



INTERNATIONAL JOURNAL OF CREATIVE RESEARCH THOUGHTS (IJCRT)

An International Open Access, Peer-reviewed, Refereed Journal

A STUDY ON IMPACT OF VIRTUAL LEARNING DURING LOCK DOWN ON STUDENTS' LEARNING ABILITY, ATTITUDE AND BEHAVIOUR IN CLASSROOM DURING POST LOCK DOWN WITH SPECIAL REFERENCE TO TAMILNADU

By

¹Mrs.A.Poomagal, Assistant Professor,
St.Joseph's College of Arts & Science (Autonomous), Cuddalore

²Mrs.A.Srimagal, Assistant Professor,
Rajalakshmi Engineering College, Chennai

Abstract

The impact caused by Virtual learning on students is huge and it disturbed their enthusiasm towards being active in listening and learning with zest. The teachers are also struggling to juggle the students who are emotionally unstable which creates a lot of problems and quarrels among teachers and students, student and student and etc. Apart from emotional disorders, lack in learning ability will lead to create gap in up skilling. Thus, this study aims to understand the impact of virtual learning on students of various colleges and universities of Tamil Nadu. The researcher collected primary data from 72 samples through structured questionnaire. Convenient sampling was implemented. The researcher adopted percentage analysis and concluded the findings with recommendations to overcome the negative impact created due to virtual learning.

Key words: Attitude, Behavior, Emotional stability, Virtual Learning, Students, Online and Offline class.

Introduction

The pandemic during Covid19 created huge changes in everyone's life. People who were working lost their jobs, people suffered with huge cut downs and downsizing, many people lost their livelihood, irrespective of jobs, designations, income and business, everyone of us faced huge crisis and change of emotions, and fell prey to stress and emotion disorder in our lives. To be specific, it is vital to identify the students' mental and learning ability and emotion disorders faced by them during lock down in order to repair the damages caused during E-learning, where they were not connected to their friends in Colleges or they were not associated with their teachers who normally cares the Pupil in the classroom and motivates the students.

During Covid 19, most of the students spend their time at home without open to face to face teaching of their teachers. Students felt they were isolated, anointed and they were uncertain about their future. It has become a common worry among teachers, parents and students. When the pandemic ends, students will be observed with lower achievements and hence it results in loss of interest and curiosity. ²Globally 1.2 billions of students from 186 countries are out from the classroom teaching. This change results in rise of online platform for teaching and learning among teachers and students respectively.

In Denmark students were going to nurseries and in contrast at South Korea students were responding through online to their teachers since 12th March. This abrupt change in the mode of learning created an uncertainty and made many people to wonder how long this situation continues even after this pandemic. This shift away created a huge question of education market also. Many online platforms such BYJU's and similar others offered free services on the basis of demands. BYJU's has seen 200% increases in new students using their services.

Research Gap

From the various articles it is found that many online platforms and it based business were earning huge and holding tops in the market share and growth. But they have no answers for the question on, the quality of education, learning ability of students, Psychological changes, etc. Thus this research aimed to identify the impact of E-Learning on students' learning ability, psychological changes, and learning endurance during post pandemic in offline classes.

Research Design

The researcher collected **primary data** from **72 respondents** using **convenient sampling** techniques. The samples are the students of various colleges and Universities across Tamil Nadu. The data were collected through **Questionnaire** which was distributed through Google form and collected responses. Percentage Analysis is implemented to analyze the data.

Findings of the study

The study found that 81.9% of respondents agreed that they are enjoying to the offline lectures after lock down, 25% of respondents disagreed that they are not ready to listen for continuous 2 hours of same subject, while 75% agreed that they are ready to listen to continuous 2 hours. 43.1% of the respondents agreed that they are capable of concentrating for 30 minutes after Lock down, besides, 18.1% respondents are able to concentrate for 1 hour, 26.4% students told that they are able to concentrate only from 10-20 minutes, 11.1% of students disclosed that their concentration is getting break for every 5- 10 minutes after lock down, which is a noticing shift away of students need to be addressed.

69.4% of respondents agreed that they are learning the subjects with curiosity after lock down, Majority of the respondents recorded that getting pass mark is their aim, massive respondents 88.9% of the students agreed that offline class is effective in terms of gaining knowledge and listening. 54.3% respondents disclosed that they were happy and seriously learnt during online class, the remaining part of the students' quality of education is questionable. 20.8% of the respondents strongly recorded that they were happy but not learning during online class. 77.8% of students told that they are serious in offline learning, 44.4% of respondents recorded that they can sit in a place at classroom for an hour, while 29.2% of respondents disagreed for the same. 6.9% of the respondents strongly agreed to that they can quietly listen to the lectures without wandering mind. 62.5% of the respondents told that they lost interest in studying because of online class. 11.1% of the students told that offline class is not interesting.

Suggestions

It is suggested to the Educational institutions, Policy makers and the Government to take more efforts in enhancing the quality of the under graduation students irrespective of stream such as Arts/Science/Engineering. Education Institutions may suggest the teachers to identify the students who did not attend the online classes and the areas where the students were lacking in the last two years. It is also suggested to the teachers, to train the final year students and make them prepare as per the industry requirements. Keep telling them about the damages took placed in learning and skill development during the lock down period and what they are going to face in the near future.

Conclusion

This study discusses the impact created due to Covid 19 on the students learning and emotional ability in classroom after lock down. It is found that, students were lost interest in studying due to online class which shows that online learning was not effective. They are highly happy and skilling themselves in offline classroom. Though teachers were upgrading their teaching with the help of ICT tools, students were not attracted to listen to them. The biggest trap must be noticed by all the teachers, policy makers and educational institutions and recreate a conducive platform to the students to relearn, rebuild their skilling ability and listening ability which will enhance the emotional stability among the students.

References

1. <https://www.brookings.edu/blog/brown-center-chalkboard/2020/05/27/the-impact-of-covid-19-on-student-achievement-and-what-it-may-mean-for-educators/>
2. <https://www.weforum.org/agenda/2020/04/coronavirus-education-global-covid19-online-digital-learning/>

