ROLE AND IMPACT OF ONLINE LEARNING AMONG YOUNGSTERS IN THE MIDST OF COVID-19 PANDEMIC

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Abstract: Online education has gained much popularity in the recent time. Learning activities that were previously done by the face to face method in the classroom switched to the online learning system. The concept of social distancing, in this pandemic requires everyone to stay home so that the spread of this virus is not expanding. This paper seeks to examine the role of online education among youngsters (18-24) in the midst of covid-19. It also analyses the effectiveness of innovative strategies in e-learning and its contribution towards quality education and the awareness of youngsters towards innovative e-learning platforms. Finally, this paper studies the advantages and disadvantages of online education. This study reveals that online education is very much effective to the youngsters in this period and at the same time it has a lot of drawbacks to be cleared for attaining a quality education.

Index Terms - Online education, e-platforms, covid-19, quality education

1.INTRODUCTION

Online education is a type of educational instruction that is delivered via the internet to students using their home computers or other devices. In this modern era, especially in this midst of covid-19, the face of education has changed. It has resulted in schools shut all across the world and the method of traditional education has changed into online education. With this sudden shift away from classroom has affected our education pattern to a great extent. Even before covid-19 there was already a high growth in using new technologies for education. It may include virtual tutoring, use of language apps, video conferencing etc… In this present condition of covid-19, many e-learning platforms are offering easy and free access to their services and which includes Biju's learning app, Google meet platform etc. They are also providing new facilities and functions to their technology to make it innovative and interactive to the students. The inclusion of online material helps students to attain and capture the lessons easily. In traditional education, students must follow a single method of learning but online education provides comfortability and flexibility. This changing mode of education brings out different perception from different parties. It has a lot of advantages and disadvantages; it is very suitable for some learners and not for some others. Some students report better concentration in online classes due to the lack of classroom activity while some others finds it very difficult to adjust with the online classes. Another important element of online class is the improvement of self-efficiency. Various good facilities provided by the government to the students for attending the classes are very helpful for them to continue their education specially for poor children in this lockdown period. This study is conducted in the cochin district of Kerala. The aim of this study is to determine the impact and effectiveness of e-learning platforms and its contribution towards quality education.

2.OBJECTIVES AND METHODOLOGY OF THE STUDY

➢ Objectives:
1. To examine the effectiveness of innovative strategies in e-learning and its contribution towards quality education during this covid-19 pandemic.
2. To find out the awareness of youngsters towards e-learning platforms.
3. To study about the benefits and barriers of online learning.

➢ Methodology of the study

Primary as well as secondary data has been used to collect facts. Primary data are collected with the help of sample survey using structured questionnaire. Secondary data are collected from magazines, journals, books, and also referring to the website. The statistical tools like bar chart, pie chart, line graph, tables and spss are used to justify the study.

3.REVIEW OF LITERATURE AND DATA ANALYSIS

➢ Review of Literature

(Allo, 2020) in his study analyses the learner's perception on online learning in the midst of covid-19 pandemic. His study states that online learning is very effective in this pandemic situation and he also states various difficulties faced by the students during the e-learning process. He suggests different ways to overcome this problem.

(Ghana, 2015) This study investigates the effectiveness of using e-learning in higher education. It shows some views of public regarding the adoption of e-learning platforms and its advantages and disadvantages.

(eldeeb, 2014) The author analyses and discussed about the innovative strategies introduced in e-learning. The study was conducted in Dubai Medical College (DMC) and Dubai Pharmacy College (DPC). This study tried to assess the undergraduate medical students" perceptions and attitude toward e-learning and LMS to have an insight on the requirements for a successful e-learning and LMS from the learners" point of view and found that students were enthusiastic to participate in the study.

(keller, 2006) This paper examines students' perceptions of e-learning taking students at Jönköping University in Sweden as an example. The main conclusion from the study was that the strategy of implementing the e-leaming system at the university was more important in influencing students' perceptions than the individual background variables.

➢ Data Analysis

Table 3.1.1 Gender

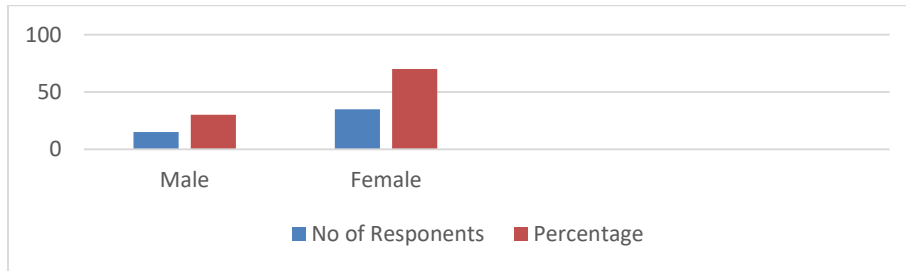| Gender	No of Respondents	Percentage
Male	15	30
Female	35	70
Total	50	100

Source: Primary Data

Figure 3.1.1 Gender

Interpretation:

Out of the total Respondents, 15 of them are males and 35 of them are females. It shows that 70% of them are females i.e. the majority of the respondents.

Table 3.1.2 Qualification

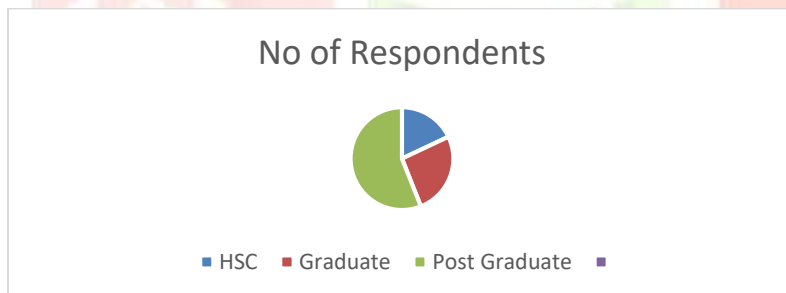| Graduation	No of Respondents	Percentage
HSC	9	18
Graduate	13	26
Post Graduate	28	56
Total	50	100

Source: Primary Data

Figure 3.1.2 Qualification

Interpretation:

Out of the total respondents, 56% are post graduates, 26% are graduates and 18% are HSC students.

Table 3.1.3 Institution

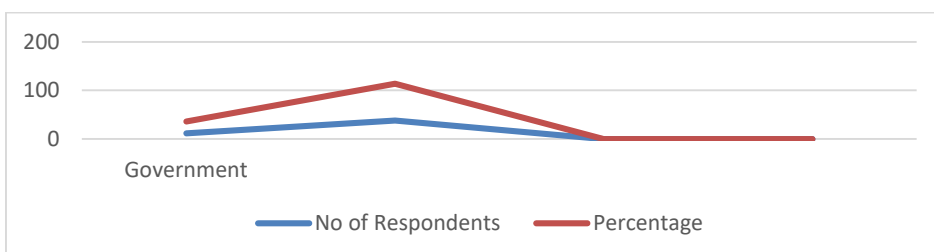| Institution	No of Respondents	Percentage
Government	12	24
Private	38	76
Total	50	100

Source: Primary Data

Figure 3.1.3 Institution

Interpretation:

Out of 50 respondents, 76% of them are studying in private institutions, while only 24% are studying in government institutions.

Table 3.1.4 Locality

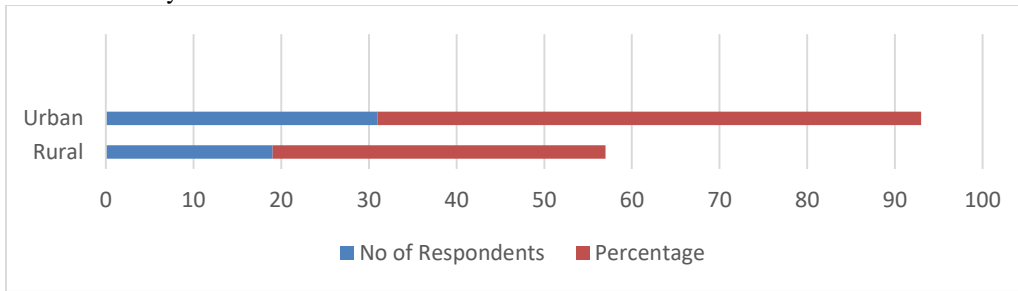| Locality	No of Respondents	No of Respondents
Rural	19	38
Urban	31	62
Total	50	100

Source: Primary Data

Figure 3.1.4 Locality

Interpretation:

Out of 50 Respondents, 19 are rural people, while 31 are residing in urban area.

3.2 To examine the effectiveness of innovative strategies in e-learning and its contribution towards quality education during this covid- 19 pandemic.

Table 3.2.1 Students may have the opportunity to mix what they learn with practical skills

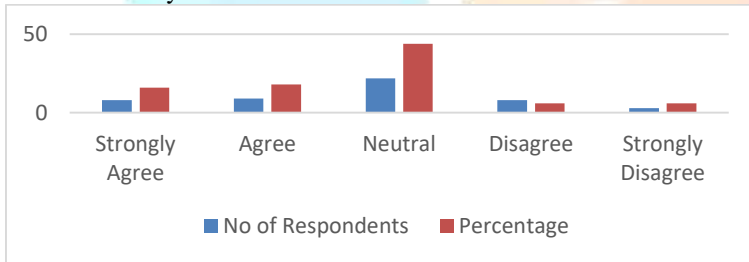| Particulars	No of Respondents	Percentage
Strongly Agree	8	16
Agree	9	18
Neutral	22	44
Disagree	8	16
Strongly Disagree	3	6
Total	50	100

Source: Primary Data

Figure 3.2.1 Students may have the opportunity to mix what they learn with practical skills

Interpretation:

Out of the total respondents, 34% agrees that online education provides the opportunity to mix what they learn with practical skills, while 44% has a neutral opinion about the statement and the remaining 26% disagrees.

Table 3.2.2 Courses are easy to navigate

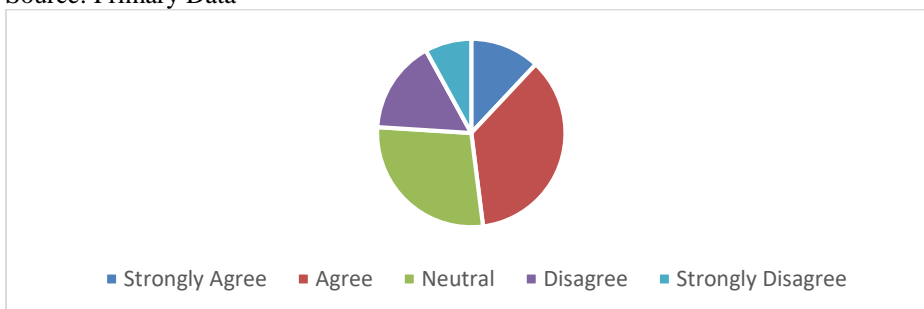| Particulars	No of Respondents	Percentage
Strongly Agree	6	12
Agree	18	36
Neutral	14	28
Disagree	8	16
Strongly Disagree	4	8
Total	50	100

Source: Primary Data

Figure 3.2.2 Courses are easy to navigate

Interpretation:

Out of the total respondents, 48% strongly agrees that courses are easy to navigate under e-learning, while 24% disagrees and the remaining respondents has a neutral opinion about this.

Table 3.2.3 Helps in developing learning skills

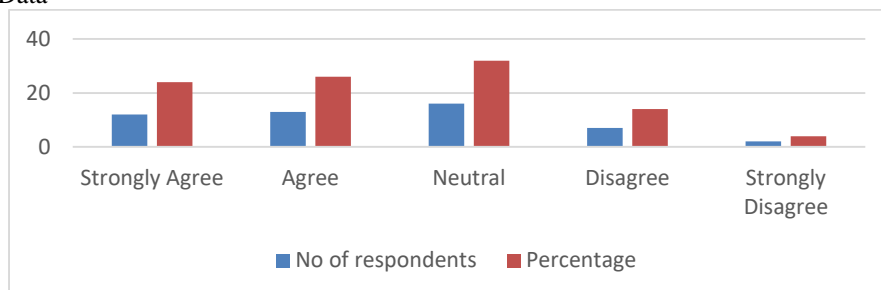| Particulars	No of Respondents	Percentage
Strongly Agree	12	24
Agree	13	26
Neutral	16	32
Disagree	7	14
Strongly Disagree	2	4
Total	50	100

Source: Primary Data

Figure 3.2.3 Helps in developing learning skills

Interpretation:

Here, from the table and figure 3.2.3, it is clear that half of the respondents agrees that online education helps in developing learning skills, 16 of them has a neutral opinion and 18 of them disagrees.

Table 3.2.4 Online education students will gain more than traditional education

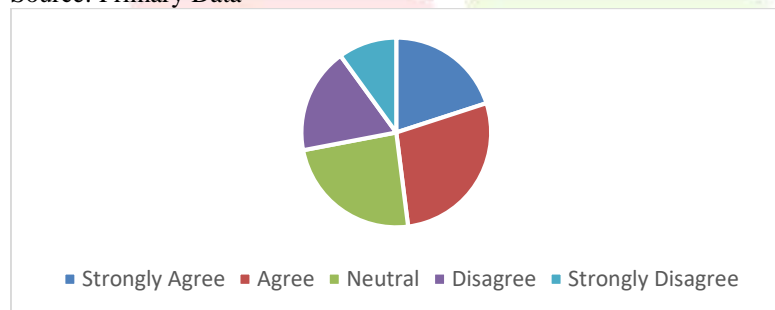| Particulars	No of Respondents	Percentage
Strongly Agree	12	24
Agree	13	26
Neutral	16	32
Disagree	7	14
Strongly Disagree	2	4
Total	50	100

Source: Primary Data

Figure 3.2.3 Helps in developing learning skills

Interpretation:

From the above table it is clear that 50% agrees that online education students will gain more than traditional education. 32% has a neutral opinion about the same, while 18% disagrees.

3.3 TESTING OF HYPOTHESIS

Hypothesis refers to a tentative statement about the relationship between two or more variables. It is a specific, testable prediction about what to expect to happen in a study. This study examines awareness of youngsters towards e-learning platforms, benefits and barriers of online learning with Gender, educational institution, educational qualification, locality of respondents. For this, t-test as well as Anova test is used.

    3.3.1 Awareness level of youngsters by Gender

In order to test whether there is any significant difference between awareness level of youngsters and Gender, the following hypothesis are formulated

H_0: There is no Significant differences between awareness level of youngsters and Gender.

H_1: There is no Significant differences between awareness level of youngsters and Gender.

    Table 3.3.1 Awareness level of youngsters by Gender

Gender	Mean	Std Dev	Sig	T	df	Sig.tailed
Male	12.0667	4.49550	0.33	0.686	48	0.496
Female	11.3143	3.08480		0.591	19.887	0.561

Table 3.3.1 shows the result of t-test. The p value at 5% significance is more than 0.05, therefore the null hypothesis is accepted and there exist no significant relation in awareness of Online education among Male and Female.

In order to test whether there is any significant difference between awareness level of youngsters and Educational qualification, the following hypothesis are formulated

3.3.2 Awareness level of youngsters by Educational Qualification

H_0: There is no Significant differences between awareness level of youngsters and Educational qualification.

H_1: There is no Significant differences between awareness level of youngsters and Educational qualification.

Table 3.3.2 Awareness level of youngsters by Educational Qualification

	Sum of squares	Df	Mean Square	F	Sig
Between groups	36.005	2	18.003	1.468	0.241
Within groups	576.415	47	12.264		
Total	612.420	49			

Table 3.3.2 shows the result of anova-test. The p value at 5% significance is more than 0.05, therefore the null hypothesis is accepted and there exist no significant relation in awareness of Online education and educational qualification.

In order to test whether there is any significant difference between awareness level of youngsters and Educational institution, the following hypothesis are formulated.

3.3.3 Awareness level of youngsters by Educational institution

H_0: There is no Significant differences between awareness level of youngsters and Educational institution

H_1: There is no Significant differences between awareness level of youngsters and Educational institution

Table 3.3.3 Awareness level of youngsters by Educational institution

	Sum of squares	Df	Mean Square	F	Sig
Between groups	0.25	1	0.25	0.002	0.965
Within groups	612.395	48	12.758		
Total	612.420	49			

Table 3.3.3 shows the result of anova-test. The p value at 5% significance is more than 0.05, therefore the null hypothesis is accepted and there exist no significant relation in awareness of Online education and educational institution.

In order to test whether there is any significant difference between awareness level of youngsters and Locality, the following hypothesis are formulated

3.3.4 Awareness level of youngsters by Locality

H_0: There is no Significant differences between awareness level of youngsters and Locality.

H_1: There is no Significant differences between awareness level of youngsters and Locality.

Table 3.3.4 Awareness level of youngsters by Locality

	Sum of squares	Df	Mean Square	F	Sig
Between groups	14.926	1	14.920	1.199	0.279
Within groups	597.494	48	12.448		
Total	612.420	49			

Table 3.3.4 shows the result of anova-test. The p value at 5% significance is more than 0.05, therefore the null hypothesis is accepted and there exist no significant relation in awareness of Online education and Locality.

In order to test whether there is any significant difference between benefits of online education and Gender, the following hypothesis are formulated.

3.4.1 Benefits of Online education by Gender

H_0: There is no Significant differences between benefits of Online education and Gender

H_1: There is no Significant differences between benefits of Online education and Gender

Table 3.4.1 Benefits of Online education by Gender

Gender	Mean	Std Dev	Sig	T	Df	Sig.tailed
Male	10.8667	2.899	0.112	0.009	48	0.993
Female	10.8571	3.622		0.010	32.928	0.992

Table 3.4.1 shows the result of t-test. The p value at 5% significance is more than 0.05, therefore the null hypothesis is accepted and there exist no significant relation in benefits of Online education and Gender

In order to test whether there is any significant difference between benefits of online education and Educational Qualification, the following hypothesis are formulated

3.4.2 Benefits of Online education by Educational Qualification

H_0: There is no Significant differences between benefits of Online education and Educational Qualification

H_1: There is no Significant differences between benefits of Online education and Educational Qualification

Table 3.4.2 Benefits of Online education by Educational Qualification

	Sum of squares	Df	Mean Square	F	Sig
Between groups	18.475	2	9.237	0.796	0.457
Within groups	545.545	47	11.607		
Total	564.020	49			

Table 3.4.2 shows the result of anova-test. The p value at 5% significance is more than 0.05, therefore the null hypothesis is accepted and there exist no significant relation in benefits of Online education and educational qualification.

In order to test whether there is any significant difference between benefits of online education and Educational institution, the following hypothesis are formulated

3.4.3 Benefits of Online education by Educational institution

H_0: There is no Significant differences between benefits of Online education and Educational institution

H_1: There is no Significant differences between benefits of Online education and Educational institution

Table 3.4.3 Benefits of Online education by Educational institution

	Sum of squares	Df	Mean Square	f	Sig
Between groups	0.309	1	0.309	0.026	0.872
Within groups	563.711	48	11.744		
Total	564.020	49			

Table 3.4.3 shows the result of anova-test. The p value at 5% significance is more than 0.05, therefore the null hypothesis is accepted and there exist no significant relation in benefits of Online education and educational institution.

In order to test whether there is any significant difference between benefits of online education and Locality, the following hypothesis are formulated

3.4.4 Benefits of Online education by Locality

H_0: There is no Significant differences between benefits of Online education and Locality

H_1: There is no Significant differences between benefits of Online education and Locality

Table 3.4.4 Benefits of Online education by Locality

	Sum of squares	Df	Mean Square	f	Sig
Between groups	28.553	1	28.553	2.560	0.116
Within groups	535.467	48	11.156		
Total	564.020	49			

Table 3.4.4 shows the result of anova-test. The p value at 5% significance is more than 0.05, therefore the null hypothesis is accepted and there exist no significant relation in benefits of Online education and Locality.

In order to test whether there is any significant difference between Limitations of online education and Gender, the following hypothesis are formulated

3.5.1 Limitations of Online education by Gender

H_0: There is no Significant differences between Limitations of Online education and Gender

H_1: There is no Significant differences between Limitations of Online education and Gender

Table 3.5.1 Limitations of Online education by Gender

Gender	Mean	Std Dev	Sig	T	df	Sig.tailed
Male	8.8667	2.89	0.554	0.667	48	0.508
Female	9.5714	3.61		0.729	32.86	0.471

Table 3.5.1 shows the result of t-test. The p value at 5% significance is more than 0.05, therefore the null hypothesis is accepted and there exist no significant relation in limitations of Online education and Gender

In order to test whether there is any significant difference between Limitations of online education and Educational Qualification, the following hypothesis are formulated

3.5.2 Limitations of Online education by Educational Qualification

H_0: There is no Significant differences between Limitations of Online education and Educational Qualification

H_1: There is no Significant differences between Limitations of Online education and Educational Qualification

Table 3.5.2 Limitations of Online education by Educational Qualification

	Sum of squares	Df	Mean Square	F	Sig
Between groups	39.645	2	14.822	1.765	0.182
Within groups	527.875	47	11.231		
Total	567.520	49			

Table 3.5.2 shows the result of anova-test. The p value at 5% significance is more than 0.05, therefore the null hypothesis is accepted and there exist no significant relation in limitations of Online education and educational qualification.

In order to test whether there is any significant difference between Limitations of online education and Educational institution, the following hypothesis are formulated

3.5.3 Limitations of Online education by Educational institution

H_0: There is no Significant differences between Limitations of Online education and Educational institution

H_1: There is no Significant differences between Limitations of Online education and Educational institution

Table 3.5.3 Limitations of Online education by Educational institution

	Sum of squares	Df	Mean Square	F	Sig
Between groups	11.678	1	11.678	1.008	0.320
Within groups	555.842	48	11.580		
Total	567.520	49			

Table 3.5.3 shows the result of anova-test. The p value at 5% significance is more than 0.05, therefore the null hypothesis is accepted and there exist no significant relation in limitations of Online education and educational institution.

In order to test whether there is any significant difference between Limitations of online education and Locality, the following hypothesis are formulated

3.5.4 Limitations of Online education by Locality

H_0: There is no Significant differences between Limitations of Online education and Locality

H_1: There is no Significant differences between Limitations of Online education and Locality

Table 3.5.4 Limitations of Online education by Locality

	Sum of squares	Df	Mean Square	f	Sig
Between groups	0.114	1	0.114	0.010	0.922
Within groups	567.406	48	11.821		
Total	567.520	49			

Table 3.5.4 shows the result of anova-test. The p value at 5% significance is more than 0.05, therefore the null hypothesis is accepted and there exist no significant relation in limitations of Online education and locality.

4. FINDINGS, SUGGESTIONS AND CONCLUSION.

FINDINGS:

To examine the effectiveness of innovative strategies in e-learning and its contribution towards quality education during this covid- 19 pandemic.

- Out of the total Respondents, 15 of them are males and 35 of them are females. It shows that 70% of them are females i.e. the majority of the respondents.
- Out of the total respondents, 56% are post graduates, 26% are graduates and 18% are HSC students.
- Out of 50 respondents, 76% of them are studying in private institutions, while only 24% are studying in government institutions.
- Out of 50 Respondents, 19 are rural people, while 31 are residing in urban area.
- Out of the total respondents, 34% agrees that online education provides the opportunity to mix what they learn with practical skills, while 44% has a neutral opinion about the statement and the remaining 26% disagrees.
- Out of the total respondents, 48% strongly agrees that courses are easy to navigate under e-learning, while 24% disagrees and the remaining respondents has a neutral opinion about this.
- Here, from the table and figure 3.2.3, it is clear that half of the respondents agrees that online education helps in developing learning skills, 16 of them has a neutral opinion and 18 of them disagrees.
- From the above table it is clear that 50% agrees that online education students will gain more than traditional education. 32% has a neutral opinion about the same, while 18% disagrees.

To find out the awareness of youngsters towards e-learning platforms.

- Table 3.3.1 shows the result of t-test. The p value at 5% significance is more than 0.05, therefore the null hypothesis is accepted and there exist no significant relation in awareness of Online education among Male and Female.
- Table 3.3.2 shows the result of anova-test. The p value at 5% significance is more than 0.05, therefore the null hypothesis is accepted and there exist no significant relation in awareness of Online education and educational qualification.
- Table 3.3.3 shows the result of anova-test. The p value at 5% significance is more than 0.05, therefore the null hypothesis is accepted and there exist no significant relation in awareness of Online education and educational institution.
- Table 3.3.4 shows the result of anova-test. The p value at 5% significance is more than 0.05, therefore the null hypothesis is accepted and there exist no significant relation in awareness of Online education and Locality.

Benefits and Limitations of Online education

- Table 3.4.1 shows the result of t-test. The p value at 5% significance is more than 0.05, therefore the null hypothesis is accepted and there exist no significant relation in benefits of Online education and Gender
- Table 3.4.2 shows the result of anova-test. The p value at 5% significance is more than 0.05, therefore the null hypothesis is accepted and there exist no significant relation in benefits of Online education and educational qualification.
- Table 3.4.3 shows the result of anova-test. The p value at 5% significance is more than 0.05, therefore the null hypothesis is accepted and there exist no significant relation in benefits of Online education and educational institution.
- Table 3.4.4 shows the result of anova-test. The p value at 5% significance is more than 0.05, therefore the null hypothesis is accepted and there exist no significant relation in benefits of Online education and Locality.
- Table 3.5.1 shows the result of t-test. The p value at 5% significance is more than 0.05, therefore the null hypothesis is accepted and there exist no significant relation in limitations of Online education and Gender
- Table 3.5.2 shows the result of anova-test. The p value at 5% significance is more than 0.05, therefore the null hypothesis is accepted and there exist no significant relation in limitations of Online education and educational qualification.
- Table 3.5.3 shows the result of anova-test. The p value at 5% significance is more than 0.05, therefore the null hypothesis is accepted and there exist no significant relation in limitations of Online education and educational institution.
- Table 3.5.4 shows the result of anova-test. The p value at 5% significance is more than 0.05, therefore the null hypothesis is accepted and there exist no significant relation in limitations of Online education and locality.

SUGGESTIONS:

1. Governments and private institutions must provide more awareness to the youngsters regarding the e-learning platforms so that they can use it more effectively and can follow their studies.
2. Government have to provide more facilities to the students especially considering the poorest ones and must ensure that everyone has the access to the online platforms.
3. Authorities must treat online course like a real course and must help students to manage their time and they should try to reduce distractions.
4. It is needed to be ensure that every student must have proper bandwidth and network to access the online resources. In a developing country like India it is still not possible for every student to have these things.

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