EFFECTS OF E-LEARNING

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ABSTRACT

During the pandemic that began in India in early 2020 the teaching–learning process was disrupted and studies in schools, colleges and universities were affected adversely .After a year of the online teaching a survey was conducted on the students of the various schools of ITM University Gwalior to find out their perceptions on online teaching and learning. The survey was conducted by distributing a copy of the questionnaire (Michael Bacez et.al 2021) to the students who were attending classes in person when there was a reduction of the cases in the country. The data collected was analyzed using percentage frequency distribution. There were 20 questions which were categorized under 5 parts. In part I regarding electronic gadgets and internet more than 70% of the students had strongly agreed and agreed in this aspect, in part II on E-learning environment 60% of the students that they had received the proper guidelines on software application and methods and materials In part III on e-learning v/s traditional learning majority of the students had expressed that they prefer e – learning to traditional learning. In part 4 on experiences during e-learning are flexible and home environment was conducive for the same. In part 5 students have indicated that they (30%) were frustrated and lost interest while learning during lockdown as they were not able to meet their friends and socialize. Hence it was concluded that even though E learning was a process adapted for continuing the cycle of learning but it was not suitable for   practical oriented courses   that were an essential part of the program.

Keywords: E learning, Pandemic & Traditional Learning.

INTRODUCTION

In March 2020 India went into a lockdown due to the Covid-19 infection that was spreading rapidly in the country .The entire educational institutions were caught unaware and methods were devised and sought to keep a continuity in the teaching learning process. Online teaching has been going on for the last two years even though in between in person teaching was conducted. Fortunately, current technology assisted in electronic learning (e-learning) that was the core method of teaching the

curriculum during the COVID-19 pandemic. Lectures were delivered through zoom ,big blue button(created by ITM University) and finally through Microsoft teams .This was saving time and travelling for the teachers and also keeping them safe. But a question kept creeping in the minds of the educators of whether this method of teaching was effective and whether students were actually learning especially in courses which was practical oriented and answer was "NO".

So a survey was carried out to find out what the students felt about the online teaching. (Cojocariu et al., 2014).Online learning can be termed as a tool that can make the teaching–learning process more student- centered, more innovative, and even more flexible. Online learning is defined as "learning experiences in synchronous or asynchronous environments using different devices (e.g., mobile phones, laptops, etc.) with internet access. In these environments, students can be anywhere (independent) to learn and interact with instructors and other students" (Singh & Thurman, 2019). The synchronous learning environment is structured in the sense that students attend live lectures, there are real-time interactions between educators and learners, and there is a possibility of instant feedback, whereas asynchronous learning environments are not properly structured. In such a learning environment, learning content is not available in the form of live lectures or classes; it is available at different learning systems and forums. Instant feedback and immediate response are not possible under such an environment (Singh & Thurman, 2019). The synchronous learning environment is structured in the sense that students attend live lectures, there are real-time interactions between educators and learners, and there is a possibility of instant feedback, whereas asynchronous learning environments are not properly structured. In such a learning environment, learning content is not available in the form of live lectures or classes; it is available at different learning systems and forums. Instant feedback and immediate response are not possible under such an environment.

DESIGN OF THE STUDY

A survey was carried out on the students of ITMU University Gwalior studying in different streams such as physical education, science, management, architecture etc. to find out their opinions of with reference to online teaching . With the help of the questionnaire by Michael Baczek et. al 2021. There were 20 questions with 5 options i.e. strongly agree, agree, neither agree or disagree, disagree and strongly disagree and it was statistically analyzed using the Students' perception towards online learning

	Students	A	sA	N	D	SD
1	sufficient equipment and facilities to participate for online lectures	30(42.85%)	26(37.14%)	7(10%)	4(5.71%)	3(4.28%)
2	sufficient computer knowledge and IT skills to manage your online learning	20(28.57%)	25(34.72%)	17(24.28%)	5(7.14%)	3(4.28%)

3	Online tools are easy to use	18(25.71%)	33(47.14%)	7(10%)	10(14.28%)	2(2.85%)
4	Guidelines are provided before starting online lectures by your lecturer	17(24.28%)	27(38.57%)	11(15.71%)	8(11.42%)	4(5.71%)
5	Happy about online teaching methods and lecture materials	9(12.85%)	19(27.14%)	22(31.42%)	7(10%)	12(17.4%)
6	Inconsistent/poor contact and communication with the lecturers	10(14.28%)	17(24.28%)	26(37.14%)	10(14.28%)	6(8.57%)
7	happy about the student-teacher interaction during online teaching & learning	4(5.71%)	27(38.57%)	23(32.85)	9(12.85%)	9(18.57%)
8	Did you have the facility to ask questions or clear doubts during online lectures?	15(21.42%)	40(57.14%)	8(11.42%)	6(8.57%)	2(2.85%)
9	Gained experience of learning in a new online environment	13(18.57%)	30(42.85%)	16(22.85%)	8(11.42%)	3(4.28%)
10	Using online learning is fun	5(7.14%)	22(31%)	15(21.42%)	9(12.85%)	14(20%)
11	Online lectures are effective than traditional/live classroom lectures	7(10%)	8(11.42%)	14(20%)	17(24.28%)	24(34.28%)
12	Difficult than classroom	15(21.42)	28(40%)	8(11.42%)	17(24.28%)	3(4.28%)
13	Flexibility in participating for online lectures	5(7.14%)	28(40%)	25(34.72%)	9(12.85%)	3(4.28%)
14	Motivation is high in participating online lectures	4(5.71%)	19(27.14%)	18(25.71%)	16(22.85%)	13(18.57%)
15	Home environment is suitable for participating online lectures	13(18.57%)	23(32.85)	14(20%)	14(20%)	6(8.57%)
16	Possibility of distractions from other family members during online lectures	19(27.14%)	23(32.85)	12(17.4%)	11(15.71%)	5(7.14%)
17	Frustration and lack of interest in learning while being locked down	17(24.28%)	21(30%)	19(27.14%)	10(14.28%)	3(4.28%)
18	Lack of direct contact with other students/colleagues/friends	15(21.42%)	23(32.85)	13(18.57%)	4(5.71%)	4(5.71%)
19	Lecturer's personal attention and touch are less	12(17.4%)	20(28.57%)	23(32.85)	9(12.85%)	5(7.14%)
20	Do you prefer to online lectures or conventional lectures after the lockdown	20(28.57%)	17(24.28%)	9(12.85%)	9(12.85%)	15(21.42%)

A= Agree, SA= strongly agree, N= Neutral, D= Disagree, SD= strongly disagree

1. Sufficeint Equipment

2. Sufficient computer knowledge and IT skills


3. Online tools are easy to use
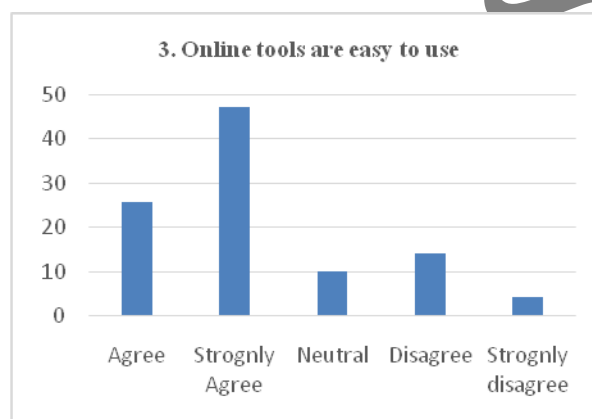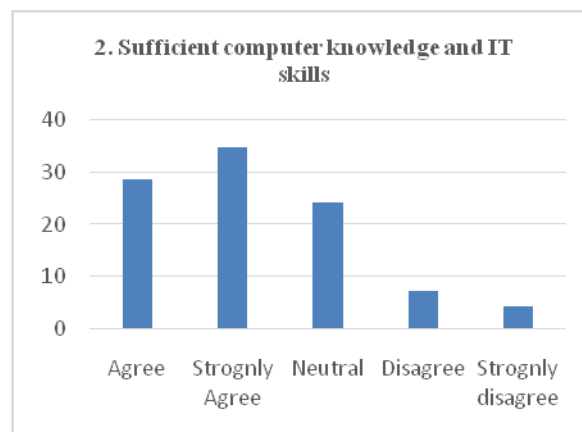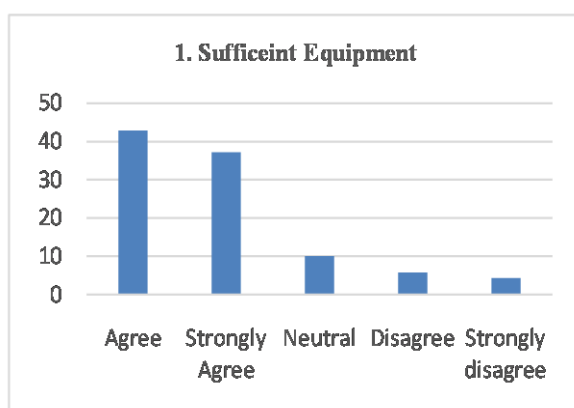
1. Electronics gadgets and internet

In the first question students were asked about electronic equipment and facilities like laptop, Internet, and software availability and accessibility, among 70 students 42.85% strongly agreed and 37.14% agreed that they have sufficient equipment and facilities to access the online classes. The Second question pertaining to knowledge on computer and IT skills to managing online learning. 34.72% students were agreeing that they had sufficient knowledge about computers and IT skills whereas 28.57% students strongly agreed on this question. Third question about the online software which are used for teaching e.g., Zoom, Google Meet, Google Classroom, Microsoft Teams, Cisco Webex, Go To Meet (Dash, Samadder, Srivastava, Meena, & Ranjan, 2021; Muthuprasad, Aiswarya, Aditya, & Jha, 2021)were easy to use? 47.14% students agreed that the software was easy to use and 25.71% strongly agreed with this aspect. In the first three questions researchers wanted to know about availability, accessibility and knowledge about computer, software, internet and IT skills, and a positive feedback was given about these things. Suva Dash et.al in their research article stated that India is the second largest online consumer in the world near about 660 million by 2021 but in the year of

2018, it was 480 million (Dash, Samadder, Srivastava, Meena, & Ranjan, 2021), so this data suggest that Indian are adapting to digitalization. This evidence supports our findings.

2. E-learning environment

In the second part of the questionnaire, from question number four to ten the researchers wanted to know about the e-learning environment and interaction between the students and teacher on whether the teacher provide proper guideline before the classes, lecture method and materials, inconsistence/poor communication with teacher, interaction between student-teacher and doubt clearance during classes.
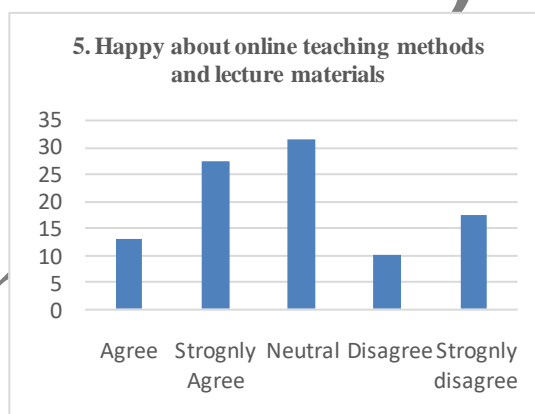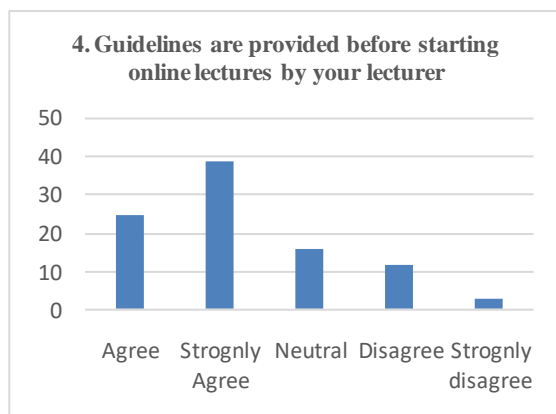

Most of the students agreed (38.57%) that the teachers provided proper guideline about the software or application which would be used during the class. Almost 39.99% (12.85 strongly agreed and 27.14% agreed) Students also agreed about the efficacy of the teaching method and materials provided by teacher during online classes. Where as 31.42% had a mixed kind of reaction on this statement.
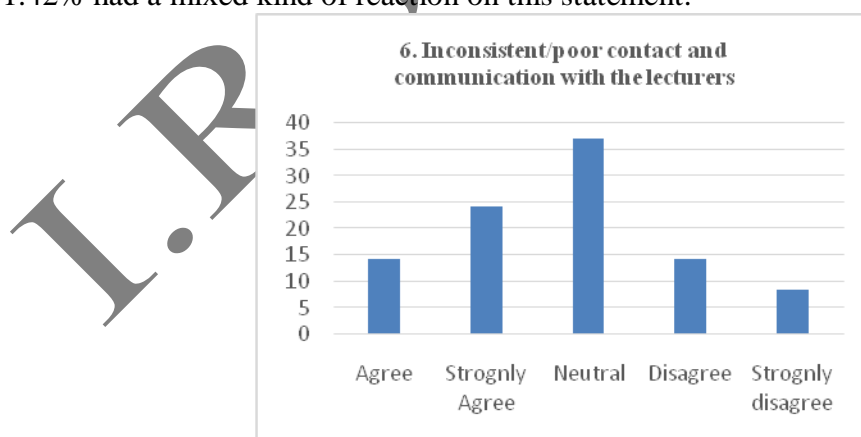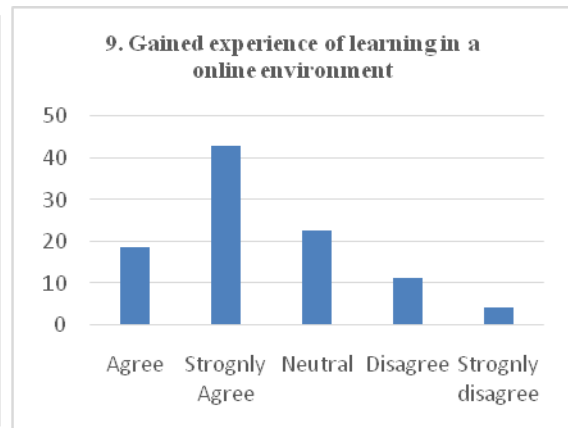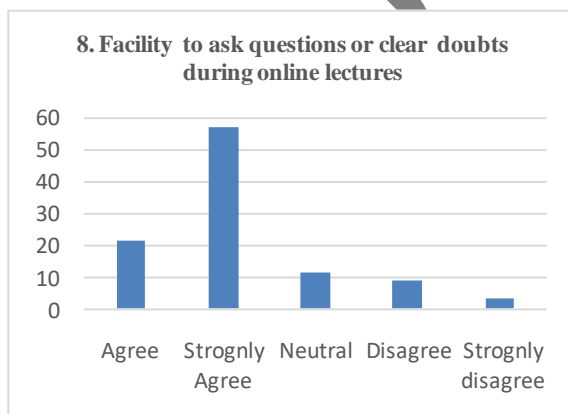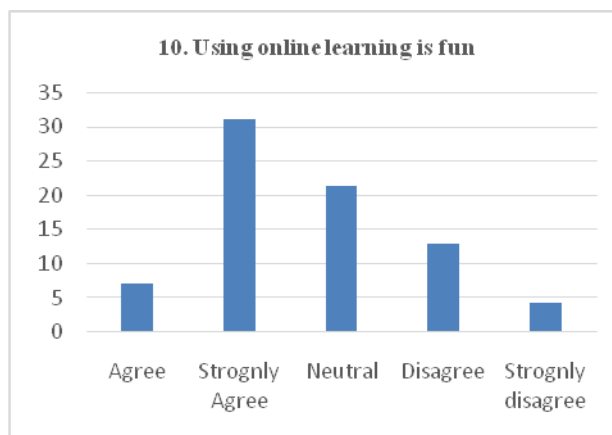

In the digital platform the chances of occurrence of technical error is very high because India is not a small country, majority students joined the online classes all over the

country, so there would big chances of occurrence of technical faults and that may have interfered with e learning . Here 37.14% students neither agreed nor disagreed in this matter on lack of internet connection for some time. On 5th November 2020 an article published by India Today web desk about the "5 problems you can face in online learning and how to deal with them" among the five reason the first reason was poor internet connection strength which was affecting the e-learning (My Feed, 2020).

7. Happy about the student-teacher interaction during online teaching & learning
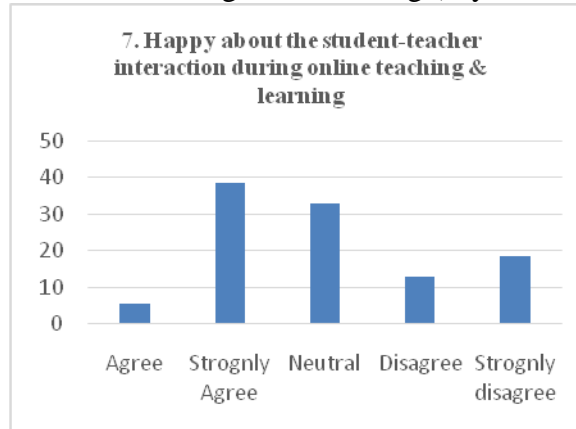
Exchange of ideas or interaction is an important variable in e-learning environment. To take advantage of online learning, changes in student-teacher interactions must be considered (Ahmad, Shaharim, & Abdullah, 2017). This interaction realizes critical learning and deeper exploration of knowledge (gultom & Suhartini, 2020)Majority of the (38.57%) students were satisfied about interaction between students and teachers, and 32.85 % students were neutral. Asking question and clear the doubts in a learning process is one of the most important elements

8. Facility to ask questions or clear doubts during online lectures

9. Gained experience of learning in a online environment
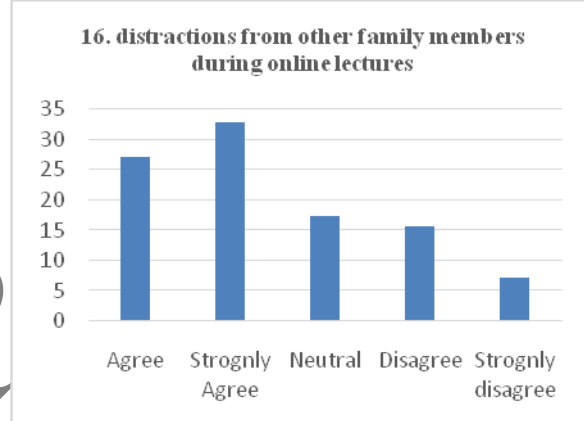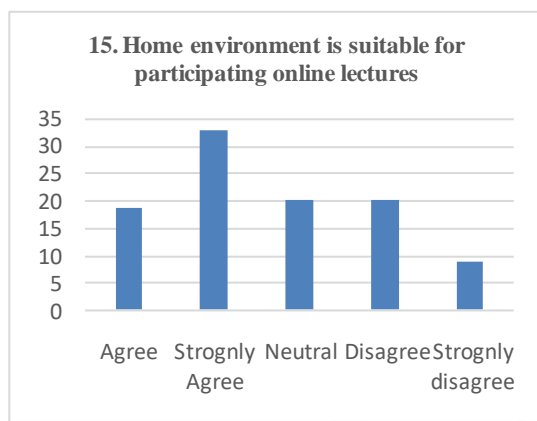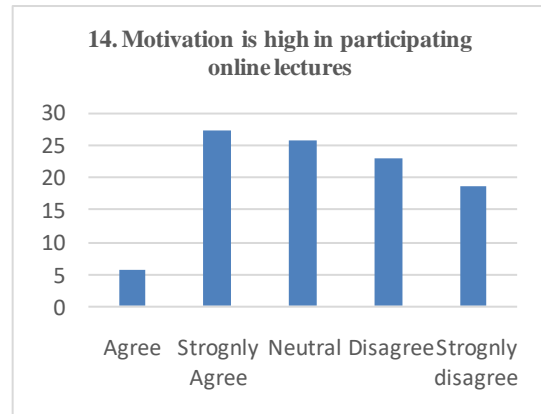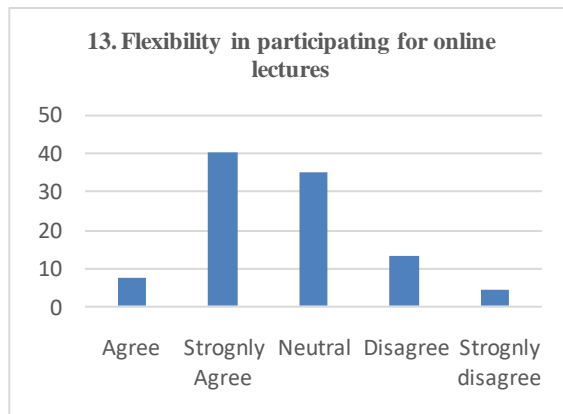
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10. Using online learning is fun

In this survey 57.14% students agreed that they could ask questions and also doubts had been cleared during the classes. Most of the students 42.85% confirmed that they gained learning experience in the new online environment. And 31% students agreed that online learning was fun. From the second part of our survey, it is clear that the majority of student were satisfied about the e-learning environment between the student and teacher.

11. effective than traditional/live classroom lectures
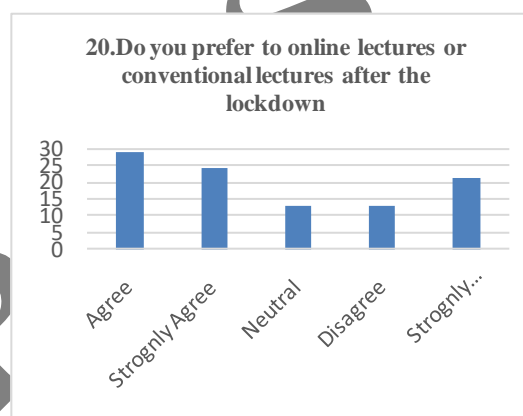
12. Difficult than classroom
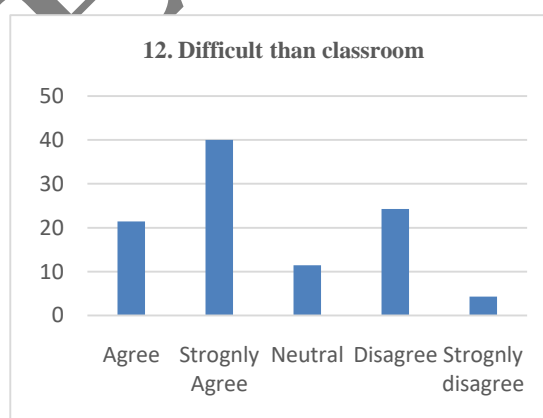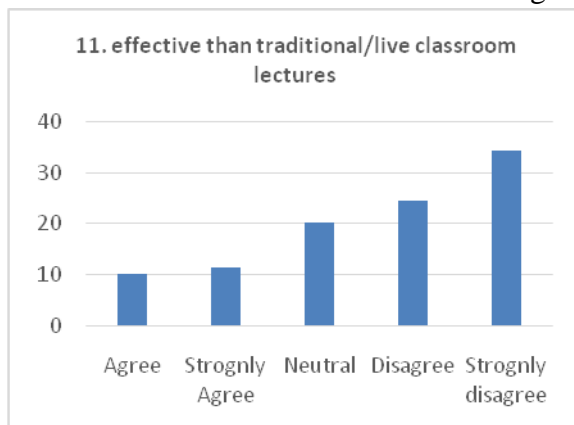
3. E-learning Vs traditional learning
In the 3rd part of the questionnaire students, were asked about the difference between online learning and traditional learning, most of the students strongly disagreed about the effectiveness of e-learning than the traditional offline learning. Similar kind of findings reported by the group of researchers that online learning was considered less effective than offline learning (Baczek, Baczek, Szpringer, Jaroszynski, & Kapłon, 2021). Majority of the students 40% confirmed that online learning is more difficult than the classroom learning.

13. Flexibility in participating for online lectures

14. Motivation is high in participating online lectures

15. Home environment is suitable for participating online lectures

16. distractions from other family members during online lectures

4. Experience during E-learning

In the 4th part of questionnaire, the researchers want to know, what students experienced during e-learning. Like flexibility in participating online lecture, motivation, home environment and family member's distraction etc. 40% students said that e-learning is flexible way of learning. Whereas only near about 16% students have disagreed about this question, 22.85 % have disagreed and 18.75% strongly disagreed on motivation of participating in e-learning. Whereas only 5.75% strongly agreed and 27.14% agreed that they were motivated to participate online-learning classes. Students confirmed that the home environment was suitable for online classes, whereas almost 50% student gave a positive feedback, 20.57% gave negative feedback and 32.85% of students said that they faced distraction from other family member during online classes.

17.Frustration and lack of interest in learning while being locked down

18.Lack of direct contact with other students/colleagues/friends

19.Lecturer's personal attention and touch are less

20.Do you prefer to online lectures or conventional lectures after the lockdown
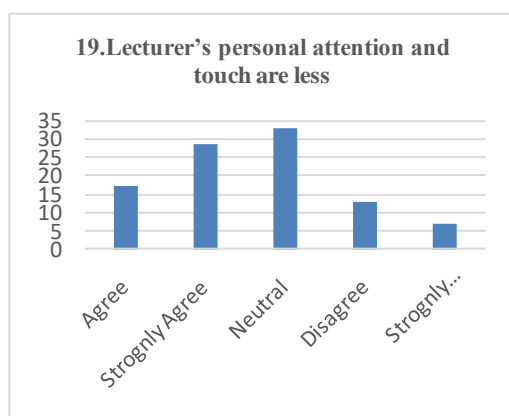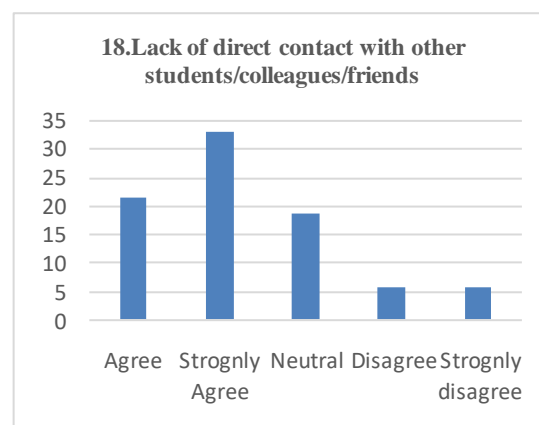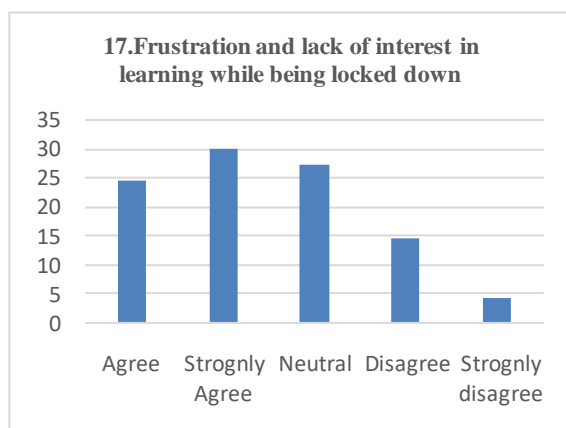
5. Student's opinion about e-learning

In the 5th part of the questionnaire students were asked about their feelings about e-learning and majority of the students (30%) were frustrated and lost their interest while learning during lockdown.

Classroom teaching not only provides better learning condition, but also provides friendship, cooperation, adjustment etc but the e-learning does not provide these opportunities. Students also agreed about this condition (32%).The respondents expressed lot of mixed feelings about the question on online lectures or conventional lectures after the lockdown, as could be seen in their response where most of the students 24.28% strongly agreed with the idea while 21.41% strongly disagreed. Similar kind of findings were reported by the researcher Olayemi and colleague (Olayemi, Adamu, & Olayemi, 2021)

CONCLUSION

An academic environment e-learning is meant for students to use it, and that is why it is very important to get students' opinions and attitudes on opportunities of implementing an e-learning system as well as on the details of creating e-learning materials. Three hypotheses made in this paper (students have access to the necessary IT

equipment and can be included in the e-learning process; students are willing to try some of the forms of e-learning; the prototype model can be used to examine students' attitudes on the presentation forms of e-learning materials) were confirmed with the survey among students.

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