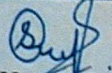## School of Education

### RESEARCH PROJECT II (EDUCATIONAL ISSUE)

(SEED470)

Title – A study of Prevention of Information Overload Over Elementary School Learners.

(Session – 2018-22)
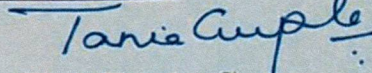
Submitted by –

Shraddha Shree Jain

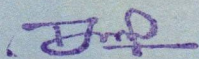Programme – B.El.Ed.

Semester – VIII

Roll No. – 1811260011

Submitted to –

Prof. (Dr.) Tania Gupta

Dean, School of Education

K.R. Mangalam University

Registrar
K.R. Mangalam University
Sohna Road. Gurugram (Haryana)

# CERTIFICATE

This is to certify that the Research Project entitled "A study of prevention of Information Overload over Elementary School Learners," submitted by Shraddha Shree Jain is a satisfactory account of her work and under the guidance of Prof. (Dr.) Tania Gupta, she successfully completed the research work. The research project submitted is an outcome of independent, reliable and original research.

Date 09/06/2022

Signature

*Tania Gupta*

Prof. (Dr.) Tania Gupta

# Acknowledgement

I would like to express my gratitude towards professor Dr. Tania Gupta for providing me with this opportunity to complete the project of the subject "Research Project -II (Educational Issue)." I am grateful to be given this opportunity as I learned a lot of new things from this project and under the support and guidance of Dr. Tania, successfully completed this project.
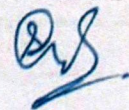
I would also like to thank my parents and my peers for helping and providing me with all the needed guidance throughout the whole project and helping me in finalizing the project.

Sincerely,

Shraddha Shree Jain

B.El.Ed. (Semester VIII)

1811260011

# Index

# CHAPTER I: INTRODUCTION

With the developing times and improvement of technology, students and learners have access to a very vast amount of information available on the internet as well as otherwise. With an access so vast and unlimited, it becomes difficult to separate the information that is valid, accountable, and necessary from that which isn't of much importance and has no accountability. Such an abundance of all kinds of information leads to an **overload of information** as well as data over learners. An overload leads to an increased amount of stress and burden on the learners and makes it difficult for them to retain and comprehend what they have learned. An obstacle in comprehension leads to a pause in the application of the learned data and information among all levels of learners, especially the **elementary school learners**. This study talks about the causes and factors of information overload and how teachers and educators can lessen this overload among elementary school learners by providing them with alternatives and efficient ways to deal with and segregate the important information from that which is unnecessary, for better understanding of content while maintaining a stress-free and consistent knowledge adjusting environment.

## 1.1 ELEMENTARY EDUCATION

Elementary school, or Elementary education, is defined as a period of formal education following pre-school but before high school. It usually encompasses grades $1^{st}$–$8^{th}$ and, in terms of the curriculum, the emphasis is laid on reading and writing skills, arithmetic skills, and basic social studies and science. Pupils aged 6 to 14 complete the following 2 stages in elementary schooling:

- The primary school stage, which is grade I-V,

- Upper primary school or elementary stage, encompassing grades VI-VIII.

Overall, an elementary school learner goes through grades $1^{st}$ to $8^{th}$ when in elementary school and learns the basic foundations of necessary skills and subjects. Elementary school education is important and compulsory for pupils aged 6–14 years in India, as per Article 21a of the Indian Constitution and The Right to Education Act (2009) implemented by the Parliament of

India, describing the importance and compulsion of education for every individual till the age of 14, with no discrimination regarding one's gender, race, religion, caste, sex, or ethnicity. Elementary schooling is thus a crucial stage that every child must undergo for effective education and holistic development.

With the vast access to an abundant amount of information in the modern times and in times of the technological advancement that has taken place in the current scenario, the topic of information overload can be of great significance. Information overload as defined by Fournier (1996) is a condition resulting from an excess amount of information beyond an individual's capacity. Chen, Pedersen, and Murphy (2011) in their study of the phenomenon of information overload in Computer Mediated Communication (CMC) education defined "information overload as the point at which students' working memory capacity is exceeded, and excessive information and stimuli from the CMC learning environment interfere with their learning." **(Harshada Shrivastav et al. Information Overload in Technology-based education).**

With the advent of e-learning, technology-based teaching and learning and the Computer Mediated Communication education, the learner has unlimited access to information with just one click of the keyboard. The information that is present around the world can be easily accessed with the help of the internet and technology.

## 1.2 INFORMATION OVERLOAD

Information overload is characterised by the richness of information around, which makes it inconvenient for the individual to access the information vital, swiftly, and pragmatically. The term "information glut" can also be used to define this phenomenon as the individual seems to be stuck in an overabundance or 'glut' of information all around them. A report published in 1963 by the U.S. President's Scientific Advisory Committee stated, "We shall cope with the information explosion, in the long run, only if some scientists are prepared to commit themselves to the job of sifting, reviewing, and synthesizing information, i.e., to handling information with sophistication and meaning, not merely mechanically." With this statement posing as the truth of the future times with such a fast progressing and rapidly advancing world, the world is bound to and has been experiencing an extreme growth in the number of information materials available in various forms, which is additionally augmented by

unparalleled advancements in the Information and Communication Technologies. The advancement in the research and development sector in majority of the countries, in the far yet too close future, it is expected that the world will encounter an even superior grandeur of the era of information explosion. **(Kazi Mostak Gausul Hoq, Information Overload: Causes, Consequences and Remedies: A Study)**

The world wide web has become the primary information and communication medium for a large number of users all over the world since it was devised. Broadband Internet access and portable devices (notebooks, cell phones, tablets, and other devices) have made a wealth of knowledge accessible almost anywhere and at any time. These technologies enable worldwide communication and cooperation, as well as easier re-use, creation, sharing, and dissemination of knowledge. The Internet provides search, filtering, and indexing tools, as well as scientific journal catalogues and databases, educational resource repositories, and e-courses, all of which make it simpler for students to discover high-quality, accurate material. A constant supply of new information is available 24 hours a day, seven days a week from various locations, devices, and applications, allowing youths to be informed in real time. This makes having an online presence essential. However, this does not always imply that they really are better informed, educated, or efficient problem solvers.

Despite the abundance of freely searchable material on the Internet, people frequently become lost in the amounts of data, demonstrating that there is a huge discrepancy between information and knowledge. If instances like these occur frequently and prohibit a person from efficiently processing, structuring, remembering, and utilizing information, that person experiences information overload. A state of "apathy, indifference, or mental tiredness stemming from exposure to too much knowledge" is known as "information overload," "information glut," or "information anxiety." The inability to comprehend all one hears or sees, the availability or supply of too much information, or the animosity that occurs are all examples of information overload. When an individual receives too much information, the overload confuses them, impairs their capacity to decide priorities, and makes it much more difficult to recall prior information. It is said to be a state of information overload when the amount of relevant and possibly valuable information transcends personal information processing capability and becomes a burden rather than a benefit. Decision accuracy is frequently harmed as a result of information overload. As the function of information expands beyond anyone's

comprehension, it becomes too much (TMI, "too much information"), causing information fatigue, anxiety, or overload. **(Elena Krelja Kurelović, et al. Information Overload, Information Literacy and Use of Technology by Students)**

## 1.3 FACTORS CAUSING INFORMATION OVERLOAD

Cognitive factors, emotional factors, and psycho-motor aspects are the three primary causes of information overload. Affective categories contain factors that are mostly connected to personal views, such as an individual's attitude toward the issue and epistemological beliefs. Lack of prior topic knowledge, task complexity, technical skills, and English proficiency are all factors that affect the cognitive domain. Information overload in technology-based education has been found to be influenced by methods of instruction, repetitive information, and time restrictions in the psychomotor domain.

Learners' epistemological judgments, such as beliefs about knowledge certainty, knowledge acquisition as an ordered process, and concepts about speedy learning, are all crucial aspects. Furthermore, it was discovered that attitudes about the subject, such as values, motivation, enjoyment, and confidence, influenced the emergence of information overload. Learners who held negative epistemological ideas and lacked enthusiasm for the subject were shown to be more susceptible to information overload. Other crucial elements in establishing the origin of information overload were discovered to include cognitive abilities such as insufficient prior topic knowledge and deficient English ability. Physical variables such as gender, age, and the motor skills necessary to deal with excessive information, time-constrained training, and presenting methods are all examples of psychomotor factors.

## 1.4 PREVENTING INFORMATION OVERLOAD: STRATEGIES AND METHODS

Cognitive, collaborative, and meta-cognitive tools are the three types of solutions for information overload. Software tools such as animation tools, concept maps, and computer simulations are examples of cognitive tools. Computer-mediated conferencing and weblogs are examples of collaborative technologies that make it easier for groups of people to work

together. Finally, meta-cognitive techniques refer to personal information management procedures.

Many studies looked at the use of different interfaces and presentation styles to decrease cognitive load and assist successful learning in terms of cognitive tools. Gerjets, Scheiter, and Catrambone (2004) discovered that employing modular examples, or reducing a difficult answer into little meaningful solutions, can lessen cognitive strain. Explanatory feedback is another method that helps students learn more deeply and reduce their working memory burden (Moreno, 2004).

In terms of collaborative learning, Huang, Huang, and Yu (2011) looked at the benefits of using a weblogging system to provide asynchronous cooperative learning settings for students. The findings showed that many aspects of the weblog encouraged peer-to-peer learning, reduced cognitive burden, decreased time lag, and boosted effective learning.

Meta-cognitive abilities, which pertain to an individual's consciousness, understanding, and control of cognitive processes, are another key method for managing cognitive load. Students with superior meta-cognitive and self-regulation abilities may gain considerably from learning settings, according to Kalyuga (2009). **(Harshada Shrivastav et al. Information Overload in Technology-based education).**

The primary mechanisms to combat information overload, according to Simpson and Prusak, are to ensure that the information given is of great value and that it is presented in the most convenient style and format. Meyer emphasizes the need of data visualization, compression, and aggregation.

## 1.5 SIGNIFICANCE OF THE STUDY

The significance of this study traces back to the advent of technology and the huge access to the information and various kinds of information that the learners have in the modern day and age. The accessibility and the diversity of the information available to the individuals leads to the problem of Information Overload and is now a very observable phenomenon. This study highlights the main causes and effects of Information Overload and how it can be prevented by using different strategies, tools and techniques by leaners themselves as well as by the

teachers in the school and institutions. The problem of information overload is seemingly common as everyone is bound to use technology in some ways or the other. The effects of the information glut are also very prominent and need to be brought to the front so that this problem can be treated and the impact it has on learning, can be minimized to make learning as well as teaching effective and productive. The findings of the present study would bring forward the term Information Overload and also heighten the need for it to be catered to rationalize and organize the learning process.

## 1.6 STATEMENT OF THE PROBLEM

With the technological advancement and availability of numerous types of information for a particular subject, it is evident that Information Overload is a problem that every individual goes through to some degree at some or other point in their life. To find out the impact of Information Overload on students, specifically elementary school learners, how this problem can be overcome and how it can be prevented by individuals further, the investigator conducted a research study titled:

## A STUDY OF PREVENTION OF INFORMATION OVERLOAD OVER ELEMENTARY SCHOOL LEARNERS

## 1.7 RESEARCH QUESTIONS

1. What does the term "Information Overload" refer to?
2. What is the impact of Information Overload on elementary school learners?
3. What is the effect of Information Overload on learning?
4. What are the ways and strategies of preventing Information Overload?

## 1.8 OBJECTIVES OF THE STUDY

1. To understand the term Information Overload and its related aspects.
2. To observe the impact of Information Overload on elementary school learners.
3. To analyze the effect Information Overload has on the learning of the learners.
4. To find out strategies and techniques that can help in prevention of Information Overload.

5. To find out ways to inculcate the strategies of preventing Information Overload in classroom by the teachers.

## 1.9 DELIMITATIONS OF THE STUDY

The current research conducted by the investigator has the following delimitations:

1. The study was aimed to be conducted in schools of the Delhi and Gurugram areas only.
2. The target sample were the learners of elementary grades (grades 3rd to 8th).
3. The responses were collected through the Online mode by the use of Google forms.
4. The study was conducted by the use of survey method through an online questionnaire (Google form) on the related topic.
5. The study was aimed at student learners only.

## 1.10 CHAPTER SCHEMA

I.    **Chapter I** is the theoretical framework of the topic.

II.   **Chapter II** includes the review of the related literature that the investigator has revised in the present study.

III.  **Chapter III** describes the study's methodology in depth, including the tool's application, the sample chosen, the procedure employed, and the statistical approaches used for analysis.

IV.   **Chapter IV** explains details of analysis of the data and the interpretation of the responses.

V.    **Chapter V** contains the conclusion of the study, the summary along with the references.

# CHAPTER II: REVIEW OF RELATED LITERATURE

## 2.1 MEANING OF REVIEW OF LITERATURE

A literature review is an analysis of prior research that is critical and in-depth. It is a summary and overview of a specific field of study that enables everyone reading the article to understand why you are conducting this research. A solid literature review clarifies the rationale for choosing a certain research subject. A literature review evaluates a mass of research that answers a specific research issue. The literature review surveys scholarly articles, books, and other sources relevant to a particular area of research. The review should enumerate, describe, summarize, objectively evaluate and clarify this previous research. The literature review acknowledges the work of previous researchers, and in so doing, assures the reader that the work has been well conceived.

## 2.2 IMPORTANCE OF REVIEW OF LITERATURE

The literature review assists in providing a context for the research, justifying the research, ensuring that the research has not been done, demonstrating where the research fits into the existing body of knowledge, allowing the researcher to learn from previous theories of the subject, highlighting flaws in previous research, highlighting caps in previous research, and assisting in the refinement, refocus, or even changing the topic. Overall, a well-written literature review may serve as a "conceptual road map" of research in a certain field's past, present, and future.

The review of literature not only allows for a better understanding of many aspects of a topic, but it also aids in identifying the study's conceptual and methodological flaws. This will allow the study to collect information and data sources and apply solid reasoning and interpretation to them. Review of related literature enables the researcher to know what has already been done in a particular area of study and its analysis is a stepping stone to resume what can yet be done.

## 2.3 REVIEW OF RELATED STUDIES

**Jeff Davidson (2021)** was of the view that people are confronted by staggering amounts of new information every day. Trainers in particular can be simply overwhelmed by the affluence of information associated to competitor data, new product and service launches, market changes, and industry trends and wind up with information anxiety. In this article, it is talked about how the information overload can be overcome and can be further prevented.

**Muhammad Asif Naveed et al. (2020)** emphasizes that this paper gives a historical overview of information anxiety, evaluates the existing framework critically, and offers a new paradigm for information anxiety that goes beyond information extraction and information seeking in today's digital world to guide policy and practise. Based on previous data, this study also describes various correlatives of information anxiety.

**Shalini Misra et al. (2020)** examined the link between information overload, stress, analytical and intuitive thinking, and managers' critical thinking disposition, as well as emergency managers' views of information overload from digital sources.

**Farah Amirah binti Suhaimi and Norhayati binti Hussin (2017)** elucidate that in this article, the effects of information overload on student 's academic performance are discussed. Academic performance is crucial for pupils since it demonstrates their academic accomplishment. It also discusses the impact of information overload on people, tasks, technology, and information. The purpose of this research is to develop a methodology for analysing the impact of information overload on academic performance in students.

**Elena Krelja Kurelović et al. (2016)** explicated that although digital technologies have a positive overall impact on students' lives, prevalent use of these technology and advanced media enriched with dynamic hypertext and hypermedia material, and multitasking, can cause distractions that reduce attention span, make thinking, memorising, and learning more difficult, and lead to stress and mental exhaustion, also known as "information overload" or "information glut." The purpose of this study is to see if learners show indications of information overload and if so, what factors could predict this.

**Kazi Mostak Gausul Hoq (2014)** states that Information overload, which is commonly defined as an excess of data, is a major source of worry for ordinary information consumers, academics, and information managers. The study examines the origins and effects of information overload in the twenty-first century and offers solutions to the problem. It emphasises the significance of collaboration among information workers, computer scientists, and academics in developing approaches and technology to mitigate the impacts of information overload.

**Chun-Ying Chen, Susan Pedersen and Karen L. Murphy (2011)** studied that one of the most common challenges students face when studying online via computer-mediated communication is information overload. The goal of this study was to look at the causes of information overload among online students and make recommendations for boosting students' cognitive resources for learning. In this research, the difficulties connected with students' judgments of information overload are discussed, as well as implications for course design.

**Levy (2008)** contended that the explosion of technology resulted in greater experiences of information overload, elevating the term's importance and usage. People nowadays are suffering from information overload as information becomes more accessible and being generated at unfathomable rates.

**Reijo Savolainen (2007)** states that the study looks into how people deal with information overload while they are monitoring daily events via media such as newspapers and the internet. On the one hand, information overload was seen as a serious issue, especially in networked information settings. Information overload, on the other hand, was seen as a fictitious condition with mythological characteristics.

**Martin J. Eppler & Jeanne Mengis (2004)** states that this review article examines the theoretical basis of the information overload discourse and presents an overview of the main definitions, situations, causes, effects, and mitigation strategies, based on literature from the domains of organisation science, marketing, accounting, and management information systems and it is the first one to analyse the problem of information over-load with a clear focus on interdisciplinary understandings.

## 2.4 SUMMARY OF RELATED LITERATURES

Every day, people are inundated with massive volumes of fresh information. The abundance of knowledge related with competition data, new product and service launches, market shifts, and industry trends may easily overwhelm trainers. It is possible to overcome and prevent information overload. Although digital technologies have a good overall influence on students' lives, their widespread usage can result in distractions that shorten attention span and make thinking, memorising, and learning more difficult, a phenomenon described as "information overload" or "information glut."

The goal of these researches is to examine if individuals show signs of information overload. People nowadays are suffering from information overload as ever-increasing amounts of data are produced at incomprehensible speeds. The issues associated with are discussed in these articles. All the researches study that information overload has a massive impact over the individuals that are faced with it. The impact can be over the daily functioning as well as on the learning. The learners and all individuals can overcome this glut by various strategies and techniques. The researchers have discussed about the causes, the consequences and the preventative measures of information overload in their respective researches.

# CHAPTER III: METHODOLOGY

The present chapter is divided in the following sections:

(1)    Research Design

(2)    Sample

(3)    Tool for Data Collection

(4)    Techniques of analysis

## 3.1 RESEARCH DESIGN

A descriptive survey design was used by the investigator. The schools in Gurugram district and in Delhi were selected as the sample for conducting the study. A questionnaire built in Google Forms was circulated to the elementary school learners and the responses were collected in Online mode for better understanding and spontaneous responses about the topic.

## 3.2 SAMPLE

The investigator selected the schools of Gurugram and Delhi as a sample for data collection.

A target of 20 responses to be collected from only elementary school learners, was kept by the investigator.

The questionnaire was sent to the learners and they were expected to fill the responses through online mode.

The classes varied from anywhere between grades 3 to grade 8 and both boys and girls were expected to fill in the form.

## 3.3 TOOLS FOR DATA COLLECTION

For collection of required data in this study, the investigator used Survey method as a tool.

The survey was conducted by using a self-constructed questionnaire, created on the Online platform named Google Forms.

There were 10 questions in the form and all questions were kept close ended, relevant to the present study.

The type of questions included multiple choice questions, rating scales and checklists.

The respondents were expected to fill the different types of questions according to their understanding and perception about the study.

The questionnaire took about 2 minutes on an average to be filled.

The language of the questions was kept simple, comprehensible and to the point as per the requirement of the study.

The link to the questionnaire will be attached in the Appendix A along with a screenshot of the same.

## 3.4 TECHNIQUE OF DATA ANALYSIS

The present study is quantitative in nature.

The data was collected through a self-constructed questionnaire (Google form), from the elementary school learners of schools in Gurugram and Delhi.

The responses were collected, recorded and further quantitatively coded by the investigator to analyse and interpret the collected data so as to attain conclusions.

The data was then analysed using the Percentage analysis technique and was graphically represented using pie charts and bar diagrams.
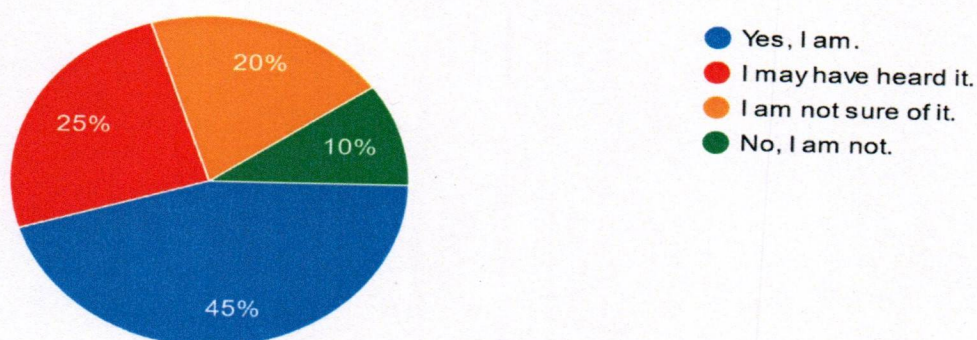
# CHAPTER IV: ANALYSIS AND INTERPRETATION

In this chapter, the data has been analysed based on the responses from the questionnaires filled by the respondents of schools of Gurugram and Delhi areas. Furthermore, the interpretations of the data are made by quantitative coding of data attained through the survey of the sample respondents. The responses were recorded for each question and were the analysed quantitatively. The data was then graphically demonstrated using the pie charts and bar diagrams. After collecting the responses of the form, the investigator gained the raw data which was then compiled and cumulatively analysed between the similarities in the responses and differences in some of the responses.

## 4.1 ANALYSIS OF THE QUESTIONS ALONG WITH GRAPHICAL REPRESENTATIONS

**Q1. Are you aware of the term "Information Overload?"**
20 responses



- Yes, I am.
- I may have heard it.
- I am not sure of it.
- No, I am not.

**Q2. What is Information Overload, according to your understanding?**
20 responses
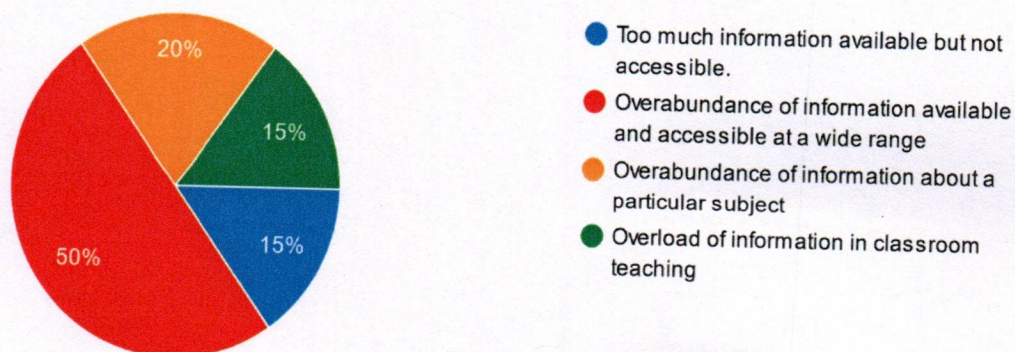


- Too much information available but not accessible.
- Overabundance of information available and accessible at a wide range
- Overabundance of information about a particular subject
- Overload of information in classroom teaching

**Q3. In what forms can information be available for it to become abundantly available?**
   **(Select all that apply)**
20 responses

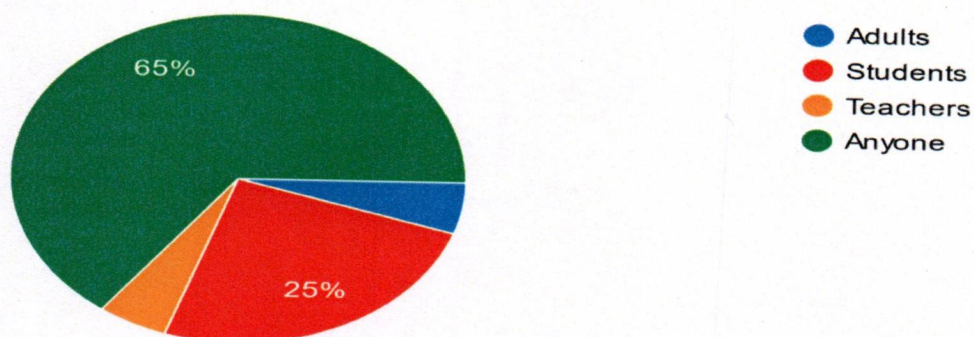| Form | Responses |
|------|-----------|
| Printed sources | 8 (40%) |
| Internet and web | 15 (75%) |
| Radio and Television | 10 (50%) |
| School or University | 10 (50%) |
| Family and Society | 8 (40%) |
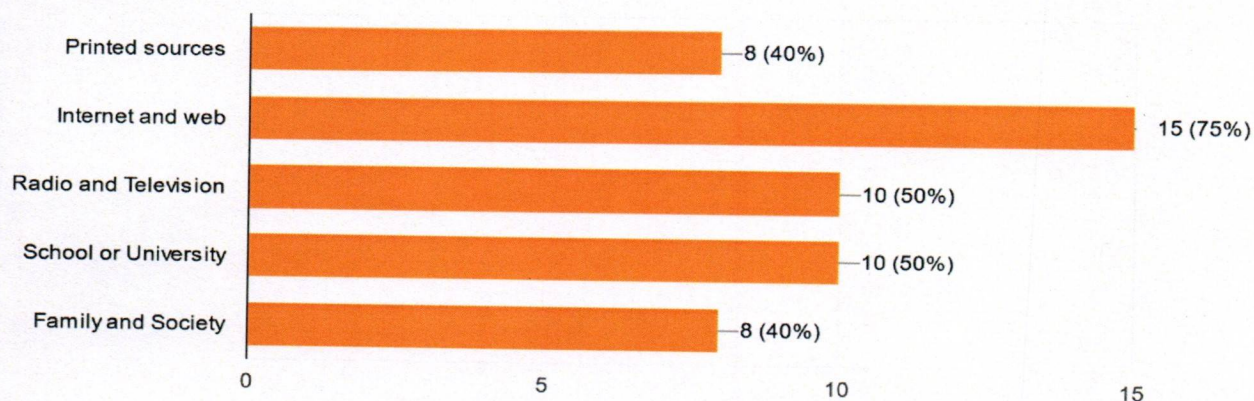
**Q4. Information Overload can happen to?**
20 responses

- Adults
- Students
- Teachers
- Anyone

65%
25%

**Q5. According to you, how much does information overload impact a learners' learning?**
20 responses

- Has an extreme impact.
- Has enough of an impact.
- Neutral
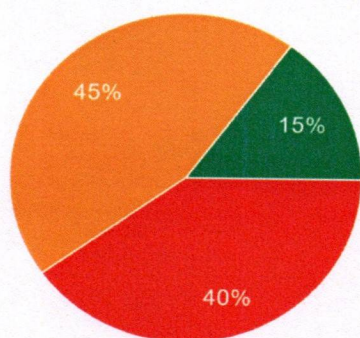- Has an average impact.
- Does not have an impact.

50%
15%
35%
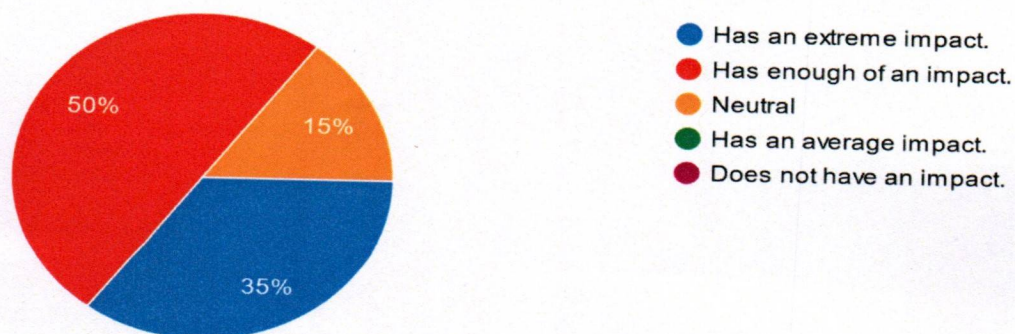
**Q6. According to you, is information overload a phenomena that has a positive impact on learning or does it have a negative impact?**
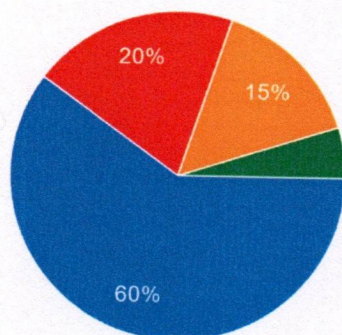
20 responses



Legend:
- ● Positive
- ● Neutral
- ● Negative
- ● Doesn't have an impact on learning.

Pie chart values: 45%, 40%, 15%

**Q7. Have you ever faced a situation wherein you felt that you were stuck in an "information glut?" (Information overload can also be termed as an information glut.)**

20 responses



Legend:
- ● Yes, I have.
- ● I may have.
- ● I am not aware if I have.
- ● No, I have not.

Pie chart values: 60%, 20%, 15%

**Q8. How did you overcome that situation you were faced with because of an overabundance of information? (Select all that apply.)**

20 responses



| Category | Value |
|---|---|
| Accessed less technology | 5 (25%) |
| Filtered out information that was available | 8 (40%) |
| Only accessed the trusted sources | 6 (30%) |
| Accessed limited sources for particular subjects | 6 (30%) |
| pproached teachers for guidance on the relevant information | 14 (70%) |
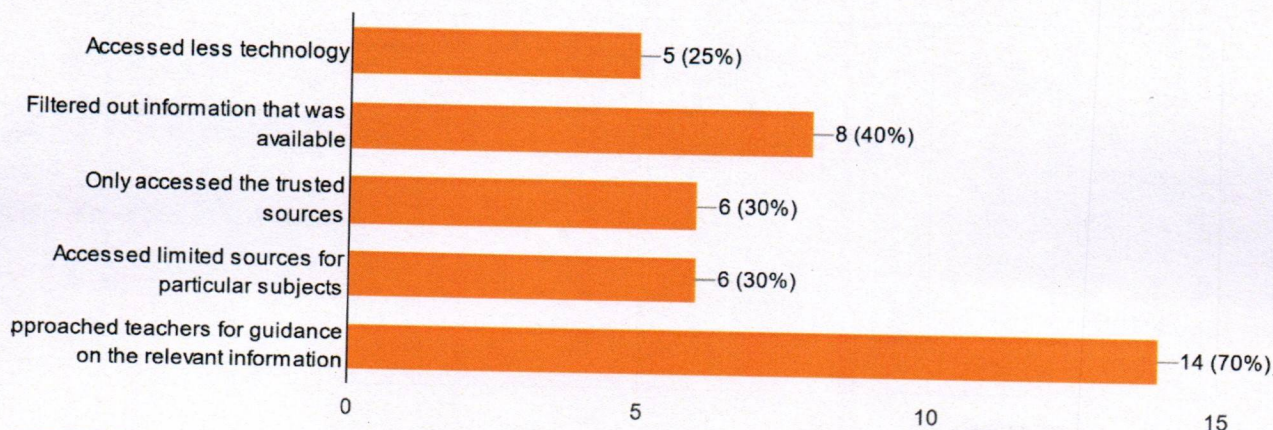
**Q9. What are other ways through which one can prevent information overload from taking place? (Select all that apply)**

20 responses

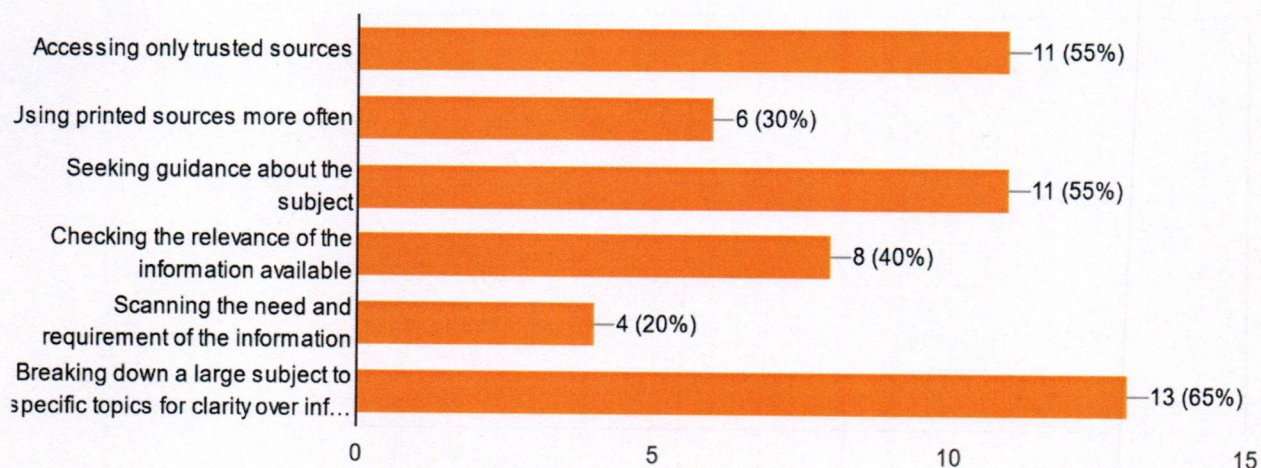| Option | Count (%) |
|--------|-----------|
| Accessing only trusted sources | 11 (55%) |
| Using printed sources more often | 6 (30%) |
| Seeking guidance about the subject | 11 (55%) |
| Checking the relevance of the information available | 8 (40%) |
| Scanning the need and requirement of the information | 4 (20%) |
| Breaking down a large subject to specific topics for clarity over inf… | 13 (65%) |

**Q10. How can a teacher help in preventing information overload on Elementary School learners? (Choose the most suitable option)**

20 responses
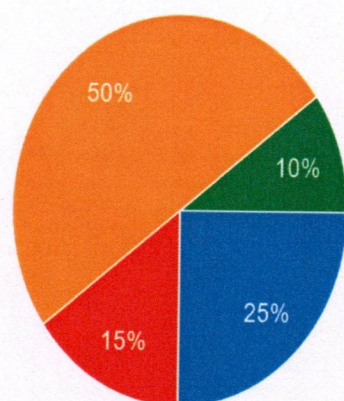
- By providing specific units of particular subjects — 25%
- By giving them alternatives for every subject — 15%
- By providing them with time-to-time guidance and supervising them — 50%
- By being maintaining records of the progress of their learning. — 10%

## 4.2 INTERPRETATION OF RESPONSES IN QUESTIONS

In the first question, it is observed that forty five percent, which is majority of the respondents are aware of the term Information Overload. Twenty five percent of the respondents may have heard of the term before. Around twenty percent respondents said that they aren't sure of what it may be and the remaining percent accept that they haven't come across the term Information Overload.

In the second question, it can be seen that fifty percent, which is the majority of the respondents know the term Information Overload as "overabundance of information available and accessible at a wide range.' Twenty percent of the responses said that information overload is an overabundance of information about a particular subject. Fifteen percent of the respondents said that information overload is an overload of information in classroom teaching and the rest of the percent said that it is too much information available but not accessible.

For the third question, it can be observed that majority of the respondents believe that information overload can take place if information is available in the form of internet and web. The respondents also chose radio and television, and school or university as sources of information available. The remaining percent of respondents believe that printed sources and family and society are sources through which information can be abundantly available.

In question four, majority of the responses, which is sixty five percent, has been gathered for the option that information overload can happen to anyone. Around twenty five percent believe that information overload can take place only in students. For the remaining percent, the respondents chose that information overload can take place either with a teacher or only with adults.

For question number five, fifty percent of the respondents agreed that information overload has enough of an impact on a learners' learning. About thirty five percent chose that it has an extreme impact over a learners' learning. The remaining of the respondents said that they were neutral about how much of an impact information overload has on a learners' learning.

About the sixth question, it can be detected that most of the respondents, i.e., forty five percent of them believe that information overload has a negative impact on learning. Around forty percent are neutral about the impact information overload has on learning. The remaining fifteen percent of the respondents chose that it doesn't have an impact on learning.

For question number seven, majority of the respondents accept that they have faced a situation wherein they were stuck in an information glut. Around twenty percent said that they may have faced a situation as such. Fifteen percent of the respondents were unsure if they had ever faced a situation stuck in information glut. The remaining percent said that they haven't yet experienced a situation like such.

In the eighth question, majority of the responses were collected for the option saying that the respondents chose to approach their teachers for guidance on the relevant information. Forty percent of the respondents said that they would filter out the information themselves. The respondents also chose the options that read about accessing only trusted sources and accessing limited sources for particular subjects as ways to overcome information glut. The remaining percent selected that they would access less technology as a means of overcoming the situation of information glut.

In question number nine, majority of the respondents, that is, sixty five percent, chose that they would break down the large subject to gain a clarity, as a means of overcoming and preventing information overload. The respondents also chose accessing only trusted sources and seeking guidance about the subject as preferred strategies of overcoming information overload. Using printed sources and checking the relevance of the information available were also popular methods of controlling information overload from taking place. The least popular method was scanning the need and requirement of the information available.

For the tenth and final question, fifty percent, that is the majority of the percent of respondents believed that a teacher can help in preventing information overload on elementary school learners by providing them with time-to-time guidance and supervising them. The second most popular method selected by the respondents, that a teacher can adopt is by providing specific units of particular subjects, to prevent information abundance from taking place. Fifteen percent of the responses were gathered for providing them with

alternatives for every subject and the least number of responses were gather for the option which read that a teacher can prevent information overload by maintaining records of the progress of the learning in a classroom.

Overall, twenty responses were collected and some of the questions were checklist type questions in which respondents could select multiple options as per their perception, understanding and belief. The questionnaire was close ended and the responses were immediately recorded by the investigator. The questionnaire was then closed for it to stop accessing responses, so that a clarity can be maintained while interpreting and analysing the data collected.

# CHAPTER V: CONCLUSION

By conducting the present study, the investigator was able to conclude the following:

1.  The respondents were mostly aware of the term information overload and have had heard the term at some point in their life.

2.  The term information overload implied to all aspects of every individual's life as they were during some or the other point of time, in contact with a huge variety of information available to be accessed through various means and sources. Through the survey, the investigator was able to gather information regarding the impact of information overload over elementary school learners and how it can affect the learning and retention capacity, along with various other factors and domains of an individual's everyday life and personality.

3.  The elementary school learners are more vulnerable to the information glut as they are more into accessing the various sources and modes of information available to them in large amounts. The elementary learners also have difficulty in segregating he data which is required and necessary from that which is not useful to their subject. This happens because they are still at the foundational and basic level of knowledge and life skills and they are yet to learn and acquire the higher order skills required for filtering the massive amounts of information that they can so easily access.

4.  Information overload is a phenomenon that every individual has encountered at some point of their life, with or without their conscious knowledge about the same. The situation of information overload is inevitable in this day and age as the technological advancement and the upgradation that has taken place in today's world, makes it difficult to escape the wrath of voluminous amounts of information that is accessible at one click of a device.

5.  The modern technology and technical advances have led to an access so wide and huge that it becomes stressful and problematic to screen the information so that only the important and relevant information is left in hand. With this, the effect of information overload turns to have an extreme impact on a learner. The impact can somewhat be positive, but it is mostly and hugely negative as it has adverse effects on the mental, physical as well as intellectual abilities of the individual. This kind of an effect leads to stress, fatigue and

anxiety in the individual and therefore leads to a disturbance in learning and miscommunication of the information or incomplete acquisition of the information at hand.

6. The technology-based teaching and computer mediated communication has led to an overabundance of information as well as knowledge available to learners and all individuals. This leads to many researchers ponder upon and study the strategies and ways to overcome and prevent the phenomenon of information overload.

7. The teachers, educators and the administrative authorities of the educational institutions play a pivotal role in bringing forward strategies and techniques that can help individuals in overcoming the information overload and also controlling it from happening in further times. The functioning of the institution and the structure of curriculum also go hand in hand when talked in terms of factors that affect information overload.

8. Most individuals found ways themselves to overcome the situation of information overload as and when they were faced with it. They found strategic tools and methods to help themselves in overcoming the problem and also how they can prevent it in the future times. The survey showed that limiting the use of internet and web and making small units of the subject in hand were the most popular ways of prevention of information overload by students. Seeking guidance from their teachers and filtering the information follows.

9. It is believed that information overload can have a positive impact at a certain degree but most of the times, it is said to have a hugely negative impact over the people that are faced with it. This also leads to the need of bringing forward and making people aware of the ways to prevent themselves from getting stuck in an information glut.

10. Though information overload has an extreme impact that can have enough of an effect on learning, it can be overcome and avoided by using various strategies and by being aware of the need, relevancy and authenticity of the information available.

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# APPENDICES

## APPENDIX – A

Below is the link attached for the Google form that was used as a tool to conduct the survey from the schools of Gurugram and Delhi. This questionnaire can also be sent directly to respondents through mail or can be shared in the form of the link as given below.

https://docs.google.com/forms/d/e/1FAIpQLScS0yTKvX1XaqV5ATj1qfEfuUtnIXIN-NdFJ2PONM-Y5Mr5rQ/viewform?usp=sf_link

Q1. Are you aware of the term "Information Overload?" *

○ Yes, I am.

○ I may have heard it.

○ I am not sure of it.

○ No, I am not.

Q2. What is Information Overload, according to your understanding? *

○ Too much information available but not accessible.

○ Overabundance of information available and accessible at a wide range

○ Overabundance of information about a particular subject

○ Overload of information in classroom teaching

Q3. In what forms can information be available for it to become abundantly available?           (Select all that apply) *

☐ Printed sources

☐ Internet and web

☐ Radio and Television