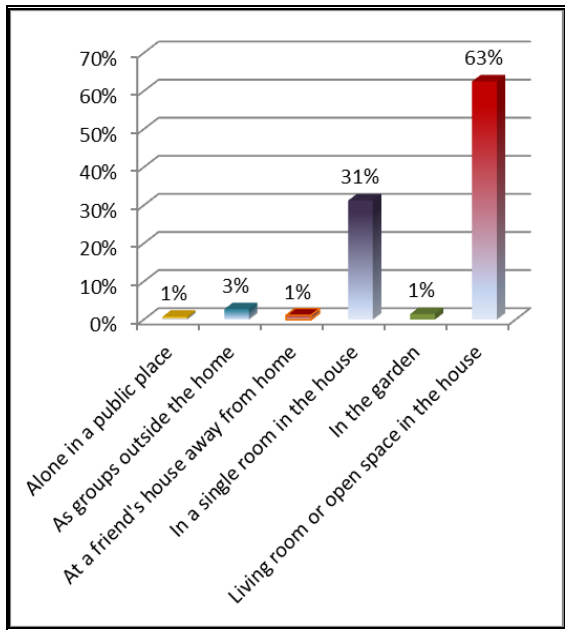
At the time of online education, 63% of the students were studying in an open space in the house and 33% of the students were studying in a single room.
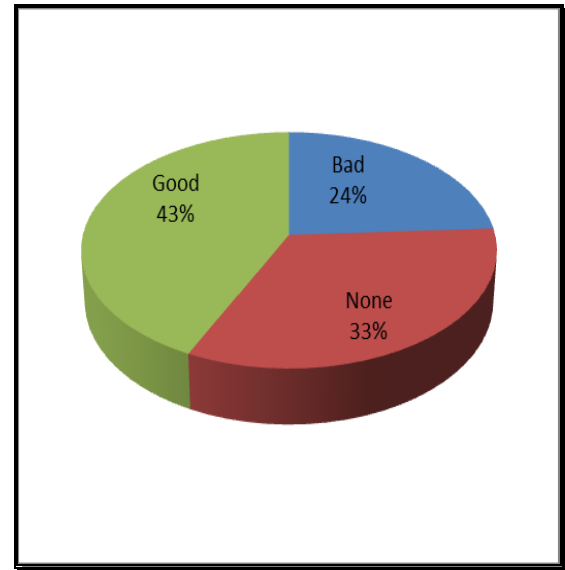
43% percent of students responded that online education was good and 24% percent said it was bad. The percentage of students who responded that nothing can be said is 33%.

Figure 3.36: Percentage of Students Who Encountered Problems Due to Online Education by Grade Category
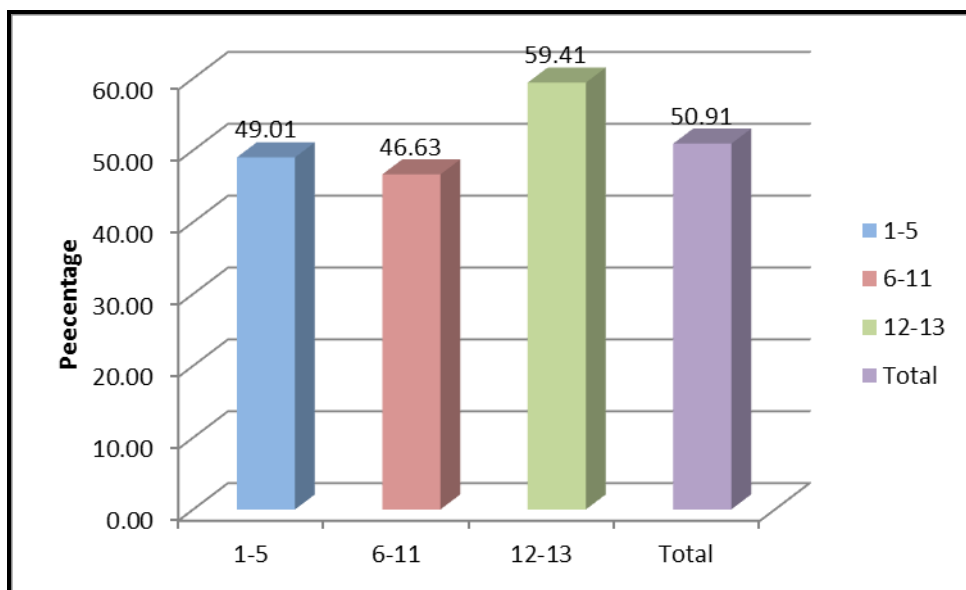
According to Table 3.36 above, the percentage of children in grades 1 to 5 who have at least one problem is 49.01%, the percentage of children in grades 6 to 10 who have at least one problem is 46.63%, and the percentage of children in grades 6 to 10 who have at least one problem is 59.41%. Thus, 50.91% of children in all grades have at least one problem.

Figure 3.37: Percentage of Children Experiencing Problems Due to Online Education by Age Group (6-10)
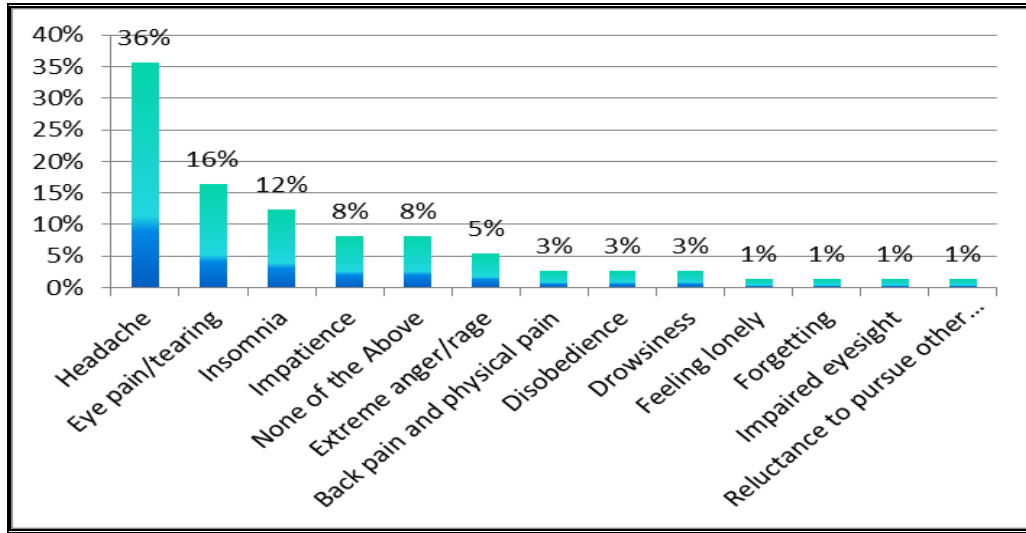
Headache, eye pain/ tearing and Insomnia are the main problems faced by children from grade 1 to grade 5 due to online education.

Figure 3.38: Percentage of Children Experiencing Problems Due to Online Education by Age Group (11-16)

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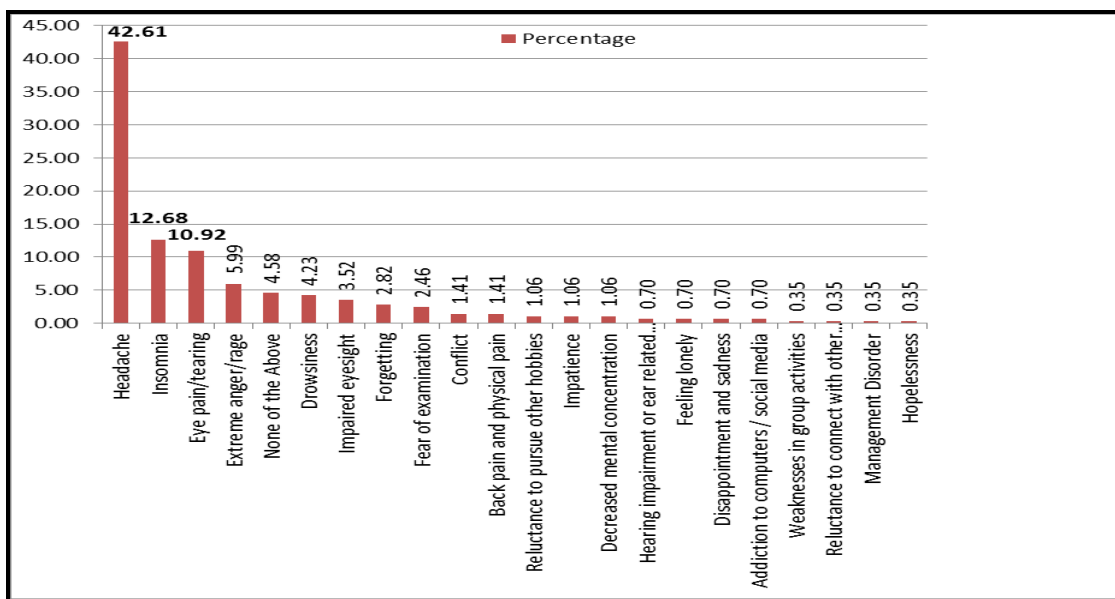
Headache, Insomnia, and eye pain/ tearing are the main problems faced by children from grade 6 to grade 11 due to online education.

Figure 3.39: Percentage of Children Experiencing Problems Due to Online Education by Age Group (17 – 19)
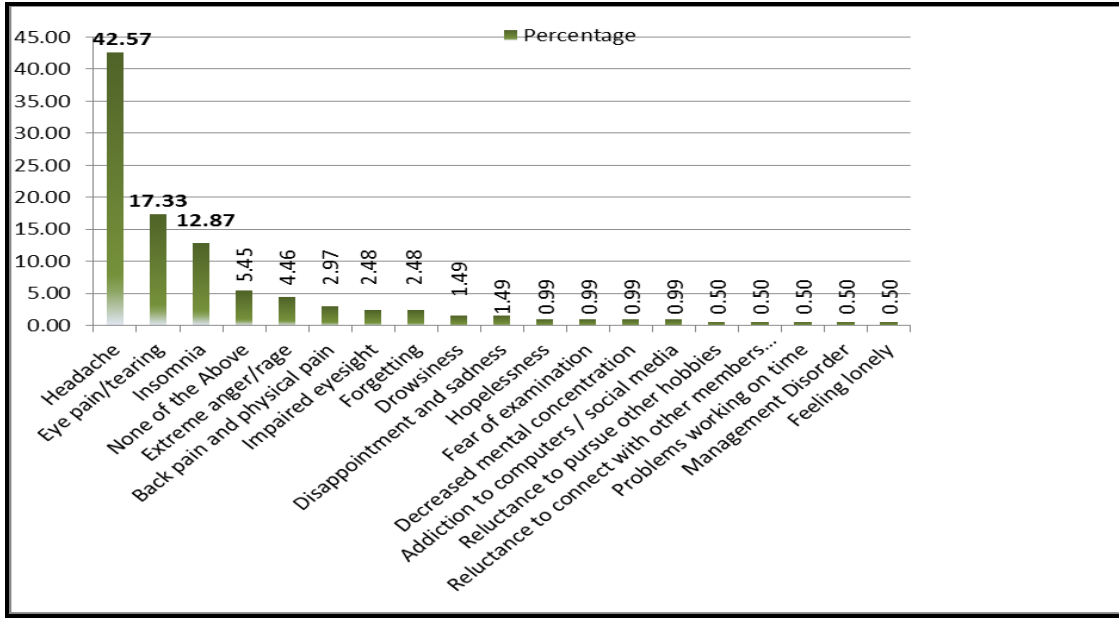
Headache, eye pain/ tearing, and Insomnia are the main problems faced by children from grade 12 to grade 13 due to online education.

Figure 3.40 Percentage of Children Studying Online Education by Number of Days per Week and Gender

A Rapid Survey Analysis Report on Online Education among School Children.
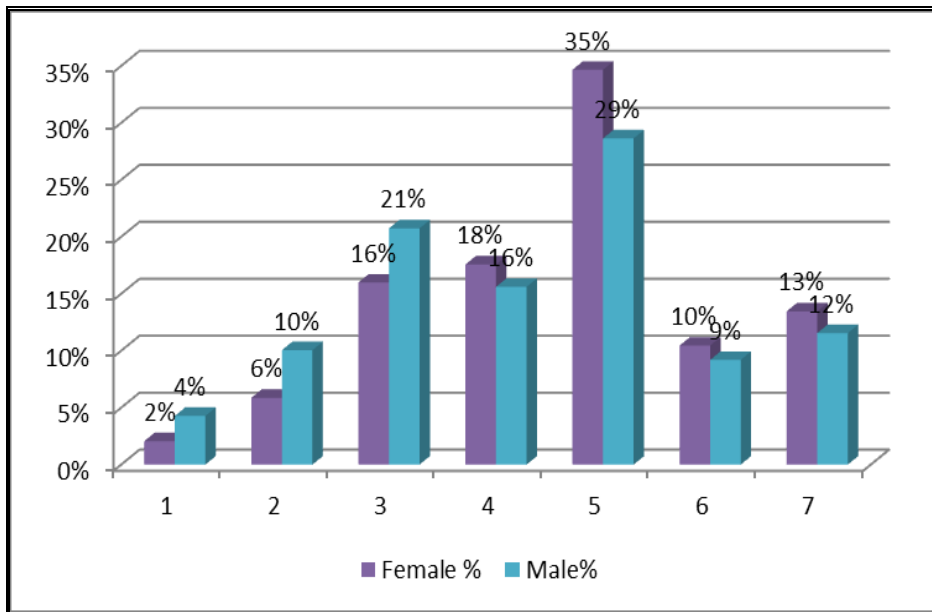
According to the table above, the number of students studying online 5 days a week is higher than the other days and the percentage of girls is higher than the percentage of boys.

Figure 3.41: Percentage of Children Time Spent Online Per Day According to the Gender
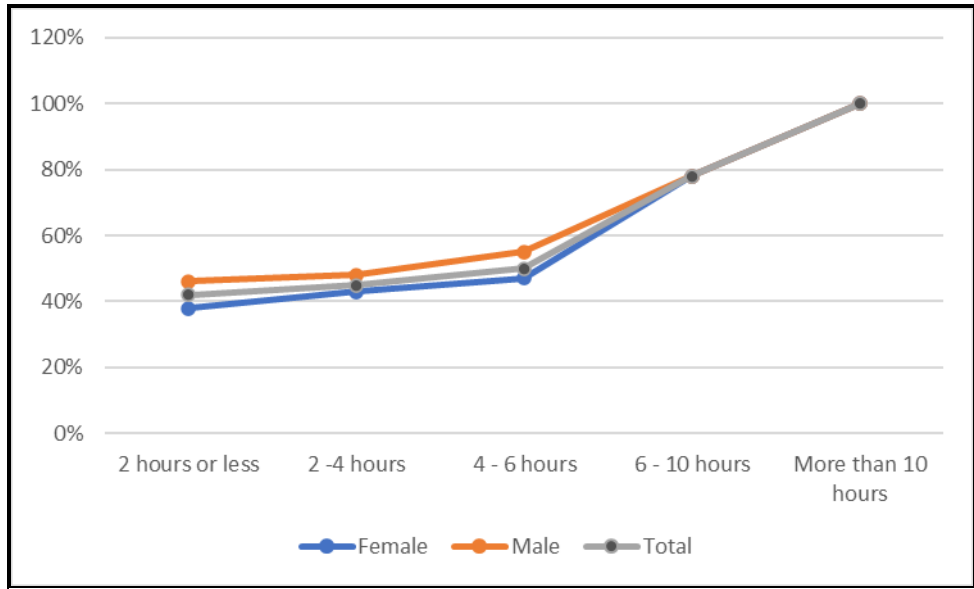
According to the figure 3.41 as the amount of time spent online each day increases, the percentage of children experiencing problems also increases, regardless of gender.

Figure 3.42 Percentage of Children Time Spent for Extra Curriculum Activities per Day by Gender

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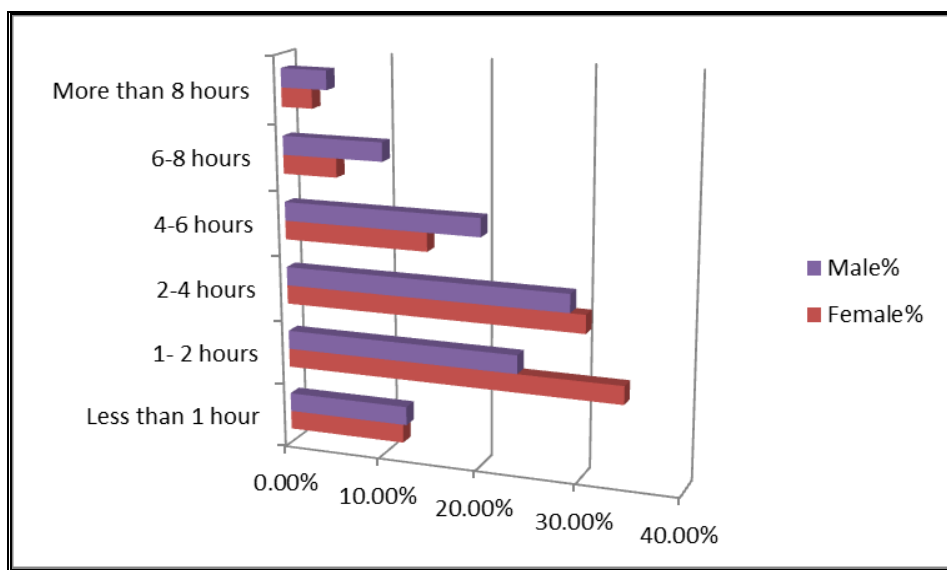
According to the Figure 3.42 reveals that boys spend more time in extracurricular activities than girls.

Figure 3.43: Percentage of Children in Online Education by Number of Days per Week by District
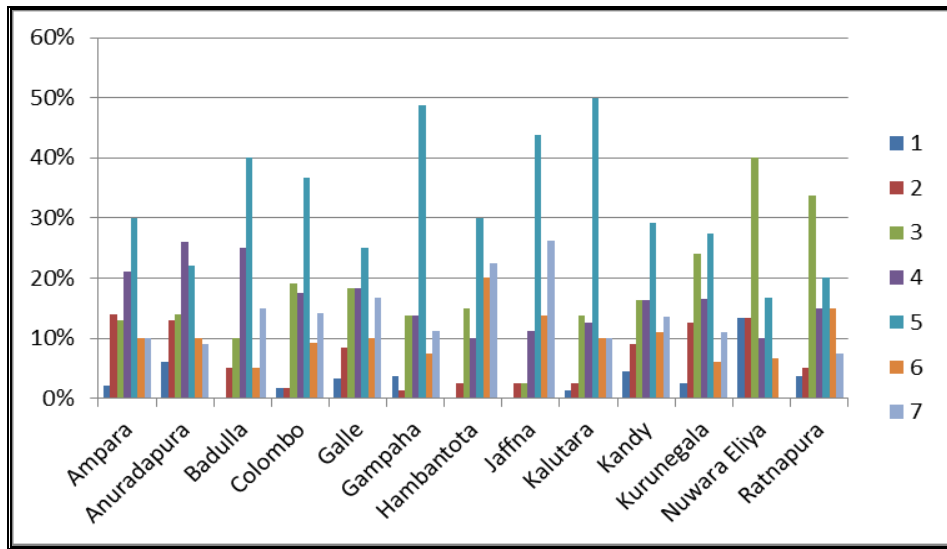
Figure 3.43 reveals that the maximum number of days to study online is 5 days per week and most of the students are from Kalutara, Gampaha, and Jaffna districts.

Figure 3.44: Percentage of Children by Grade Category According to the Number of Days Online per Week
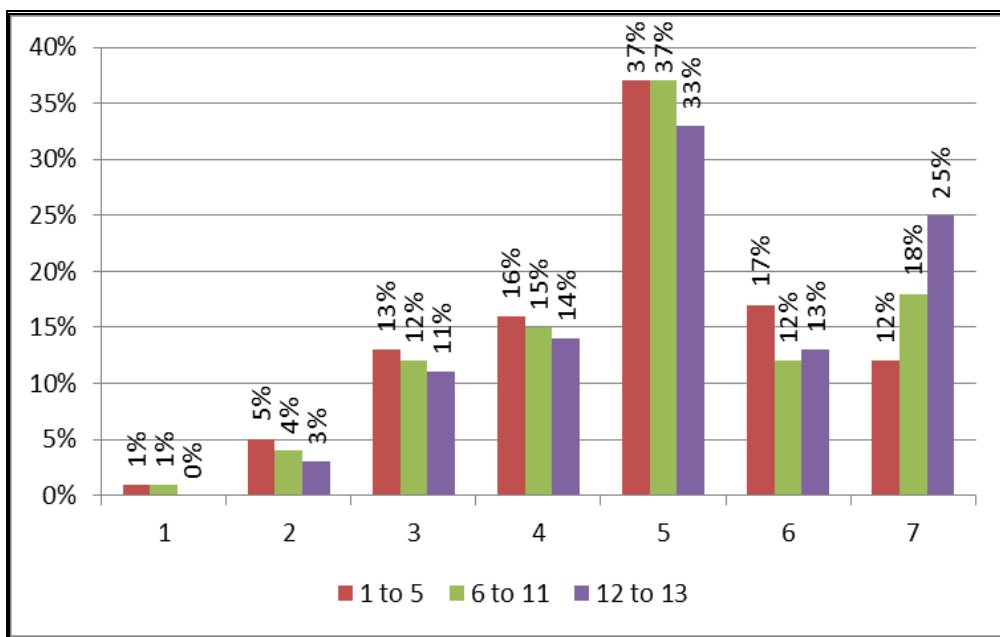
According to the Figure 3.44, Advanced Level students are the most involved in online education 7 days a week.

Figure 3.45: Percentage of Students Who Encountered Issues Due to Online Education According to the District
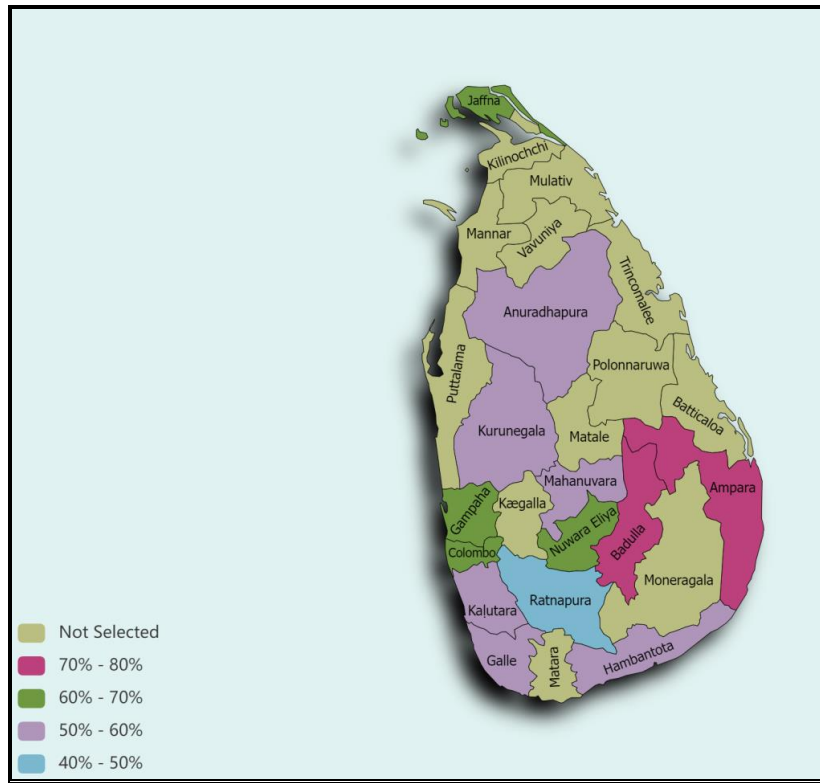
The above atlas shows that children in the Ampara and Badulla districts are more likely to have physical, mental and phsychosocial problems than children in the other districts surveyed. Out of the districts selected for the survey, children in Ratnapura district are less prone to physical, mental and phsychosocial problems.

Figure 3.46: Percentage of Children in Relation to Leisure Time & Facing Problems

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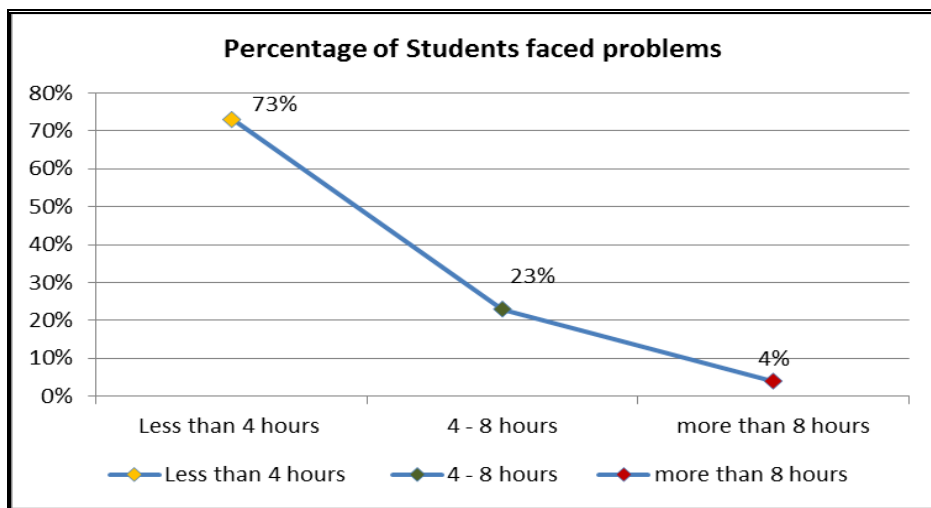
According to the table above, children who spend more time at rest are less likely to face the problems caused by online education.

Figure 3.47: Percentage of Children with Own Devices for Online Education by District
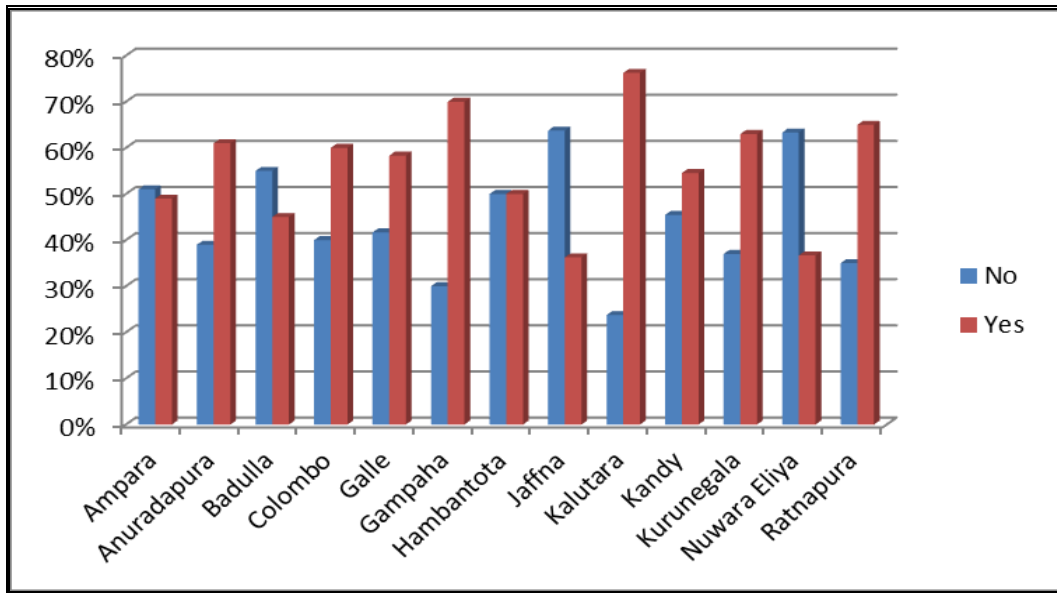
As shown in the figure above, Kalutara, Gampaha and Ratnapura districts represent the highest percentage of children having their own equipment for online education by district.

Figure 3.48: Percentage of Children Facing Problems by Grade Category and District
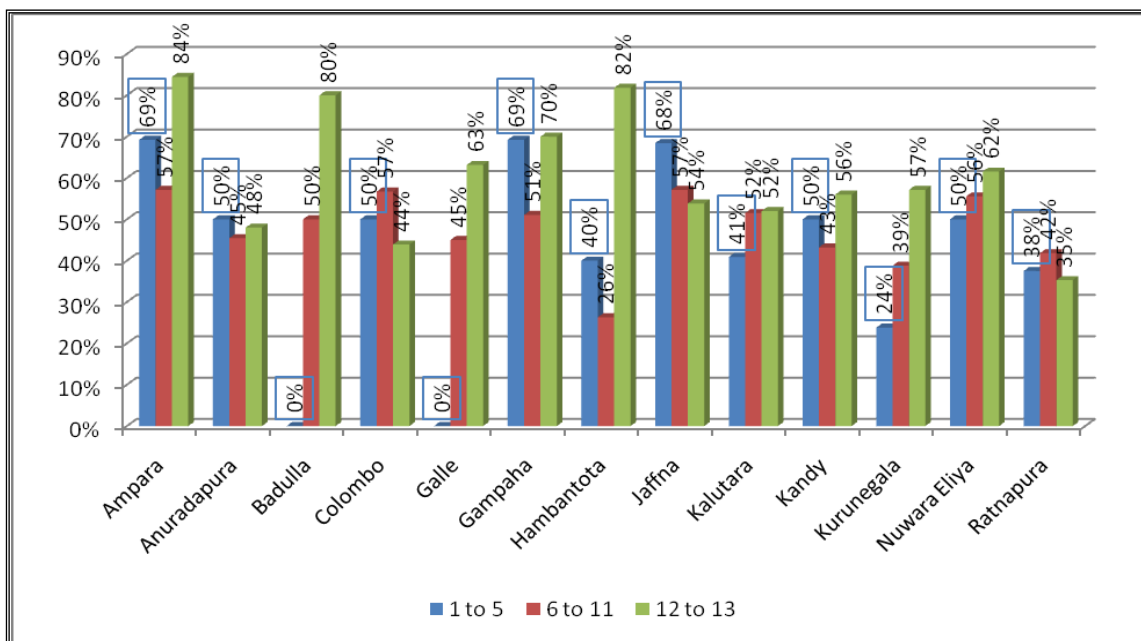
Figure 3.48 shows that in 9 out of the 13 districts surveyed, A/L school students are more likely to have problems with online education than children in other grades.

Figure 3.49: Percentage of Students Having Problems with Online Education by Gender and District
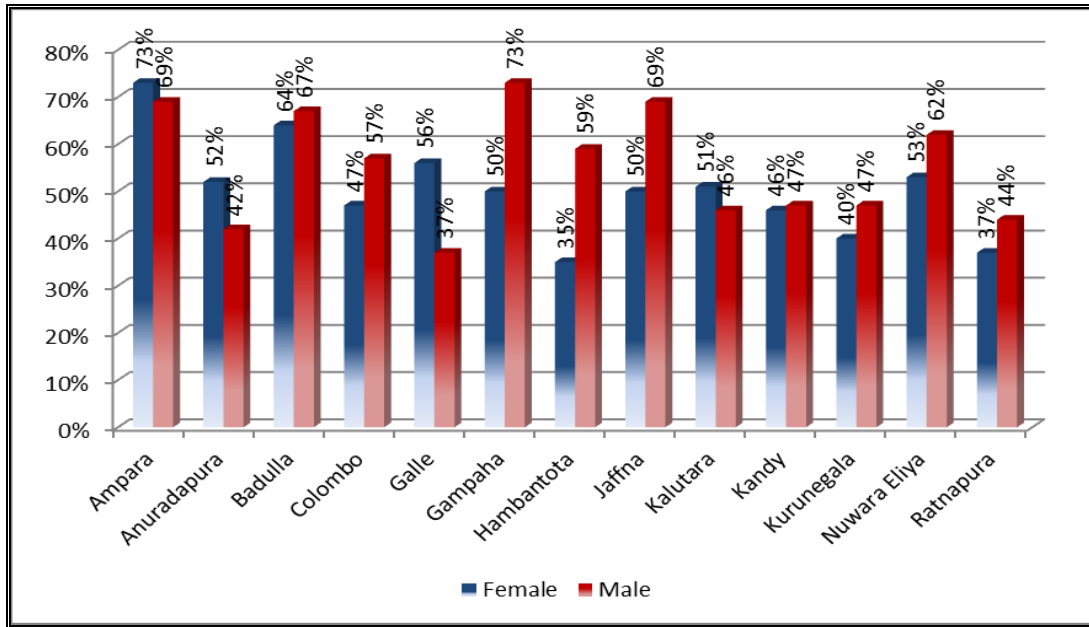
According to the above figure, districts other than Ampara, Anuradapura, and Galle shows the highest percentage of male students having problems due to online education than female students.

Figure 3.50: Percentage of Children by District According to the Duration of the Day in Online Education

March 2022, MWCE
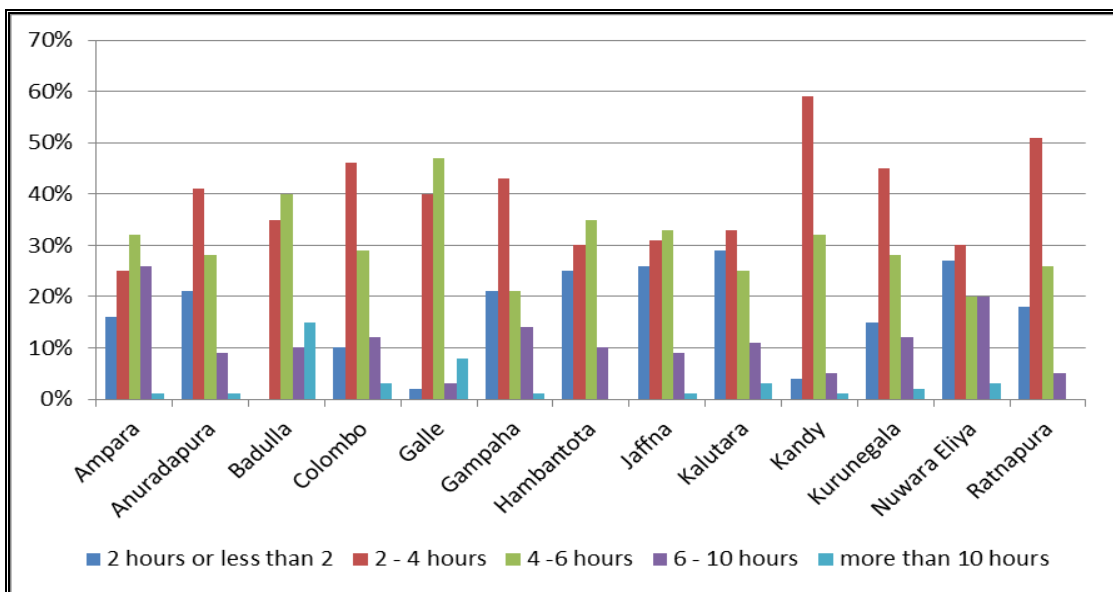
Figure 3.50 shows that in many districts, the percentage of children studying online is more than 2 to 6 hours. In the Badulla district alone, 15% of children spend more than 10 hours a day studying online.

Figure 3.51: Percentage of Children by Grade Category According to the Duration of the Day in Online Education
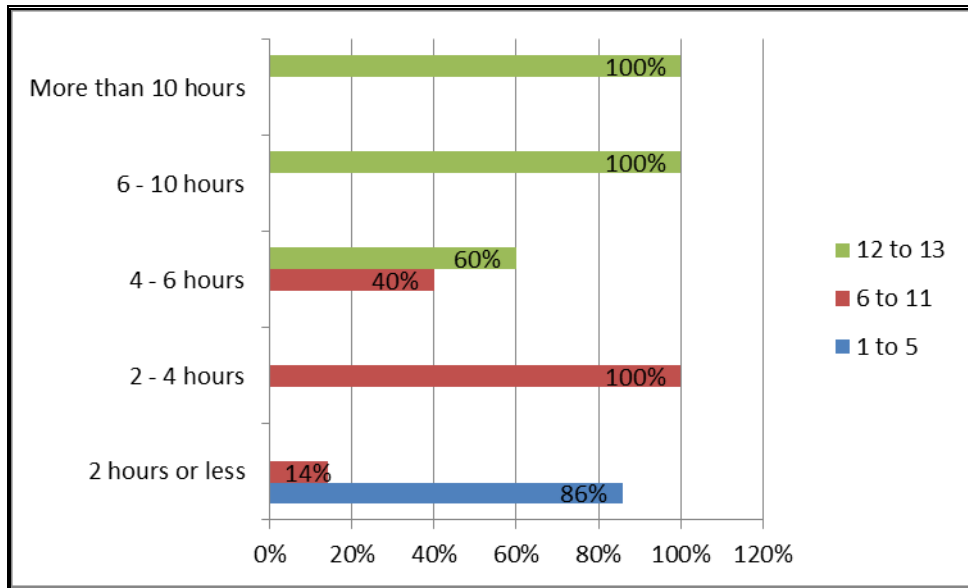
According to the above chart, A / L students (Grade 12 & 13) spend more time per day for online education than other students.

Figure 3.52: The Relationship between the Number of Hours Spent in Online Education per Day and the Percentage of Children with Problems
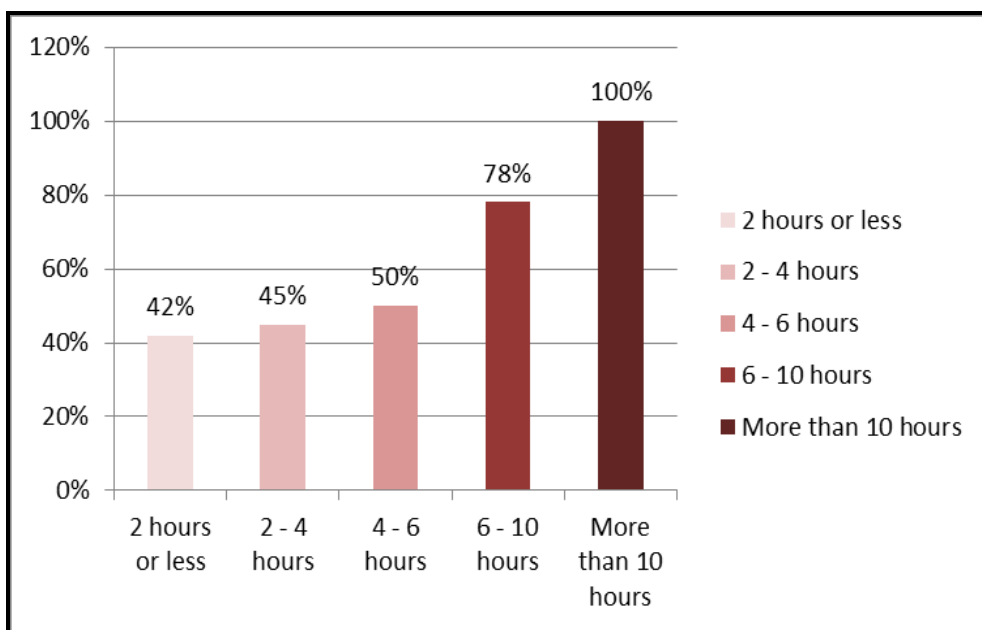
The Figure above clearly shows that the higher the number of hours spent in online education per day, the higher the percentage of problems that occur.

Figure 3.53: Relationship between Time Spent on Other Activities and The Percentage of Children Exposed to Problems
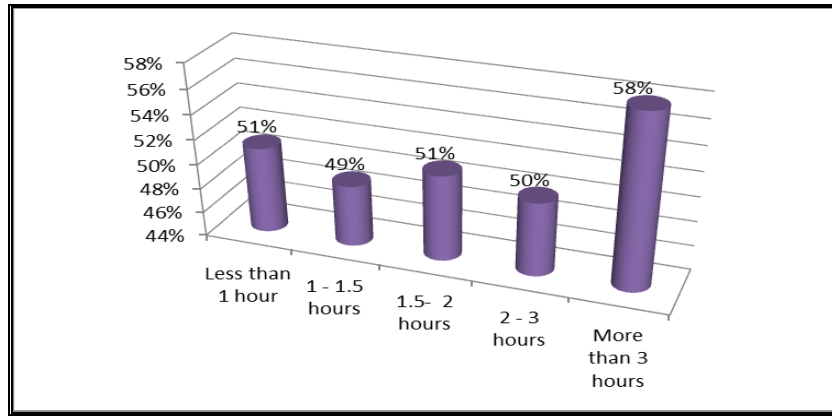
The Figure above shows an increase in the percentage of children experiencing problems as the number of hours spent continuously on the Internet increases.

Figure 3.54: Percentage of Children Who Have Their Own Devices to Engage in Online Education by District

March 2022, MWCE
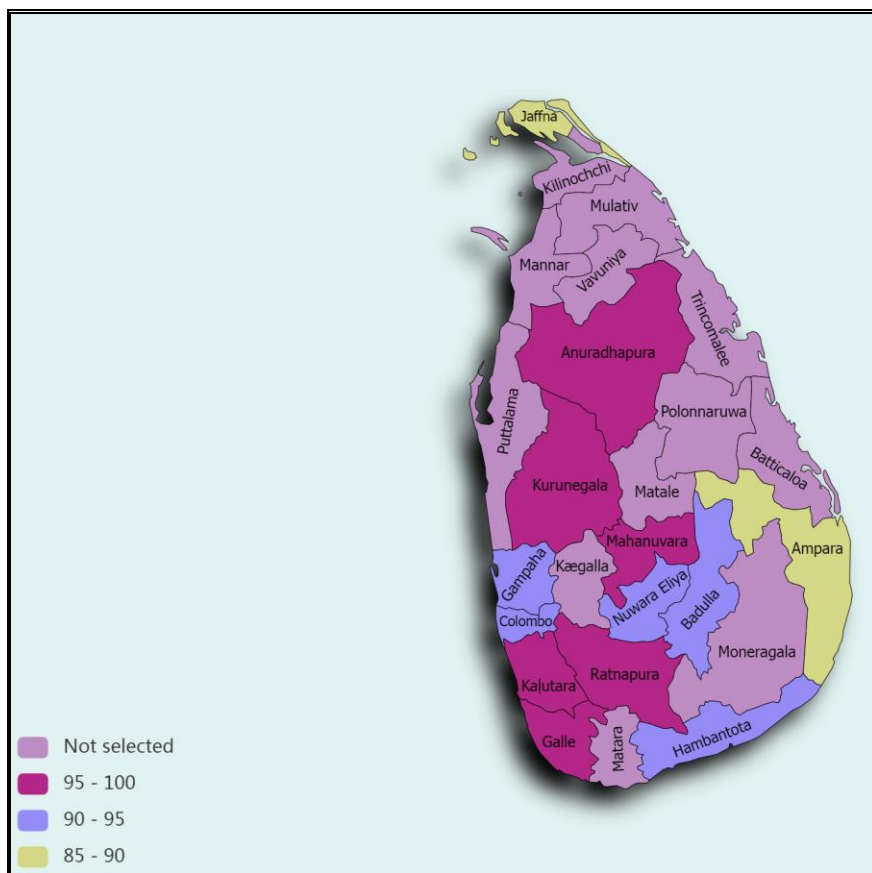
Considering the percentage of children who have their own device to engage in online education by district, it was found that most of the children surveyed have their own equipment to engage in online education. Only in the two districts of Ampara (83%) and Jaffna (88%) shows low percentage compared to the other districts.

Figure 3.55: Percentage of Students Who Have Own Device to Engage in Online Education by Gender
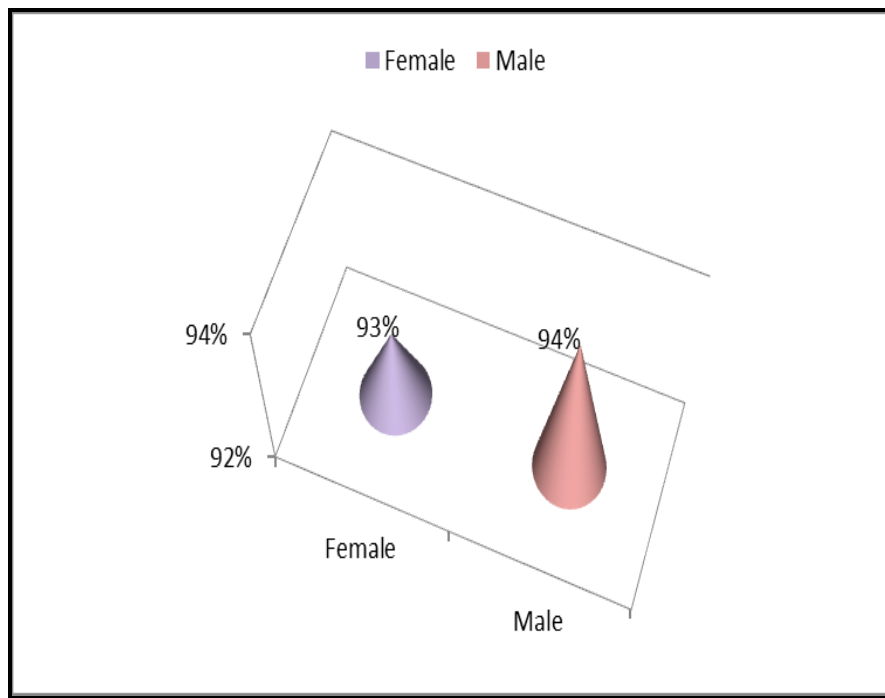
According to gender, 93% of girls and 94% of boys surveyed have their own devices for accessing online education.

Figure 3.56: Percentage of Students Who Have Problems with External Parties Due to Online Education by Districts

80% of the students surveyed said they were not influenced by other parties because of online education. But the results of the survey show that the remaining 20% have been affected in some way. An analysis of these 20% on a district basis revealed that all those surveyed in the Jaffna district were influenced by other parties. In the Ampara district too, 67% of those surveyed said they had been influenced by other parties.
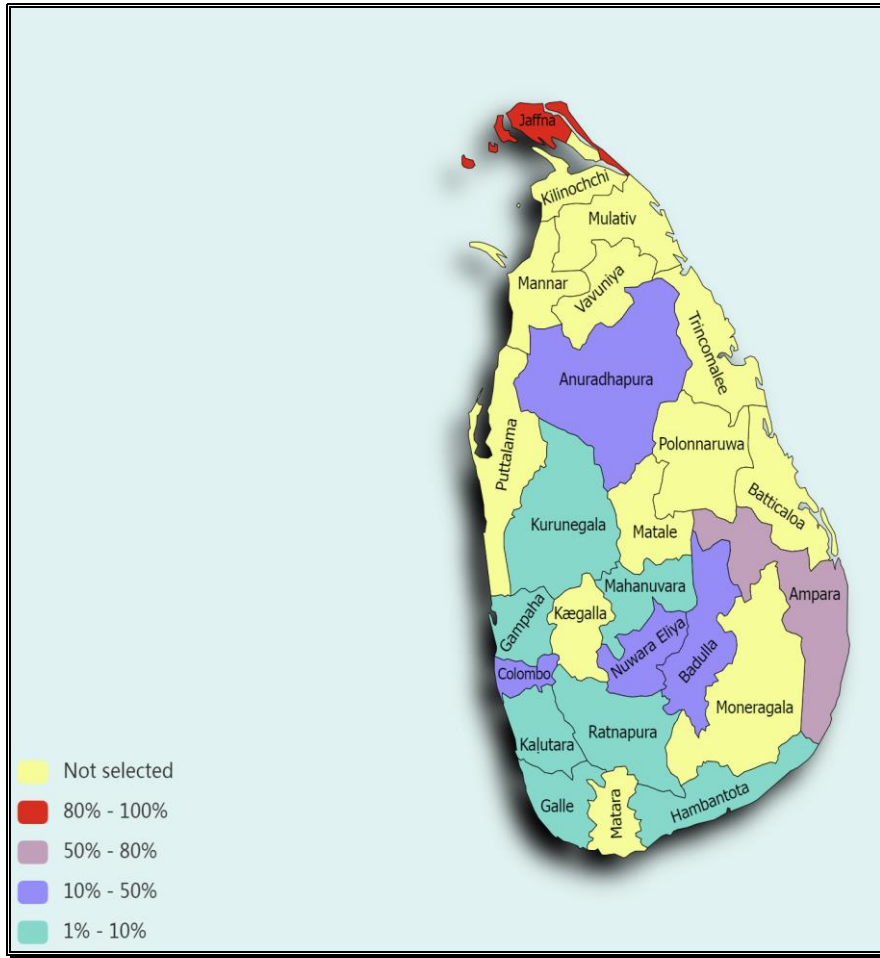
Figure 3.57: Percentage of Students with Internet Access for Online Education by District
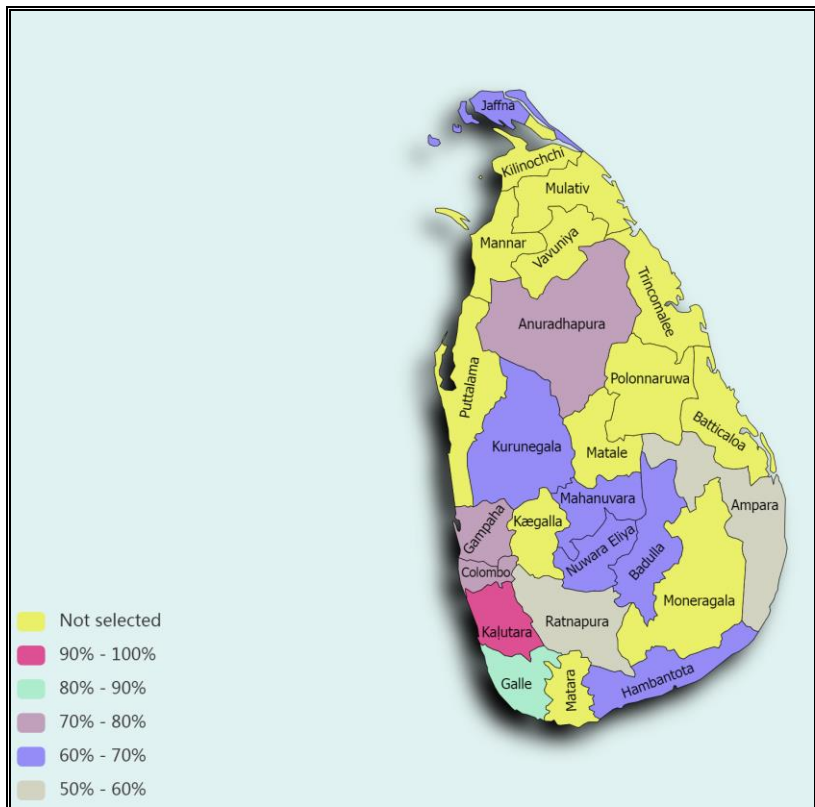
March 2022, MWCE

Considering the percentage of students who have internet access for online education by district, 96% of children in Kalutara district have internet access for online education while Ampara and Ratnapura districts have 59% and 56% respectively.

Figure 3.58: Relationship Between The Person Who Supervises While Engage in Online Education and The Percentage of Children Exposed to Problems
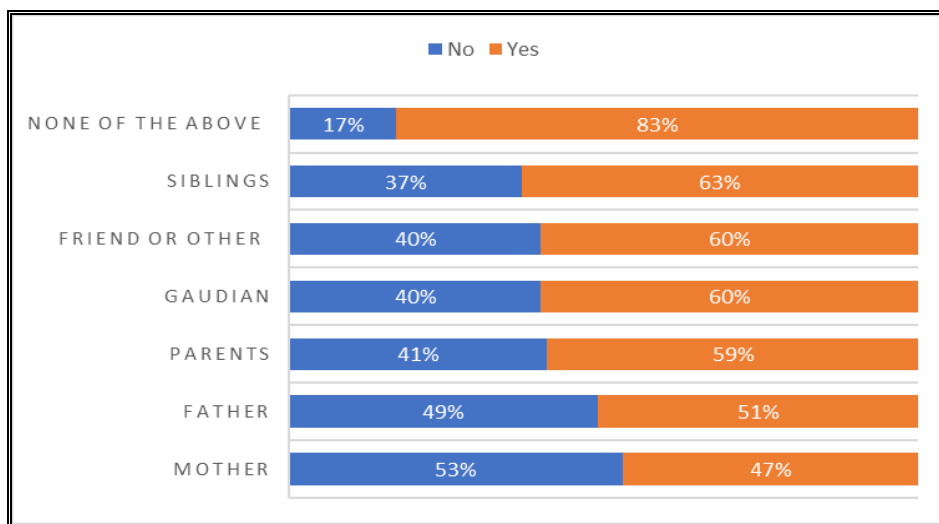
The chart above shows that the percentage of children who have problems with online education is lower when they study online under the supervision of a mother, farther or parent.

3.2 Findings

The study analyzed the issues faced by school children during the online education process implemented in the Covid - 19 pandemic. The survey results obtained from this are as follows.

- Despite some problems with online education, children tend to cope well with their current educational status and tend to do their school work online almost as usual.
- The percentage of students who do not have any problem (49%) is low compared to the percentage (51%) who have problems due to online education.
- Overall, the survey reveals that more than 50% of children suffer from physical and phsycological problems as a result of online education. According to the survey, headaches, eye pain / tearing and insominia can be identified as the main problems caused by online education. Of these, headaches are the most common (42%) issue. The same disorder pattern was observed in students both under and over 16 years of age.

- Dissappointmet and sadness, hopelessness, drowsiness, extreeme anger, decreased mentality are some other major problems observed among students.

- Less than half of children with problems, or 46%, have received some form of treatment or advice for their problems, but the rest have not received any treatment. 25% of them have received treatment from the formal health services.

- The survey reveals that if students spend more time learning online each day   they are more likely to experience mental, psychosocial and physical problems.

- The survey also state that as the number of days spent studying online per week increased, so did the physical, mental, and psychosocial problems experienced by children through online education.

- In the Ratnapura and Nuwara Eliya districts, the average number of days spent studying online per week was three and low disorders were observed among students in those two districts. However, it also reveals that the majority of the students surveyed study online five days a week.

- Out of the districts selected for the survey, children in Badulla and Ampara districts are more prone to physical, mental and phsychosocial problems. The relevant percentages of physical, mental and phsychosocial issues are in between 70%-80%. The lowest percentage indicates in Ratnapura District, however, the problem exsist there even in between 40%-50%.

- It is also found that a higher percentage of boys engage in extra curricular activities during online education than girls.

- The survey found that a significant percentage (48%) of children were involved in television watching and computer games (19%) in addition to studying online.

- It also reveales that children who spend more leisure time are less likely to face the problems caused by online education.

- Badulla district has the highest percentage of children facing problems due to online education.This district also has a high percentage of children who spend more than 10 hours a day studying online.

- It also reveals that A/L students spend more time of the day studying online and primary students spend less time for studying online. According to the results of the survey, A/ L students are more likely to face problems due to online education than other children.

- It observes that as the time spent on online education increases, the percentage of children who face problems due to online education also increases accordingly.

Survey results clearly show that the higher the number of hours spent in online education per day, higher the percentage of problems that occur.

- Furthermore, survey results show that as the number of hours spent continuously on the Internet increases, the percentage of children who have problems due to online education also increases.

- More than 70% of children surveyed live at home with their parents and 64% of the students are supervised by their mother while online education.

- The survey also states that high percentage of children use their own devices for online education and 58% of the student provide their devices for other family activities during their online study time.

- The survey reveales that 98% of the children surveyed use "Zoom" technology for online education.

- According to the survey results, a large percentage (82%) of students use a mobile phone to engage in online education.

- The results of the survey show that steps have been taken to prevent Internet abuse in almost all households with access to online education.

- Inorder to prevent misuse the most students (55%) are placing their devices in open area, and 26% of students using devices with parental locking, whereas a minute (4%) percentage take no action at all.

- Compared to other districts surveyed, in Kalutara, Gampaha and Ratnapura districts most children have their own personal devices for online education, while only a small percentage of students in the Jaffna and Nuwara Eliya districts have their own personal devices for online education. Even in Colombo District, only 60% of children out of surveyed had their own personal devices for online studies.

- The results of the survey reveal that the majority of students who took part in the survey used their smartphones for online education.

- Considering the percentage of students who have internet access for online education by district, survey results shows that more than 60% of the children in all districts except Ampara and Ratnapura have internet access for online education. Ampara and Ratnapura districts were found to have less internet access for online education among the children surveyed.

- In terms of gender, survey result reveals that boys are more likely to have problems than girls due to online education.

- It was found that 80% of the children surveyed had no problems with external parties due to online education and 20% had various problems. These problems are mostly reported from Jaffna and Ampara districts.

- The results of the survey revealed that 11 of the children surveyed had been intimidated, 9 had been motivated for unwanted casual relationships and 6 had been invited for unnecessary suggestions.

- 43% of students surveyed said online education was good and 33% responded that they could not say anything.

- Nearly half of the sample of respondants had IT knowledge, and ability to get the technical support.

4   CONCLUSIONS & RECOMANDATIONS

This rapid survey concludes that online education in the face of Covid – 19 pandemic and the subsequent national lockdowns, school closures have both negative and positive effects on physical, mental and psychological wellbeing of children in Sri Lanka.

As the problems related to online education increased with the number of hours and days spent on online education, it would be worth taking measures on limiting the number of days and hours planned on such activities. As there had been less availability of devices and internet access to two districts (Ampara and Jaffna), interventions to increase the availability of the above resources can be targeted to those areas. Since the majority of students have experienced some physical, mental and psychosocial problems, awareness programmes aimed at school children and their parents on how to prevent them would be of great use. Further, educating them on identifying the symptoms of such problems early, if occurred, would be important. With only small percentage of students have searched formal medical advice for their physical, mental and psychosocial problems, designing educational programmes guiding them to proper medical advice would be valuable. As the students who engaged more in leisure time activities faced less problems related to online education, such activities should be promoted. However, since a considerable percentage of students seems to have limited their leisure time to television and digital games, promoting outdoor peer group and extracurricular activities would bring positive long term health outcomes. Although the measures taken to prevent internet misuse seems to be impressive, as there still is a small fraction 'unprotected', educating parents on related matters would be beneficial.

As all the above interventions would need funding and involvement of many specialties, proper coordination between responsible government authorities, related NGOs and UN agencies would enhance the positive outcome.

Since the survey was conducted based on online education in the year 2021, and it is not possible to clearly observe physical, mental, and psychosocial impact of children within this limited time frame. However, as online education will inevitably be a growing and continuing area, all issues related need to be considered as important. Therefore we recommend interested parties to investigate more on this emerging matter, based on the findings of this survey to make our future generations well educated but not at the expense of their health.

Moreover, this survey on issues of online education among school children and the consequences of the undertaking of such a procedure are multi-layered in nature. There are many more consequences and approaches to be improved in Sri Lanka to eradicate issue of online education. Lack of extracurricular activities, peer group associations, and hinders to engage in a sport during the childhood may link with the unbalanced personality in adult life.

However, observed fairly good sign of parental interventions and security alerts to be maintained with optimal capacities and continuous monitoring mechanisms. Cyber security measures, awareness raising campaigns, quick interventions where necessary to be taken as remedial measures to minimize the misbehaviors among students as well external parties.

The difficulty of getting accurate data tends to delineate the wrong picture of the situation, and therefore, this report urges further empirical research by increasing the sample size to envisage the scope and gravity of the real issue in Sri Lanka.

The survey revealed that online education is a new experience in school education in Sri Lanka and it causes problems in children, however, some of the problems revealed as a result of the study are related specifically to Covid-19 pandemic period. It is necessary to take steps to prevent potential problems during such pandemics or emergencies. Based on this study it is possible to investigate the problems faced by teachers and parents in online education during the Covid-19 pandemic which continues to spread across the world, via different methods.

Finally, it is obvious that the identified issues may be minute, this is a kind of iceberg, and the real picture may be a big one. Therefore, urgent intervention is must towards the identified issues like hopelessness, disappointment, and sadness. Similarly, children are precious to their family, as well to the Nation, therefore, a kind of crucial, proactive intervention to mitigate the issues rather than reactive measures would be the requirement in future.

5 APPENDIX

5.1 Statistical Appendix

Number of Respondents by Districts

	District	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Badulla	20	1.8	1.8	1.8
	NuwaraEliya	30	2.7	2.7	4.5
	Hambantota	40	3.6	3.6	8.2
	Galle	60	5.5	5.5	13.6
	Kalutara	80	7.3	7.3	20.9
	Gampaha	80	7.3	7.3	28.2
	Rathnapura	80	7.3	7.3	35.5
	Jaffna	80	7.3	7.3	42.7
	Ampara	100	9.1	9.1	51.8
	Anuradapura	100	9.1	9.1	60.9
	Kandy	110	10.0	10.0	70.9
	Colombo	120	10.9	10.9	81.8
	Kurunegala	200	18.2	18.2	100.0
	Total	1100	100.0	100.0	

Number of Respondents by Sex

Sex		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Female	632	57.5	57.5	57.5
	Male	468	42.5	42.5	100.0
	Total	1100	100.0	100.0	

A Rapid Survey Analysis Report on Online Education among School Children.

Number of Respondents by Subjects Studied Under Online Education

Number of Subjects	Frequency	Percent	Valid Percent	Cumulative Percent
1	42	3.8	3.8	3.8
2	80	7.3	7.3	11.1
3	375	34.1	34.1	45.2
4	147	13.4	13.4	58.5
5	132	12.0	12.0	70.5
6	79	7.2	7.2	77.7
7	25	2.3	2.3	80.0
Valid 8	33	3.0	3.0	83.0
9	115	10.5	10.5	93.5
10	16	1.5	1.5	94.9
11	9	.8	.8	95.7
12	16	1.5	1.5	97.2
13	31	2.8	2.8	100.0
Total	1100	100.0	100.0	

Number of Respondents by Number of Days of Study Online Per Week

		Frequency	Percent	Valid Percent	Cumulative Percent
	1	33	3.0	3.0	3.0
	2	84	7.6	7.6	10.6
	3	198	18.0	18.0	28.6
	4	184	16.7	16.7	45.4
Valid	5	353	32.1	32.1	77.5
	6	109	9.9	9.9	87.4
	7	139	12.6	12.6	100.0
	Total	1100	100.0	100.0	

Number of Respondents by Hours of Online Learning per Day

March 2022, MWCE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2 hours or less	176	16.0	16.0	16.0
	2 - 4 hours	453	41.2	41.2	57.2
	4 - 6 hours	325	29.5	29.5	86.7
	6 - 10 hours	122	11.1	11.1	97.8
	More than 10 hours	24	2.2	2.2	100.0
	Total	1100	100.0	100.0	

Number of Respondents by Time Spent Online Without a Break

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Less than 1 hour	238	21.6	21.6	21.6
	1 - 1 1/2 hours	265	24.1	24.1	45.7
	1 1/2 - 2 hours	255	23.2	23.2	68.9
	2 - 3 hours	254	23.1	23.1	92.0
	More than 3 hours	88	8.0	8.0	100.0
	Total	1100	100.0	100.0	

Number of Respondents by Activities That Engage in Outsides Online Education

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Exercise	3	.3	.3	.3
	Swimming	3	.3	.3	.5
	Cycling	7	.6	.6	1.2
	None of the above	16	1.5	1.5	2.6
	Indoor Gamess (Carrom / Dan / Chess / Card)	18	1.6	1.6	4.3
	Supporting productive activities at home	20	1.8	1.8	6.1
	Talking on the phone with friends	26	2.4	2.4	8.5
	Home gardening activities	28	2.5	2.5	11.0
	Listen to the radio.	31	2.8	2.8	13.8
	Spending time with pets	37	3.4	3.4	17.2
	Reading books, newspapers, other magazines	41	3.7	3.7	20.9
	Internet Surfing	55	5.0	5.0	25.9
	Creative work such as art / dance / singing	82	7.5	7.5	33.4
	Engage in computer games	204	18.5	18.5	51.9
	Watch TV	529	48.1	48.1	100.0
	Total	1100	100.0	100.0	

Number of Respondents by Time Spent per Day for Extra-curricular Activities

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Less than 1 hour	134	12.2	12.2	12.2
	1- 2 hours	327	29.7	29.7	41.9
	2-4 hours	327	29.7	29.7	71.6
	4-6 hours	187	17.0	17.0	88.6
	6-8 hours	83	7.5	7.5	96.2
	More than 8 hours	42	3.8	3.8	100.0
	Total	1100	100.0	100.0	

Number of Respondents by Period of the Day for Online Education

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	4am - 8am	80	7.3	7.3	7.3
	8am - 12noon	532	48.4	48.4	55.6
	12 noon - 4pm	142	12.9	12.9	68.5
	4pm - 8pm	256	23.3	23.3	91.8
	8pm - 12am	80	7.3	7.3	99.1
	12am- 4am	10	.9	.9	100.0
	Total	1100	100.0	100.0	

A Rapid Survey Analysis Report on Online Education among School Children.

Number of Respondents by Devices Used to Connect the Online Education

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Notepad	1	.1	.1	.1
	Television	2	.2	.2	.3
	Tablet	25	2.3	2.3	2.5
	Desktop	33	3.0	3.0	5.5
	Laptop	136	12.4	12.4	17.9
	Mobile Phone	903	82.1	82.1	100.0
	Total	1100	100.0	100.0	

Number of Respondents by Availability of Devices at Home for Online Education

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	71	6.5	6.5	6.5
	Yes	1029	93.5	93.5	100.0
	Total	1100	100.0	100.0	

Number of Respondents by Steps Taken at Home to Avoid Internet Misuse

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	CCTV	12	1.1	1.1	1.1
	None of the Above	45	4.1	4.1	5.2
	Google History Checking	156	14.2	14.2	19.4
	Parental Locking	281	25.5	25.5	44.9
	Place the computer or smart device in an open space.	606	55.1	55.1	100.0
	Total	1100	100.0	100.0	

Number of Respondents by Platform Used for Online Education

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Team Viewer	1	.1	.1	.1
	Google Meet	2	.2	.2	.3
	Unknown	7	.6	.6	.9
	Microsoft Teams	9	.8	.8	1.7
	Zoom	1081	98.3	98.3	100.0
	Total	1100	100.0	100.0	

Number of Respondents by People Living in the Home

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Friend	1	.1	.1	.1
	Relation	2	.2	.2	.3
	Guardian	17	1.5	1.5	1.8
	Siblings	25	2.3	2.3	4.1
	None of the Above	27	2.5	2.5	6.5
	Father	32	2.9	2.9	9.5
	Adult	32	2.9	2.9	12.4
	Mother	185	16.8	16.8	29.2
	Parents	779	70.8	70.8	100.0
	Total	1100	100.0	100.0	

Number of Respondents by a Availability of internet Connection Required for Online Education

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	320	29.1	29.1	29.1
	Yes	780	70.9	70.9	100.0
	Total	1100	100.0	100.0	

Number of Respondents by Availability of Standalone Equipment for Online Education

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	459	41.7	41.7	41.7
	Yes	641	58.3	58.3	100.0
	Total	1100	100.0	100.0	

Number of Respondents by Other activities while Engaging in Online education

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	467	42.5	42.5	42.5
	Yes	633	57.5	57.5	100.0
	Total	1100	100.0	100.0	

Number of Respondents by Use of the same Eqipment for other needs of the Family

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	241	21.9	21.9	21.9
	Yes	859	78.1	78.1	100.0
	Total	1100	100.0	100.0	

Number of Respondents rate by facing Problems due to focusing on Online Education

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	540	49.1	49.1	49.1
	Yes	560	50.9	50.9	100.0
	Total	1100	100.0	100.0	

Participants rate by problems faced by online education

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Headache	233	21.2	41.6	41.6
	Eye pain/tearing	78	7.1	13.9	55.5
	Insomnia	71	6.5	12.7	68.2
	Extreme anger/rage	30	2.7	5.4	73.6
	None of the Above	30	2.7	5.4	78.9
	Drowsiness	17	1.5	3.0	82.0
	Impaired eyesight	16	1.5	2.9	84.8
	Forgetting	14	1.3	2.5	87.3
	Back pain and physical pain	12	1.1	2.1	89.5
	Impatience	9	.8	1.6	91.1
	Fear of examination.	9	.8	1.6	92.7
	Disappointment and sadness	5	.5	.9	93.6
	Reluctance to pursue other hobbies	5	.5	.9	94.5
	Decreased mental concentration	5	.5	.9	95.4
	Conflict	4	.4	.7	96.1
	Feeling lonely	4	.4	.7	96.8

	Frequency	Percent	Valid Percent	Cumulative Percent
Addiction to computers / social media	4	.4	.7	97.5
Hopelessness	3	.3	.5	98.0
Hearing impairment or ear related problems	2	.2	.4	98.4
Reluctance to connect with other members of the family	2	.2	.4	98.8
Disobedience	2	.2	.4	99.1
Weaknesses in group activities	2	.2	.4	99.5
Management Disorder	2	.2	.4	99.8
Problems working on time	1	.1	.2	100.0
Total	560	50.9	100.0	
Missing System	540	49.1		
Total	1100	100.0		

Respondents rate by getting the advice for problems

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	303	27.5	54.1	54.1
	Yes	257	23.4	45.9	100.0
	Total	560	50.9	100.0	
Missing	System	540	49.1		
Total		1100	100.0		

March 2022, MWCE

Respondents rate by steps taken to solve the problems

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	From parents / adults	139	12.6	54.1	54.1
	From formal medical / health services	64	5.8	24.9	79.0
	From teachers	43	3.9	16.7	95.7
	From Counseling Services / Officers	11	1.0	4.3	100.0
	Total	257	23.4	100.0	
Missing	System	843	76.6		
Total		1100	100.0		

Participants rate by Problems you encountered from an outside party during online education

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	None of the Above	885	80.5	80.5	80.5
	Disappointment about education	98	8.9	8.9	89.4
	Mortivationfor Internet computer games.	78	7.1	7.1	96.5
	Showing or speaking scenes related to unwanted temptations.	13	1.2	1.2	97.6
	Intimidation	11	1.0	1.0	98.6
	Motivation for casual relationships	9	.8	.8	99.5

	Frequency	Percent	Valid Percent	Cumulative Percent
Unnecessary suggestions - partying / outings or meeting outside the home.	6	.5	.5	100.0
Total	1100	100.0	100.0	

Number of Student who are having technical support and advise for online eduication

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	554	50.4	50.4	50.4
	No	546	49.6	49.6	100.0
	Total	1100	100.0	100.0	

Number of students by person supervised while online:-

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Mother	744	67.6	67.6	67.6
	Friend or other	107	9.7	9.7	77.4
	Gaudian	75	6.8	6.8	84.2
	Parents	64	5.8	5.8	90.0
	Father	57	5.2	5.2	95.2
	Siblings	41	3.7	3.7	98.9
	None of the above	12	1.1	1.1	100.0
	Total	1100	100.0	100.0	

March 2022, MWCE

Number of students who have / do not have IT knowledge to access online education

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	635	57.7	57.9	57.9
	No	462	42.0	42.1	100.0
	---Total	1097	99.7	100.0	
Missing	System	3	.3		
Total		1100	100.0		

Respondents rate by location of the online education :-

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Living room or open space in the house	688	62.5	62.5	62.5
	In a single room in the house	344	31.3	31.3	93.8
	As groups outside the home	30	2.7	2.7	96.5
	In the garden	18	1.6	1.6	98.2
	At a friend's house away from home	12	1.1	1.1	99.3
	Alone in a public place	8	.7	.7	100.0
	Total	1100	100.0	100.0	

A Rapid Survey Analysis Report on Online Education among School Children.

Respondents rate by Satisfaction of Online education

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	472	42.9	42.9	42.9
	None	363	33.0	33.0	75.9
	No	265	24.1	24.1	100.0
	Total	1100	100.0	100.0	

State Ministry of Women & Child Development, Pre-schools and Primary Education, School Infrastructure and Education Services

Rapid Sample Survey

ISSUES IN ONLINE EDUCATION OF SCHOOL CHILDREN IN THE FACE OF COVID-19 PANDEMIC IN SRI LANKA

Instructions for Filling the Survey Sheet – 2021

Note: The information obtain will not be used for any purpose other than the analytical work of this survey. The Ministry is committed to protecting the confidentiality of information gathering.

Limitations of the Study

10. Considering the existing COVID Pandemic prevention/control criteria, data is collected individually and not in groups.

11. It is mandatory to follow the guidelines issued by the Ministry of Health to protect against the COVID Outbreak when collecting data.

12. A separate survey will be conducted for children with special abilities in the future, and information on such children should not be included in this sample.

13. This study is only on children currently in school-age and receiving online education. Information related to online education before 2021 will not be considered.

14. The use of recorded data does not apply to online education. Therefore, educational information on CDs, Pen-drives, DVDs, and videos should not be entered.

15. This questionnaire targets only children.

16. The sample is limited to a maximum of 1100.

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When answering the survey sheet, select the answer number/numbers corresponding to the same question in the instruction sheet and mark the answer in boxes next to the question number.

01.   District

1. Colombo	8. Jaffna
2. Kalutara	9. Mannar
3. Gampaha	10. Nuwara Eliya
4. Ratnapura	11. Anuradhapura
5. Kurunegala	12. Hambantota
6. Badulla	13. Galle
7. Ampara	14. Kandy

02.   Divisional Secretariat Division:- *Please enter the name of relevant DS Division.

03.   Sex: -

1. Female   2. Male

04.   Age - Enter in years.

05.   School Type: -

1. Primary / Junior

2. Maha Vidyala

3. Central Colleges

4. Private schools

06.   Grade: -

Enter numbers from 1–13 to indicate the Grade.

07.   Medium of Education: -

       1. Sinhala Medium

       2. English Medium

       3. Tamil Medium

08. GCE (A/L) stream: -

       1. Physical Science

       2. Biological Science

       3. Commerce Stream

       4. Technology Stream

       5. Art stream

09. Number of subjects you study under online education: -

       Enter numbers from 1– 13 to indicate the number of subjects.

10. Number of days receiving online education per week: -

       Enter numbers from 1– 7 to indicate the number of days.

11. Approximate number of hours of online education per day: -

       1. 2 hours or less

       2. 2 - 4 hours

       3. 4 - 6 hours

       4. 6 -10 hours

       5. More than 10 hours

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12. Duration you have to stay online continuously/without a break.

    1. Less than 1 hour

    2. 1 - 1 1/2 hours

    3. 1 1/2 - 2 hours

    4. 2 - 3 hours

    5. More than 3 hours

13. Activities you engage in other than the online education

    1. Playing computer games

    2. Watching TV

    3. Listening to the radio

    4. Surfing the Internet

    5. Talking with friends over the phone.

    6. Creative work in drawing/dancing/singing

    7. Spending time with pets

    8. Activities related to Home Gardening

    9. Exercising

    10. Cycling

    11. Swimming

    12. Indoor sports (Carrom / Dan / Chess / Card)

    13. Reading books, newspapers, other magazines

    14. Support productive activities at home.

    15. Swimming.

    16. Rowing.

    17. Nothing

14. How much time do you spend on extracurricular activities per day?

       1. Less than 01 hour

       2. 1-2 hours

       3. 2-4 hours

       4. 4-6 hours

       5. 6-8 hours

       6. More than 8 hours

15. During which period of the day do you study online?

1. 4 - 8 a.m.	4. 4 - 8 p.m.
2. 8 - 12 a.m.	5. 8 - 12 p.m.
3. 12 - 4 p.m.	6. 12 p.m.- 4a.m.

16. Method/equipment that facilitates online education: -

1. Mobile phone	5. Digital screen
2. Laptop computer	6. Note pad
3. Desktop computer	7. Tab computer
4. Television.	

17. Do you have the above devices at home to get online education?

       1. Yes   2. No

18. What is the arrangement used at home to prevent Internet misuse/for protection?

       1. Parental Locking

       2. CCTV

A Rapid Survey Analysis Report on Online Education among School Children.

3. Google History Checking

4. Place the computer or smart device in an open space

5. None.

19. What platform do you use for online education?

      1. ZOOM

      2. Microsoft Teams

      3. MEET

      4. WebEx

      5. Google Meet

      6. Team Viewer

      7. Unknown

20. With whom does the child live at home?

1. Both parents	6. Guardian
2. Father	7. A friend
3. Mother	8. A relative
4. An adult	9. No one
5. A brother/sister	

21. Do you have internet signal facility to continue your education online?

      1. Yes   2. No

22. Do you have devices that you can use on your own when engaging in online education?

      1. Yes   2. No

23. Is the same device used for educational/other activities of other family members while engaging in online education?

       1. Yes   2. No

24. Do you use the same device for other family needs?

       1. Yes   2. No

25. Do you think you had/have any problem/difficulty due to switching to online education?

       1. Yes   2. No

26. If the answer is "yes", then indicate those issues in the order of importance. (Do not change the numbers assigned to the issues.)

1. Sleeplessness/Insomnia	12. Drowsiness
2. Headache	13. Anorexia / Eating Disorder
3. Eye pain/tears	
4. Vision Impairments / Weak Eyesight	14. Back Pain and Body Pain
5. Rage/anger	15. Hearing Impairment or ear-related problems
6. Impatience	16. Reluctance to indulge in other hobbies
7. Forgetfulness	
8. Aggression	17. Anxiety/phobia about life
9. Disappointment and sadness	18. Thoughts of committing suicide
10. Hopelessness	19. Phobia about the exam
11. Loneliness	

A Rapid Survey Analysis Report on Online Education among School Children.

20. Reluctance to keep company with other members of the family

21. Disobedience

22. Weaknesses in group activities

23. Lack of soft skills (Problems in dealing with others using language)

24. Addiction to computers/social media

25. Digestive disorders/Gastritis etc.

26. Neglect of personal hygiene and sanitation

27. Disorder/untidiness

28. Tardiness

29. Decreased mental concentration

30. None

27. Have you received /Are you receiving counselling/treatment for the above issues?

    1. Yes   2. No

28. How did you seek counselling/treatment for the above problems?

    1. From formal medical/health services

    2. From Counseling Services/Officers

    3. From teachers

    4. From Parents/Adults

29. Problems you encountered from an outside party during your online education?

    1. Intimidation

    2. Persuasion to have clandestine affairs

March 2022, MWCE

3. Showing or speaking of scenes related to unwanted temptations

4. Unnecessary suggestions - partying/outings or meeting outside the home

5. Attempts to engage in activities such as drug trafficking

6. Alienation from education

7. persuasion to play online games

8. None

30. Does anyone else provide technical assistance/advice to you in online education?

1. Yes

2. No

31. The person who supervises you while you engage in online activities

1. Mother

2. Father

3. Both parents

4. Guardian

5. Brothers and sisters

6. A friend or other person

7. No

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32. When you started online education, did you have any knowledge about Information Technology and computer usage?

    1. Yes   2. No

33. Where do you log on to online education: -

    1. In the house

    2. In the living room or open space in the house

    3. In a single room in the house

    4. In groups away from home

    5. Alone in a public place

    6. At a friend's house away from home

    7. In the garden

34. As a whole, do you think getting online education is good for your life?

    1. Yes   2. No   3. Can't say