THE EFFECT OF ONLINE LEARNING DUE TO COVID-19 AMONG UG STUDENTS IN TELANGANA STATE

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Abstract

In reference to the announcement of the pandemic of the new coronavirus 2019-(nCoV), all educational institutions in India have switched to online learning. The purpose of this study was to investigate the mental state of the Under Graduation Students in Telangana state switching to OL in comparison with the mental state of the students who had traditional learning. A repeated questionnaire-based cross-sectional study was conducted among UG Students students ranging from 1st year to 3rd year at all Universities in Telanagana state in the 2020–2021 academic year. Online learning has a well-established role in Higher education, and it is well accepted by students. Electronic learning (e-learning) strategy is aimed at improving the quality of Higher education by providing students with equal access to quality learning resources. The main advantages of online learning are its flexibility and the capacity for learning to be self-paced. Online learning may be particularly useful for under- and post-graduate Higher Education in Telanagana State.

Virtual lectures can substitute conventional lectures in instruction in multiple fields. Online learning has several barriers including lack of your time and poor technical skills of their providers, inadequate infrastructure, and therefore the absence of development strategies of the colleges. the present COVID-19 pandemic may represent a true challenge to teaching. Online learning techniques are often wont to complete the curricula for Degree Colleges during this crisis. This review presents a study evidence base for e-learning in Higher education. Further, it compares online and offline learning methods in Higher education.

Keywords: Classroom learning, COVID-19, electronic learning, Higher education, online learning, offline learning and pandemic

1. Introduction &Literature review:

Change is constant and inevitable; therefore, anything in this world tends to be obsolete with every new advancement or development, and intelligence lies in the ability to adapt to change. E-learning is primarily referred to as the use of technology and network communication for teaching and learning. It is also referred to as a technology-enabled transfer of skills and knowledge to a large number of recipients (Economic Times, 2020). It is one such fastest growing trend in the educational uses of technology (Means *et al.,* 2013). The advent of the Internet and the World Wide Web has led educational institutions to change their learning techniques to meet the user demands in providing an ideal learning environment (Xu and Ebojoh, (2007).

An online class is a system where students can learn subjects, discuss issues with fellow students, clarify doubts with instructor and share material and check academic progress with help from internet-oriented technologies. Today, online classes are becoming so popular that they are likely to be expected in any formal education curriculum. Moreover, increase in the COVID pandemic worldwide has also added to the importance of online classes.

In India, there are more than 370m users are on the Internet and helping online education to grow at a fast pace. At present, more than 3bn users are using the e-learning platform (Arora, 2017). Growing CAGR percentage of online education in India is approximately 19% by 2020 (Technavio's market research analyst prediction). According to the recent report of Coursera, one of the world's largest online education providers, out of 18m registered learners, 1.3m users are from India, making it the third-largest market for online learning after the US and China. Even though we witness rapid progress in e-learning, it remains at an early stage of development. In this scenario, the role played by teachers and students gains due importance as it is their perceptions and attitude, which is critical to motivation and learning (Koohang and Durante, 2003). Ultimately it is the acceptance of students and teachers that helps in reaping the benefits of online classes. With this regard, the study tries to analyze the perceptions of teachers and students on the effectiveness of online courses over traditional classroom learning.

The study reveals that students are comfortable with online classes and are getting enough support from teachers but they do not believe that online classes will replace traditional classroom teaching. It also finds that teachers are facing difficulties in conducting online classes due to a lack of proper training and development for doing online classes. Technical issues are the major problem for the effectiveness of the online classes.

Most of the colleges think of implementing online classes in their courses. Hence, it becomes essential to obtain the opinions of participants of online classes before applying for it. This study may help colleges to get a general view of online classes among teachers and students.

2. Objectives of the study:

1. To pursue the Degree College student's attitudes towards using Internet as learning tool in Degree Colleges of Telangana state the study was conducted within the following objectives.

2. To check the attitudes of Degree students towards using internet as learning tool.

3. To check the Degree students attitudes towards using Internet as learning tool of Boys & Girls. 4. To check the Degree Colleges students attitudes towards using Internet as learning tool of Government and Private Degree Colleges.

4 To match the Degree Colleges students attitudes towards using internet as learning tool of Government& private schools.

5. To Compare the Degree Colleges students attitudes towards using internet as learning tool of an English &Telugu medium Colleges.

3. Research methodology:

This study investigated the student–teachers' perception of an online classes in Degree Colleges of Telangana State. This study utilized a descriptive quantitative design to obtain the opinions of the respondents. The respondents of this study consisted of all the graduate, Post graduates students and teachers from different colleges in Twenty three districts. It identified that around 10,000 students are pursuing their course in these colleges. Teachers and students were selected for this study on a random basis. These students and teachers are from different academic fields like arts, science, commerce and humanities.

The population also diversified in demographic profiles like age, gender and native place. Yates formula was used to select sample size from the total population. Simple random sampling techniques were used for the selection of the sample. The sample size consists of 68 teachers and 203 students from different colleges in the research area. This research study conducted two surveys; one is to the student population and the other to the teacher population. Five-point Likert scale was used to collect the opinion of both teachers and students in the online class. Five-point Likert scale indicates with one being strongly disagreed and five being strongly agreed. After constructing a questionnaire, to know the feasibility of the questionnaire, a pilot study conducted and reviewed the questionnaire. A survey instrument with demographic questions for students, demographic questions for instructors, questions for students regarding perceptions of "Impact," "Comfortability" and "Support from the teacher" and for instructors related to perceptions of "Teaching Practice," "efficacy" and "Training and Development" was available. Questionnaires were distributed to participants by using Google form, and participants were informed that all opinions provided by them were kept confidential. The data were collected and recorded in a systematic way, later analyzed by using Statistical Package for Social Science (SPSS) version 20. Collected data were categorized into demographic information, perception and tools used. Secondary sources are used for reviewing the concept and supporting the findings.

4. Demographic profile of the respondents:

The demographic details of both teachers and students were collected to know their background like gender, education, number of years of offline and online teaching experience of teachers and gender, course pursuing, talking online classes, responded online classes, number of years in the online class of students. The following table explains the demographic background of the respondents. (Table- 1) (Fig-1 and 2). indicates the demographic profile of the respondents, which shows that males are major in respondents, i.e. teachers 64(68%) and in students 225(99.0%). Majority of the teachers (98.0%) are conducting online classes, and 97.0% of students are taking online courses. The majority of the teachers (87.7%) have a post-graduation degree with NET qualification, and 57.0% of the respondents are young faculty having teaching experience less than five years. 80% of the teachers are conducting an online class for the first time because, due to the COVID 19 pandemic, it made most of the teachers start to take on line classes. Responses were collected from the students of different fields of study where commerce students (43.0%) participated most in the survey. For making online classes, computer knowledge or Internet knowledge is essential. Therefore the researcher asked the students about the level of expertise in computer handling. The result showed that the majority of the students (50.0%) had a high level of computer knowledge.

5. Tools used for online class:

There are enormous numbers of online class tools available in the Google play website. Some of the tools are free, and some of the tools are premium. To know the popular tools used among participants, the teachers were asked to mention the tools they used for their online classes. For this question, participants can specify more than one option. The result of the matter are depicted in the following figure (Table-2) (Figure -3). From the above chart, we can quickly identify that among the many popular online tools available in India "Google classroom" is the most used (N 5 107) and preferred tools for an online class in Hyderabad and Warangal Degree Colleges. "Google Class Room" is considered the second most popular (N 97) and preferred tool for an online class. Even though Skype is the most popular online tool for communication, but here it is considered least using tools (N 14). Here the interesting fact is that many academicians are using social network tools (What Sapp) for online classes. This analysis explains that easy and convenient tools are used for online class irrespective of their purpose.

Table – 1 DEMOGRAPHIC PROFILE OF THE RESPONDENTS ON THE EFFECT OF ONLINE LEARNING DUE TO COVID-19 AMONG UG STUDENTS IN TELANGANA STATE

Teachers' (DP) profile	% of Responded		Students' (DP) profile	% of Students' Responded	
Gender	Male	64 (68)	Gender	Male	110 (46)
	Female	29 (42)		Female	125(53)
Age (Years)	Below 25	20 (25)	Course pursuing	Science	65(20)
	25-35	30 (37)		commerce	135(43)
	35-45	16(20)		Arts	70(22)
	45-55	10 (12)		Computers	30(09)
	55 above	04 (05)		Others	10(03)
Teaching Experience in years	0-5	45 (7)	Talking online classes	Science	35(20)
	6-10	20 (25)		Commerce	76(44)
	11-15	08 (10)		Arts	35(20)
	16-20	05(6)		Computers	25(14)
Conducting Online Classes	Yes	98 (98)	Responded online classes	Male	54(39)
	No	02 (02)		Female	84(60)
Online Teaching Experience in years	0-1	98 (98)	Computer Knowledge	High	132(50)
	1-2	98 (98)		Medium	58(22)
				Average	40(15)
				Low	30(11)

Table – 2 TOOLS USED FOR ONLINE CLASS RESPONDENTS ON THE EFFECT OF ONLINE LEARNING DUE TO COVID-19 AMONG UG STUDENTS IN TELANGANA STATE

Sl .No	Name of the Teaching tool	% of tools Used in Degree Colleges	% of Students' Responded
1	Google classroom	97	87
2	Zoom App	85	95
3	You tube	15	25
4	Web Chat	10	36
5	Skype	14	28
6	Google meet	25	45
7	What's App	35	85
8	others	17	12

Fig-I TEACHER DEMOGRAPHIC PROFILE OF THE RESPONDENTS (%) ON THE EFFECT OF ONLINE LEARNING DUE TO COVID-19 AMONG UG STUDENTS IN TELANGANA STATE
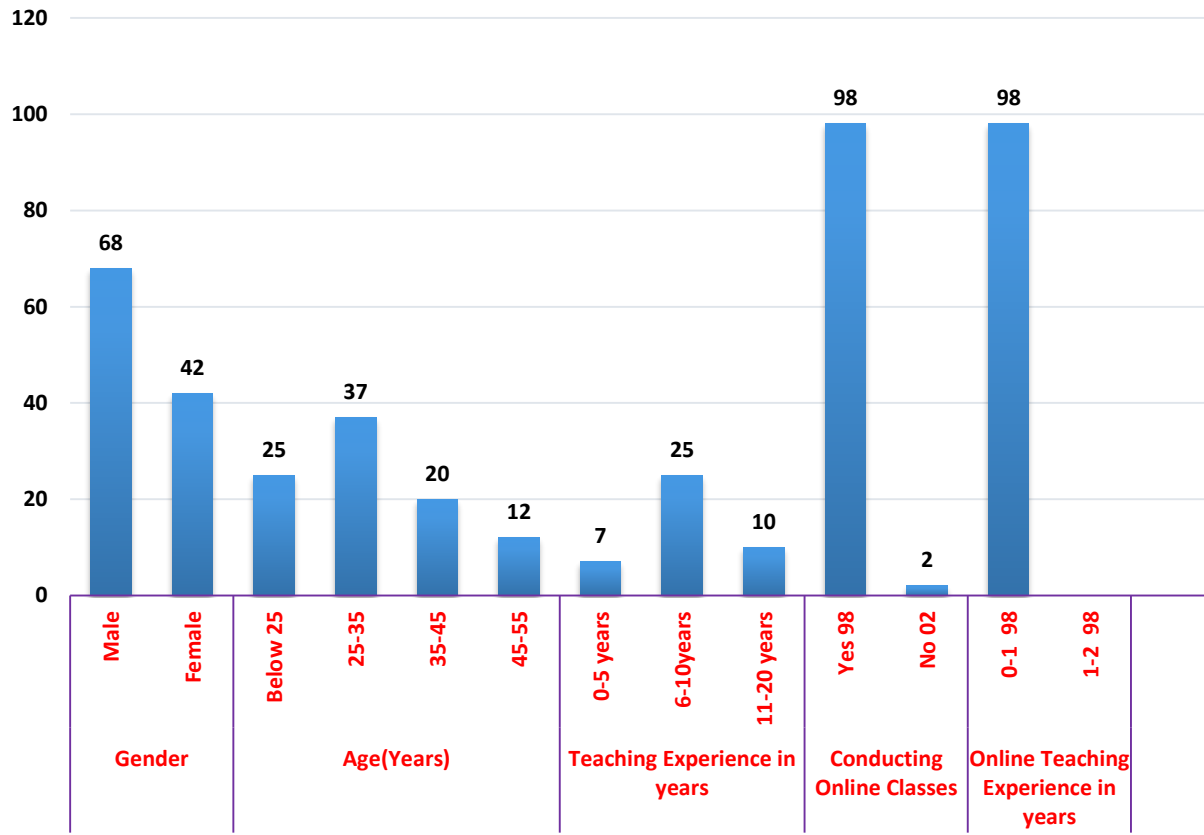
Fig-II STUDENTS DEMOGRAPHIC PROFILE OF THE RESPONDENTS ON THE EFFECT OF ONLINE LEARNING DUE TO COVID-19 AMONG UG STUDENTS IN TELANGANA STATE
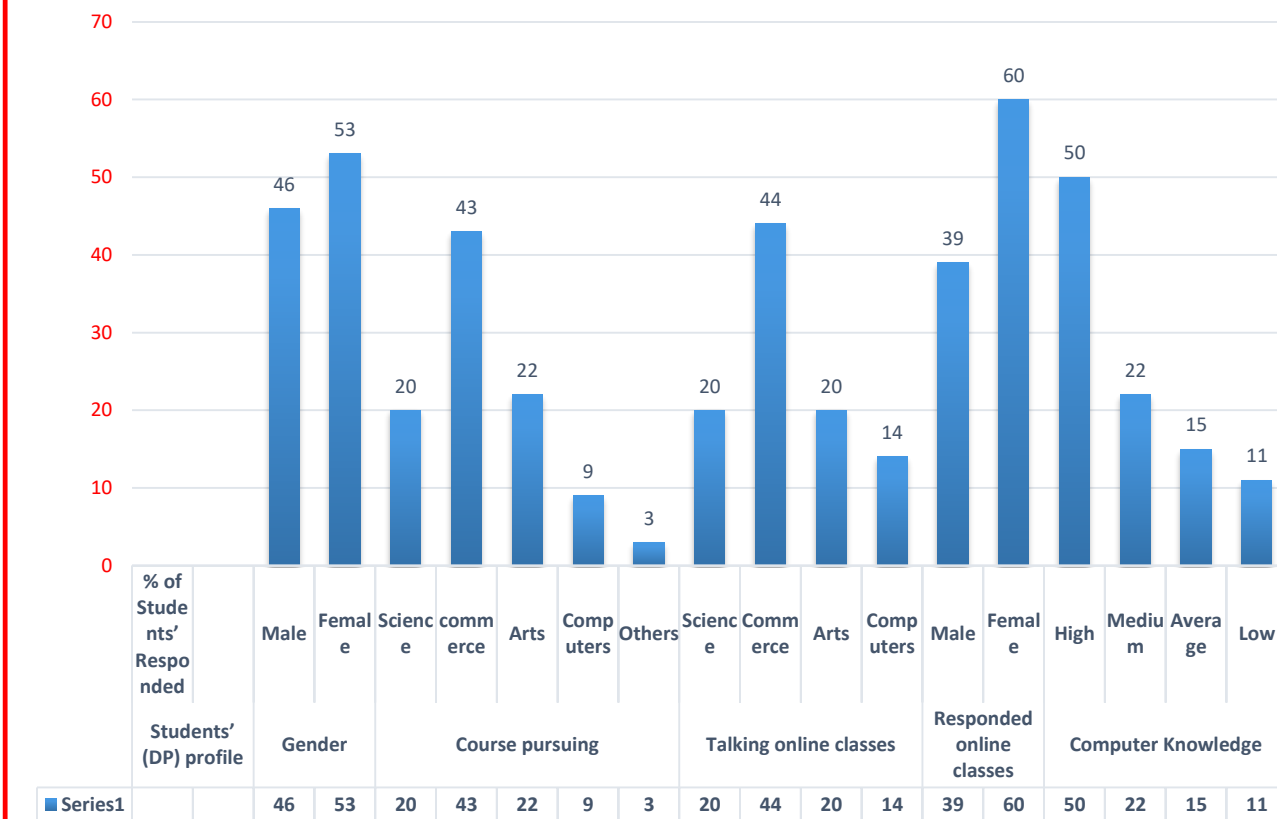
Students' (DP) profile	% of Students' Responded	Gender		Course pursuing					Talking online classes				Responded online classes		Computer Knowledge			
		Male	Female	Science	commerce	Arts	Computers	Others	Science	Commerce	Arts	Computers	Male	Female	High	Medium	Average	Low
Series1		46	53	20	43	22	9	3	20	44	20	14	39	60	50	22	15	11

Fig-III TOOLS USED FOR ONLINE CLASS RESPONDENTS ON THE EFFECT OF ONLINE LEARNING DUE TO COVID-19 AMONG UG STUDENTS IN TELANGANA STATE

■ % of tools Used in Degree Colleges   ■ % of Students' Responded
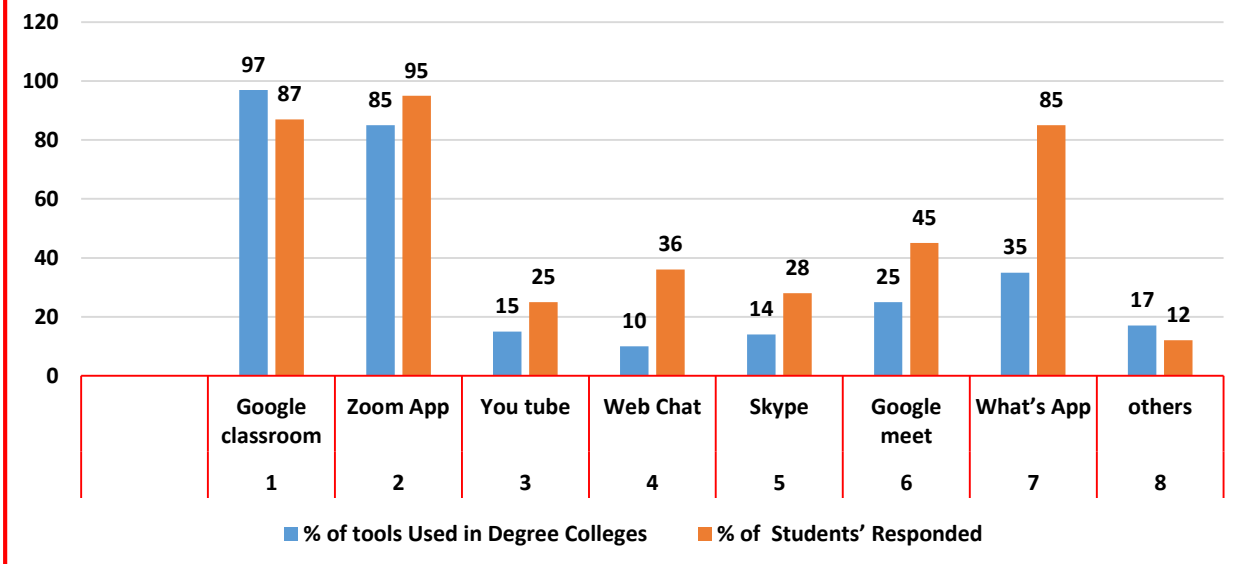
6. Conclusion and recommendation:

Online learning is an exciting new way to learn about almost anything. It has bought a positive impact on the lives of students as well as teachers. The increasing use of technology in the field of learning has improved the quality of education. Both students and teachers have optimistic views about online classes. However, there is always much room for improvement as far as online learning goes. It is evident that online learning has more significant benefits like it fills the gap of literacy rate by reaching to the rural areas (Ritimoni, 2018). Still, to effectively implement in a country like India, certain things have to be taken note of. This includes strengthening infrastructure facilities, improvement in Internet connectivity, development of rural areas, bringing changes in the attitude of students and teachers, etc. Colleges and other educational institutions are required to provide excellent training and support to both student and teachers regarding the usage of online classes that helps in increasing their comfort ability. "No Smartphones or Laptop"is one of the major problems of rural students, and Network issues also add to the problem for rural teachers and students. One of the major problems faced by students from a rural area is teachers need to observe the transition in their roles, i.e. from merely being a transmitter of knowledge to the designer of the educational process. In traditional classroom learning, students are always said to be spoon-fed, but online classes necessitate a learner-centered environment that requires students to be self-motivated and self-directed. Colleges and teachers need to put any effort into changing the mindset of students. To achieve this goal, colleges or government has to take training and development programs to teachers as well as students regularly. The study also proved that e-learning has a more significant role to play in the future, but it cannot be a replacement to traditional face-to-face classroom learning. A complete transition to online learning is quite tricky. However, we cannot ignore the benefits derived from e-learning. As such, there is a need to understand the obstacles that come in the way of accepting online learning and take corrective measures to overcome it.

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