



THE EFFECTS OF ONLINE LEARNING ON THE ACADEMIC PERFORMANCE OF COLLEGE STUDENTS WITH REFERENCE TO COIMBATORE DISTRICT

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Abstract:

The Study is to find out the effect of online learning on the academic performance of college students. The main objective of the study was to find out the effects of online learning on students' interest and learning. Researchers were taken from 278 students from various Colleges in the Coimbatore district. Using the Convenient Sampling technique. The data was analyzed using Percentage analysis, Chi-square test, and ANOVA. The study found that online learning on the academic performance of college students provides time flexibility to the student. The study concluded that online learning on the academic performance of college students provides for effective time management and motivates students to learn independently.

Key Words: online learning, Academic Performance, efficiency, e-learning, covid-19.

INTRODUCTION

E-learning (EL) essentially encompasses ICT on websites, personal computers, portable PCs, mobile phones, learning management System (LMS), radio, and other forms of enhancing teaching and reading. In addition, it requires the application and usage of Information and communications technology (ICTs). E-learning is also a unifying term used to describe the areas of the Network and the technology directions. E-learning in this regard, as shown by the massive growth of web technology, is being significantly the learning technique in terms of

schooling, training and development and a lot of corporate functions. Nevertheless, more educational organizations and business schools now take crucial moves in utilizing increasingly immersive e-learning methods to improve university students and their staff efficiently. Many developing economies are utilizing highly immersive e-learning from several education institutions that specifically increase student success. Technologies in recent times are machines used to remove physical barriers, allowing the students to study anytime and anywhere without communicating with the teacher.

REVIEW OF LITERATURE

Shabir, Hameed, Safdar and Gilani (2014)¹ examined ‘the impact of social media on youth (on line learning); A case study of Bahawalpur city’ to analyses the influence of social media on youth social life. Data collected was analyzed in terms of frequency, percentage and mean score of statements. The finding of study revealed that excessive users in educational computer labs use the social forms for comments, chatting and sharing of image and videos. But the negative images, messages, videos links etc are creating negative influence in the society at minor level.

Arora and Okunbor (2015)² in their study ‘Social Networking Addiction; Are the youth of Indian and United States Addicted?’ aimed to investigate the daily usage of Facebook and how people interact with social networking sites on a daily basis. Percentage method was used to analyses data. It was found that both groups of respondents have access to Facebook more than three times. The research concluded that excessive usage of social networking sites does not seen like a very positive scenario.

Sachdev (2015)³ presented the paper ‘Impact of social networking sites on the youth of India: A bird’s Eye View to find out the answer whether social networking sites are boon or bane for today’s society. Simple random sampling method was used and percentage analysis was applied to analyses data. The findings of the research showed that five key issues at stake in new social networking media are identify, privacy, ownership and authorship, credibility and participation.

Deshmukh and Tathe (2014)⁴ conducted a study titled ‘An impact of social networking sites on youngsters’ to identify the impact of social networking sites on Indian youth. A sample of 50 students was selected and percentage analysis was applied to analyses data. The findings showed that young adults and teenagers are the most avid users of social networking sites. The research suggested designing a social networking is the family development sector

Arjun and Juna (2015)⁵ conducted a ‘Study on the Impact of Social Networking Sites Among Higher Secondary Students’ to determine the influence of social networking sites on the study on the study habit of higher secondary students, A sample of 40 students was selected and percentages analysis was applied to analyses data. The findings of the study showed that a majority of the current higher secondary students have access to the internet and social networking sites give them a platform to interact with their friends.

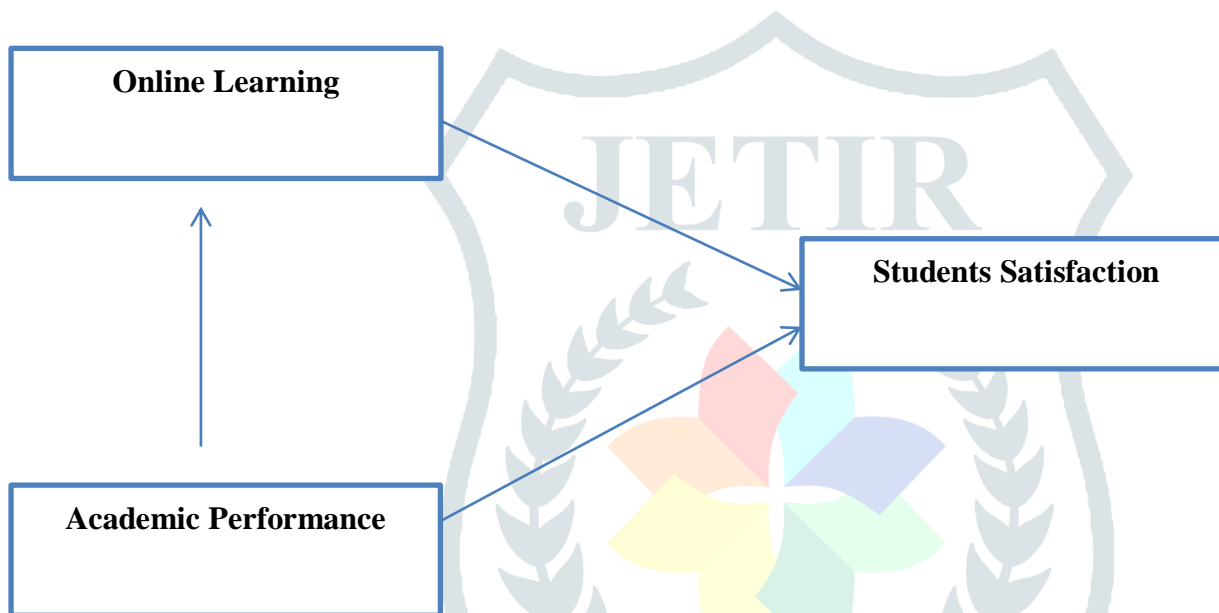
Statement of the Problem

E-learning is a game changer to the academic field. The study provides knowledge and guidelines that may be of help to policymakers, planners and others to make education seamless using E-learning. It also provides input to the students, teachers and researchers in the areas of E-learning

Objectives of the Study

1. To study the impact of E-learning on academic performance of women Graduates.
2. To determine the influence of socio-demographic characteristics on academic Performance of women graduates.
3. To establish the effect of flexible time on academic achievement of women Graduates

PROPOSAL MODEL



III. RESEARCH METHODOLOGY

The study explored the effects of E-learning on students' interest and learning. The present study is empirical in nature. Convenient sampling technique was used for the collection of data from the respondents. In the process of sample selection, researcher selected 278 students from various Colleges at Coimbatore. Pre tested Structured Questionnaire was used as a research tool for data collection. Questionnaire was developed on likert scale from agree to disagree and comprised of 10 items. Collected raw data was analyzed through SPSS and most frequently used statistical techniques of percentage analysis and Chi-square is used. The aforesaid statistical technique is suitable in achieving the objective of the study.

Research Design of the Study

A research design is a framework for guiding a research project. It describes the procedures essential for obtaining the information required to structure and/or solve the research problems

Sampling Framework of the Study

The sampling framework of the study consists of the determination of sample size and sampling procedure of the study. Sample size = 278 in this study, the researcher took samples from the population.

Sources of Data

The present study is wholly based on the primary data. The primary data was collected personally with the help of a structured questionnaire. The secondary data collected from the books, journals, and magazines were used to form the theoretical framework of the study and the review of the Litature.

IV ANALYSIS AND INTERPRETATION

Demographic Profile of the Respondents

S.No	Variable	Factor	Frequency	Percentage
1	Age		92	33.0%
		18 -21yrs		
			35	13.0%
		21- 24yrs		
			25	9.05%
		24- 27yrs		
		52	18.05%	
		27 – 32 yrs.	74	27.0%
			278	100
2.	Gender		158	56.83%
		Male		
			120	43.17%
		Female	278	100
3.	Qualifications		124	44.0%
		UG		
			102	37.0%
		PG		
		M.Phil. & PhD	52	19.0%
			278	100
4.	Family Type		127	46.0%
		Joint		
			151	54.0%
		Nuclear	278	100
5.	Type of Institution	Private	158	57.0%
		Public	120	43.0%
			278	100

Source: Primary Data

Interpretation:

From the above demographic profile shows that the Age of the respondents were 18- 21 years **33.0%** followed by 21- 24 years **13.0%**, 24- 27 years **9.05%** 27- 32 years **18.05%** and 32 & above years **27.0%** of the respondents . Gender of the respondents were male 158 frequency **56.83%** , female were 52 frequencies with **43.17%** Qualification of the respondents were UG 124 frequencies with **44.0%** PG (102) Frequencies **37.0%** and M.Phil. & PhD is 52 Frequencies with **19.0%**, family type Joint family is 127 frequencies with **46.0%** , Nuclear family 151 frequencies with **54.0%** finally type of institution private is 158 Frequencies with **57.0%** and public 120 Frequencies with **43.0%**

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S.No	Factor	Students Results					Total (N 278)
		1	2	3	4	5	
1	Teacher accommodate in online learning	25% (8.99)	12% 4.3	31% 11.1	12% 4.3	20% 7.19	100
2	I think high-quality learning can take place without interacting with teacher and students face-to-face	20% 7.19	18% (52)	22% 7.9	15% 5.3	25% 8.99	100
3	Online learning is interesting for you	10% (30)	25% 8.99	28% 10.0	17% (50)	20% 7.19	100
4	Online learning practical for me	25% 8.9	12% 4.3	30% 10.9	18% (52)	15% 5.39	100
5	I always join discussion about the topic of course	27% (76)	26% 9.35	12% 4.3	18% (52)	17% (50)	100
6	The time of online learning for you, It's disturbing you, make you in hurry or. etc.	18% 6.4	5% 1.79	25% 8.9	27% (76)	25% 8.9	100
7	The cost that I should pay in online learning cheaper that you should go to campus	19% 53	29% 10.2	17% (50)	18% (52)	17% 52	100
8	There is lack of teacher student interaction in online classes	22% 7.9	12% 4.3	31% 11.1	17% (50)	18% (52)	100
9	Teacher- students disconnect is felt low in online classes compared to classroom method.	21% 60	19% 53	17% (50)	18% (52)	25% 8.99	100

10	It is difficult to control group interaction during online classes	20% 7.19	26% 9.35	17% (50)	18% (52)	19% 53	100
11	Technical issues effect the flow and pace of online classes	27% (76)	15% 5.39	13% 11.1	24% 8.6	21% 10	100
12	Online class use innovative teaching methods	22% 7	25% 9	19% 53	20% 7	14% (40)	100

Source: (Primary Data)

The students answer about “the problems that they face during and after online learning” Teacher accommodate in online learning **25%** of them strongly agree that it correlated with the signal of internet, because most of them are stay in the village. I think high-quality learning can take place without interacting with teacher and students face-to-face **20%** Strongly Agree Online learning practical for me **25%** Agree, 28 Neutral **20%** Strongly Disagree. I always join discussion about the topic of course **26%** Agree. The time of online learning for you, It’s disturbing you, make you in hurry or. etc. **18%** Strong Agree **5%** Agree, **25%** Neutral **27%** agree **25%** Strongly Disagree , The cost that I should pay in online learning cheaper that you should go to campus, There is lack of teacher student interaction in online classes, Teacher- students disconnect is felt low in online classes compared to classroom method. And It is difficult to control group interaction during online classes in questionnaire about “teacher deliver the lesson very short and few, how do you solve it” **70%** of students answer they need to explore by themselves to find the solution about the material given by the teacher.

SURVEY QUESTIONS ON STUDENTS PERCEPTION OF ONLINE CLASSES

S.No	Factor	Scale	Percentage		Total
			(N=278)		
1	Online classes are more effective than classroom mode	Agree	16	45%	100
		Disagree	20	55%	100
2	There is lack of interaction during online classes	Agree	25	68%	100
		Disagree	12	32%	100
3	Online classes are more convenient than classroom method	Agree	20	58%	100
		Disagree	17	48%	100

4	Quality of discussion is low in online classes	Agree	32	89%	100
		Disagree	4	11%	100
5	Learning and knowledge transfer happens more in online classes	Agree	20	57%	100
		Disagree	16	43%	100
6	Online classes are less structured than classroom mode	Agree	24	66%	100
		Disagree	12	34%	100

Source: Primary Data

Online classes are more effective than classroom mod Agree 16 (**45%**), Disagree 20 (**55%**) There is lack of interaction during online classes, Agree 25 (**68%**) Disagree 12, (**32%**) online classes are more convenient than classroom method, Agree 20 (**58%**) Disagree 12 (**32%**) Quality of discussion is low in online classes, Agree 32 (**89%**) Disagree 4(**11%**) Learning and knowledge transfer happens more in online classes Agree 20 (**57%**) Disagree 16 (**43%**) the Online classes are less structured than classroom mode Agree 24 (**66 %**) Disagree 12 (**34%**). It can be seen that when it came to online classes, students perceived the online classes to lack quality. Such as technical issues, lack of structure, disturbance in the flow of classes, problems in clarifying doubts, lack of interest and motivations to attend the classes were some prominent factors reducing the effectiveness of online classes. Even though today's generation is technologically well versed still the survey showed that majority of the sample reported that somewhere they felt their lack of computer skills made it uncomfortable for them to use the online channel.

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S.No	Factor	Scale	Percentage
(N= 278)			
1	Online classes save time	Agree	38 13.6%
		Disagree	45 16.18
2	Technical issues disrupt the flow and pace of online classes	Agree	13 4.67%
		Disagree	19
3	It is difficult to clarify doubts in online classes compared to classroom mode	Agree	20 7.19%
		Disagree	14 5.03%

4	Lack of computer skills makes me uncomfortable during online classes.	Agree	12	4.3%
		Disagree	11	3.95%
5	I feel less anxious in online classes	agree	45	16.1%
6	I get easily distracted and have difficulty concentrating during online classes	Dis agree	56	20.1%
		Agree	24	8.63%
7	I feel lazy and disinterested during online classes	Disagree	25	8.99%
		Agree	26	9.35%
8	I do not feel motivated to participate in online class discussions	Agree	28	10.0%
		Disagree	29	10.4
9	I feel more comfortable to participate in online class discussions compared to classroom	Agree	30	10.79
		Disagree	65	23.3

Source: Primary Data

Online classes save time, Agree 38, (13.6%), Disagree 45, (16.18%) Technical issues disrupt the flow and pace of online classes, Agree 13, (4.7%), Disagree 19, (45%) It is difficult to clarify doubts in online classes compared to classroom mode Agree 12, (4.3%) Disagree 11 (3.95%) Lack of computer skills makes me uncomfortable during online classes Agree 11, (3.95%) Disagree 45 (16.1%) I feel less anxious in online classes Agree 56, (20.1%) disagree 24, (8.63%) I get easily distracted and have difficulty concentrating during online classes 25 (8.99%) Disagree 26, (9.35%) I feel lazy and disinterested during online classes I do not feel motivated to participate in Agree 28 (10.01%) Disagree 29 (10.4%) I feel more comfortable to participate in online class discussions compared to classroom Agree 30, (10.19%) Disagree 65, (23.3%) They feel information overload and fatigued. 15.4% reported the online classes to be less interactive, no communication between students or with teachers and makes it harder to participate. Thus, the online classes they felt were less lively lacked friendly atmosphere and social interaction. 12.7% of them felt lack of motivation and interest to attend online classes. They felt that online classes make them less serious and they just attend the class for attendance and feel bored and lazy.

V. FINDINGS, SUGGESTIONS AND CONCLUSION FINDINGS

12.7% of them felt lack of motivation and interest to attend online classes. They felt that online classes make them less serious and they just attend the class for attendance and feel bored and lazy. Some of the other issues reported were financial constraints.

22.1% reported that online classes were difficult to understand and follow especially when it came to practical subjects, lack of concept clarity, no structured format or time scheduled followed. According to them too many subjects are scheduled on the same day which makes it difficult for them to stay alert and active. They feel

information overload and fatigued. 15.4% reported the online classes to be less interactive, no communication between students.

Some of them even reported that having lack of supportive home environment and family issues makes it harder for them to fully involve themselves during online classes. 22.1% reported that online classes were difficult to understand and follow especially when it came to practical subjects, lack of concept clarity, no structured format or time scheduled followed. According to them too many subjects are scheduled on the same day which makes it difficult for them to stay alert and active. Lack of computer skills makes me uncomfortable during online classes Agree 11, 3.95% Disagree 45 16.1% I feel less anxious in online classes Agree 56, 20.1% disagree 24, 8.63 I get easily distracted and have difficulty concentrating during online classes agree 25 8.99% Disagree 26, 9.35% I feel lazy and disinterested during online classes I do not feel motivated to participate in Agree 28 10.01% Disagree 29 10.4% I feel more comfortable to participate in online class discussions compared to classroom Agree 30, 10.19% Disagree 65, 23.3%.

SUGGESTIONS

- Things such as technical issues, lack of structure, disturbance in the flow of classes, problems in clarifying doubts, lack of interest and motivations to attend the classes were some prominent factors reducing the effectiveness of online classes.
- Even though today's generation is technologically well versed still the survey showed that majority of the sample reported that somewhere they felt their lack of computer skills made it uncomfortable for them to use the online channel.
- In questionnaire about "teacher deliver the lesson very short and few, how do you solve it" 70% of students answer they need to explore by themselves to find the solution about the material given by the teacher.
- And for last questionnaire "did your teacher always give feedback after you send video or assignment", 65% of their teacher gives them feedback about their assignments.
- The researchers believed this finding suggested that more mature students with better independent learning skills were better candidates for online learning.
- Although the sample size is small to generalize to the larger online higher education population, the information can throw light on the general issues faced by teachers and students during online classes.
- Online mode of higher education is still in the early stage of development in India, therefore having clarity about the problems experienced and the expectations of students and teachers will help to plan out effective and structured strategies for taking online classes. It is important to note that the survey showed agreement between faculty and student perceptions of online mode of teaching. The opinion of both was reflective and supportive of one another.
- 65% of their teacher gives them feedback about their assignments. The researchers believed this finding suggested that more mature students with better independent learning skills were better candidates for online learning.
- And for last questionnaire "did your teacher always give feedback after you send video or assignment

VI. CONCLUSION

The researcher conclude by the research, this analysis is to teachers and students point view the fact that more research and study should be conducted to provide more detailed information for changes to occur within design and methodology of online classes. Establishing a structured and user-friendly environment for online mode of education, one that is accessible for all without putting financial burden on students and teachers should be the main criteria in the minds of college and university management while promoting online education. Also, the need for providing adequate technological training to teachers about method of conducting online classes should be prioritized as it is found to be a pre-requisite for successful online class implementation.

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