



E-Learning is helpful to Students for their Study in the pandemic COVID-19

¹ Het Trivedi,² Dr. Ajay Patel,,³ Komal Trivedi

¹Assistant Professor,²Head of Department of Computer Science,³PGT Computer

¹ Department of Computer Science, HNGU, Patan

²Department of Computer Science, Ganpat University, Kherva

³Bhagwati International School, Patan

Abstract: Most universities face many educational problems and obstacles that technology can help to overcome in this pandemic of COVID-19. An open source, such as Zoom, Google meet platform, has been implemented at many Schools and universities. Many E-learning platforms could be used as an aid to deliver e-content and to provide various possibilities for implementing asynchronous e-learning web-based modules. This paper shows that the use of interactive features of e-learning increases the motivation of the students for the learning process in this COVID-19 period.

Index Terms - e-learning, motivation, web-based education.

I. INTRODUCTION

In this COVID-19 period most of the schools and colleges across the world has been shut. Globally, over 1.2 billion children are out of the classrooms. As a result, education has changed dramatically, with the distinctive rise of e-learning, whereby teaching is undertaken remotely and on digital platforms. Research suggests that online learning has been shown to increase retention of information and take less time, meaning the changes coronavirus have caused might be here to stay. While countries are at different points in their COVID-19 infection rates, worldwide there are currently more than 1.2 billion children in 186 countries affected by school closures due to the pandemic. Even before COVID-19, there was already high growth and adoption in education technology. For those students who do have access to the right technology, there is evidence that learning online can be more effective in number of ways.

II. LITERATURE REVIEWS:

Nicholas Grubic¹, Shaylea Badovinac² and Amer M Johri(2020)found that These preliminary findings highlight the multiple factors contributing to students' distress during this pandemic; however, there remains much to be learned about the psychological impacts facing students and what can be done to reduce their negative effects. A timely call to action for further research examining the impact of COVID-19 on student mental health is suggested. Specifically, priorities should include the disturbances to educational progress,adaptations of habitual coping strategies, and approaches academic institutions have taken to reduce adverse academic and psychosocial outcomes.[1]

Andria Praghlapati (2020) poses Students tend to focus their discussions on topics very close to their neighborhood, such as school closing and local news. Although the positive percentage of COVID-19 Tweets was very low for both demographics, college students proved to be significantly more negative. In addition, positive microscopic examinations and negative tweets reveal their very problematic feelings in the midst of the spread of COVID-19, as well as adverse reactions to disturbances in their lives such as aggression charged by racism. In addition, we found a change in the target of racism during COVID-19 towards the East Asian community, which most students and the general public opposed. Analysis on fine-grained linguistic information, such as emotions, hate speech, and racism detection can be carried out to gain further insight into more specific COVID-19 related problems detailed in their study.[2]

Chi Chiu Leung, Tai Hing Lam, Kar Keung Cheng(2020)report Since the COVID-19 epidemic is no longer confined to China,¹³ school closure and home confinementrelated issues also become relevant in other affected countries. As children are vulnerable to environmental risks and their physical health, mental health, and productivity in adult life is deeply rooted in early years,¹⁴ close attention and great efforts are required to address these emergency issues effectively and avoid any long term consequences in children.[3]

Aliriza Arënliu (2020) The results of their study should be taken with caution, as the study was done in the first week of the pandemic. Their data and results may change in the coming weeks, since at the beginning of the pandemics individuals may have more psychological resources, which might change in the following weeks. Changes may occur, as it is well documented, that stress increases with prolonged isolation or quarantine (Brooks et al, 2020). It is necessary that such research to be repeated in the weeks ahead. In addition to public health interventions or measures that focus on preventing COVID-19 virus infections, interventions in protecting public mental health in these challenging times are also important.[4]

Ambreen Fatima* MPT, Utsav raj(2020) found that most of the students are mentally stressed in this condition of threat. Most of the students are worried about their study and there not satisfied with the classes which are conducted online.[5]

Michael Billy(2020) poses Learning from home is very disturbing to our learning process, but the learning process is not possible to stop just because we cannot go to school or university. Let's hope that when COVID-19 is in our rear view mirrors, the innovations and

technology that helped our students and educational institutions get through it become commonplace and often used tools in the great task of educating students all around the world.[6]

Karl L. Smart and James J. Cappel (2006) Found that this study may cause some readers to question the value of incorporating online learning units into a traditional course. The ultimate question for educational research is how to optimize instructional designs and technology to maximize learning opportunities and achievements in both online and face-to-face environments. Specifically, the conditions for best promoting online success have not yet been fully explicated.[7]

Hadi Pajarianto , Abdul Kadir , Nursaqinah Galugu , Puspa Sari , Sofia Februanti (2020)found that PAUD teacher tolerance is influenced by family education, live in, and kinship. Kinship variable is the variable that has the highest contribution to the tolerance attitude of PAUD Teachers. Therefore, community members, community leaders, religious leaders, and local governments need to maintain a kinship system in order to create an attitude of tolerance between people in harmony and harmony [8] .

Tri Darmayanti Made Yudhi Setiani Boedhi Oetojo(2007) found that E-learning becomes a popular tool as an interactive tool for virtual education.However, the use and the implementation of e-learning in formal education are not as simple as it says. Since, changing paradigm of teaching and learning is a complicated process which involved many parties. This article discusses how e-learning changes the teaching and learning in a formal higher education in Indonesia. The article also discusses Universitas Terbuka’s experience as a distance education institution in Indonesia, in implementing the teaching and learning through the Internet.[9]

B. Cornelius-Ukppepi and R. Ndifon(2015)concluded that home stress has a significant relationship with academic performance of students in Integrated Science in Calabar Municipality of Cross River State, Nigeria. This implies that when students are over burdened with house chores, hawking things to raise money for their families, going on errands etc,they become stressed up and this can affect their academic performance.[10]

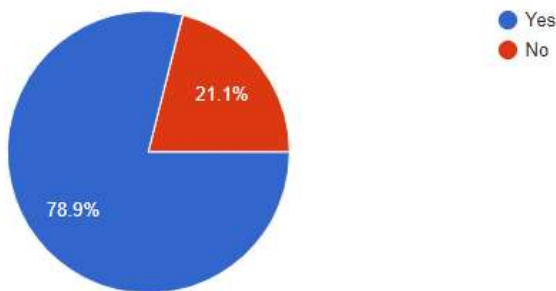
III. METHODOLOGY

In this research paper, we are going to create the Questioner for the student’s feedback about student’s experience of learning online. For this purpose we have create some of the Questions and those feedback form we have present to some of the students who already taking online classes form different platforms. We have taken sample of 110 students who are taking online classes.

IV. RESULT

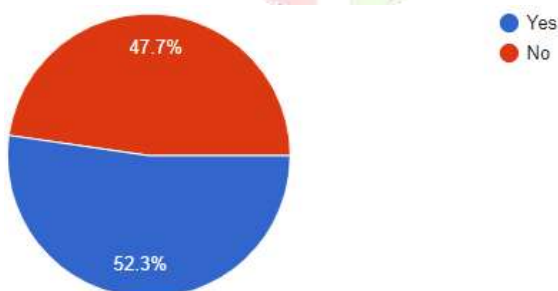
On the basis of the responses gain by the students we have found that 79.8% of students have feel that e-learning is better that the class room studies. 20.2% of students still thinks that class rooms study is better than e-learning. We have also found that 71.83% students found comfortable of having courses which required for their study.

V. Result Analysis



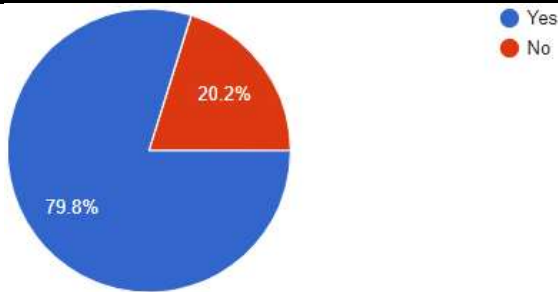
Graph-1.1 learn appropriate course through e-learning

GRAPH 1.1-Showing the satisfaction of students for find appropriate course through e-learning. In this we found that 78.9% of students are satisfied with finding appropriate course,21.1% of students have not finding appropriate course.



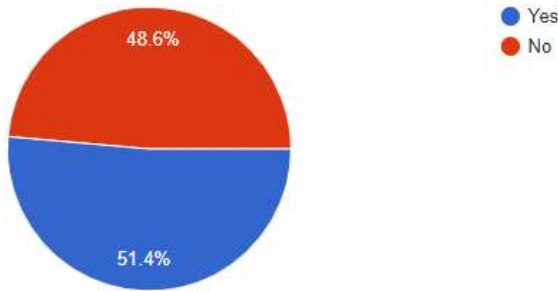
Graph-1.2 Full syllabus covered in Courses

GRAPH 1.2-Showing the satisfaction of full syllabus covered in courses. In this we found that 52.3% of students are satisfied that full syllabus covered in courses,47.7% of students have not found full syllabus covered in courses.



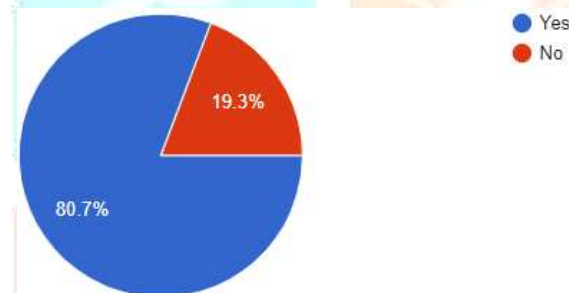
Graph-1.3 Comfortable with Educator

GRAPH 1.3-Showing the student’s Comfort with Educator. In this we found that 79.8% of students are Comfortable with Educator,20.2% of students have not found Comfortable with Educator.



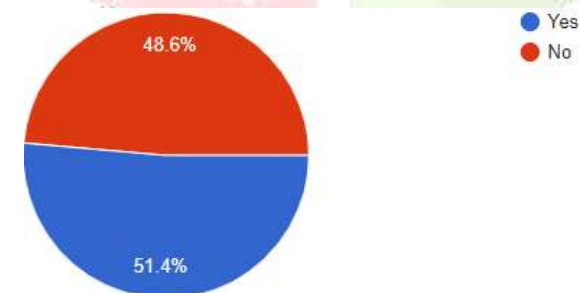
Graph-1.4 Found materials related to study

GRAPH 1.4-Showing the students Found materials related to study. In this we found that 51.4% of students Found materials related to study, 48.6% of students have not Found materials related to study.



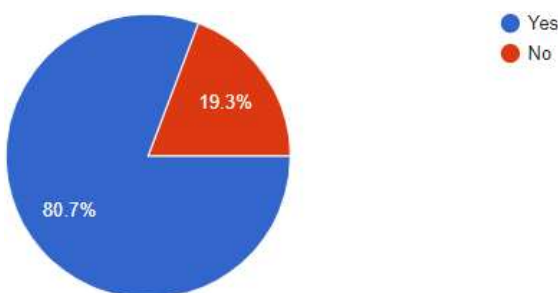
Graph-1.5 Provides Assignment for self-study

GRAPH 1.5-Showing the Educators Provides Assignment for self-study. In this we found that 80.7% of students Found Assignment for self-study, 19.3% of students have not Found Assignment for self-study.



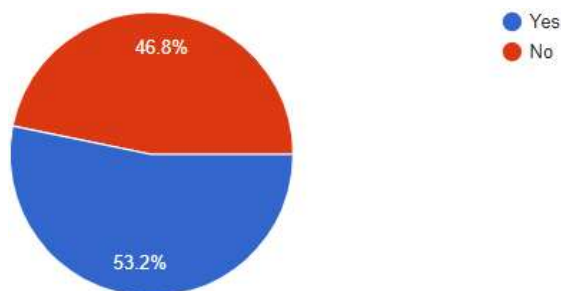
Graph-1.6 Weekly Exams

GRAPH 1.6-Showing the students Attend weekly exams. In this we found that 51.4% of students Attend weekly exams, 48.6% of students have not Attend weekly exams.



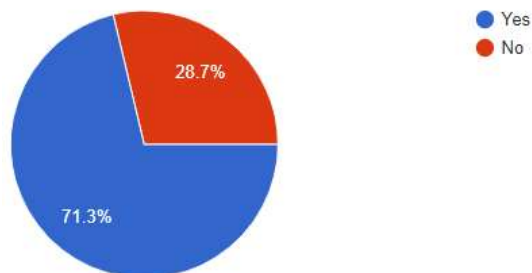
Graph-1.7 Assignment helpful for improvement in study

GRAPH 1.7-Showing the Assignment helpful for improvement in study. In this we found that 80.7% of students found that Assignment helpful for improvement in their study, 19.3% of students have not found that Assignment helpful for improvement in their study.



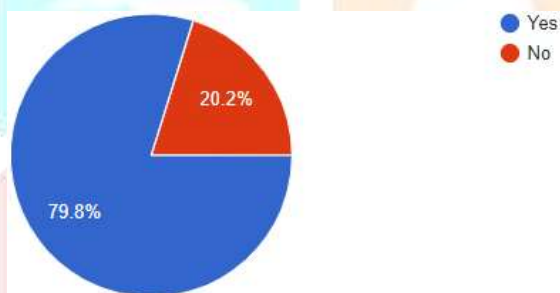
Graph-1.8 Proper Practical Knowledge

GRAPH 1.8-Showing students found proper practical knowledge. In this we found that 53.2% of students found proper practical knowledge in their study, 46.8% of students have not found proper practical knowledge.



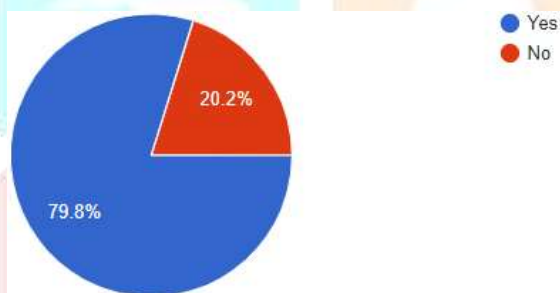
Graph-1.9 Get Proper Set-ups

GRAPH 1.9-Showing students get proper practical set-ups. In this we found that 71.3% of students get proper practical set-ups, 28.7% of students have not get proper practical set-ups.



Graph-1.10 Online learning is better than class learning

GRAPH 1.10-Showing students found that online learning is better than class learning. In this we found that 79.8% of students found online learning is better than class learning, 20.2% of students have not found online learning is better than class learning.



VI. CONCLUSION

In this research paper, we have found that most of the students have found that the online education is very much useful and better for students study in this pandemic of COVID-19. More of the students have move to the online platforms for study in this time periods. Students feels comfortable of using e-learning. Students found assignments and study materials very easily.

REFERENCES

- [1] "Student mental health in the midst of the COVID-19 pandemic: A call for further research and immediate solutions" Nicholas Grubic¹, Shaylea Badovinac² and Amer M Johri³(2020) International Journal of Social Psychiatry 1–2.
- [2] "COVID-19 IMPACT ON STUDENTS" Andria Pragnolapati (2020) Department of Nursing, Faculty of Sport Education and Health, Universitas Pendidikan Indonesia,Bandung, Indonesia.
- [3] "Mitigate the effects of home confinement on children during the COVID-19 outbreak"Chi Chiu Leung, Tai Hing Lam, Kar Keung Cheng(2020) [https://doi.org/10.1016/S0140-6736\(20\)30520-1](https://doi.org/10.1016/S0140-6736(20)30520-1).
- [4] "Rapid assessment: Psychological distress among students in Kosovo during the COVID-19 pandemic" Aliriza Arënlju (2020) Department of Psychology, University of Prishtina "Hasan Prishtina"Dashamir Bërçulli Department of Psychology, University of Prishtina "Hasan Prishtina"
- [5] "Stress in students after lockdown due to COVID-19 threat and The effects of attending online classes." Ambreen Fatima* MPT, Utsav raj(2020) Assistant Prof. Galgotia University; Researcher student Galgotias university.
- [6] "The Influence of Dynamic Organizations and the Application of Digital Innovations to Educational Institutions in the World during the COVID-19Pandemic" Michael Billy(2020) 120510180004
- [7] "Students' Perceptions of Online Learning:A Comparative Study" Karl L. Smart and James J. Cappel (2006) Journal of Information Technology Education
- [8] "Study from Home in the Middle of the COVID-19 Pandemic: Analysis of Religiosity, Teacher, and Parents Support Against Academic Stress" Hadi Pajarianto , Abdul Kadir , Nursaqinah Galugu , Puspa Sari , Sofia Februanti (2020) Vol.12, No.2s, 2020, 1791-1807

- [9] T. Darmayanti, M. Y. Setiani, and B. Oetojo, "E-Learning pada pendidikan jarak jauh: konsep yang mengubah metode pembelajaran di perguruan tinggi di Indonesia," *J. Pendidik. Terbuka dan Jarak Jauh*, vol. 8, pp. 99–113, 2007.
- [10] B. Cornelius-Ukpepi and R. Ndifon, "Home Stress and Academic Performance of Junior Secondary School Students in Integrated Science," *J. Sci. Res. Reports*, vol. 4, no. 6, pp. 533–542, 2015.
- [11] N. Nuraini, K. Khairudin, and M. Apri, "Data dan Simulasi COVID-19 dipandang dari Pendekatan Model Matematika," Preprint, 2020.
- [12] R. S. Lazarus and S. Folkman, *Stress, appraisal, and coping*. Springer publishing company, 1984.

