



Impact of Online Classes on School Students During Covid -19 Pandemic

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ABSTRACT

The Covid-19 situation has brought great loss to a huge number of lives and has affected the normal life of the people. The society at large has been drastically hit by pandemic – both socially and economically. The educational system has faced the wrath of the outbreak on a larger scale. The traditional face to face-to-face classroom teaching-learning shifted to online mode. During this pandemic the online mode of teaching-learning had a great impact on students at various levels across the globe. The main objective of this study is to analyse the impact of online classes among school students in Chennai city and to analyse the effectiveness of online - learning.

KEYWORDS: *Covid-19, online classes, pandemic and lockdown.*

1. INTRODUCTION

The corona virus disease started first in China in 2019, and spread all over the world by affecting the health of crores of people and also leading to death in most cases. In India, the government of India announced a lockdown to protect and safeguard the lives of people throughout the country. The Indian government imposed various safety measures to be followed by the people like using hand sanitizers, wearing masks, maintaining social distance, and so on. The lockdown disturbed the normal life of people at large level and also this situation led to economic crisis in the country and brought down the economic growth of the country. Not only this, the pandemic led to the closure of educational systems as a whole.

To continue the education of the students at various levels, most of the educational institutes planned for an online teaching-learning process and introduced the same. There was a drastic shift from traditional classroom learning to online mode of teaching-learning. Online classes initially were an entirely different experience for the learners, teachers



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and parents. While adapting to the new changes, the learners found it difficult to adapt and adjust to the online mode of learning. Different age-groups of students at various levels required different approaches for online mode of learning. The students, teachers and educators practiced to adjust to online teaching and learning. Through online classes, efforts were being taken to establish a strong connection and co-operation among the students, teachers and parents.

Various online platforms like Google Meet, Zoom, Cisco Webex, Skype are widely used to impart quality education to the students. E-learning tools have played a vital role during this lockdown period helping schools and universities.

2. OBJECTIVES OF THE STUDY

1. To study the impact of online learning on students
2. To analyse the effectiveness of online learning on students
3. To find out the difficulties faced by students during online learning and
4. To measure the level of satisfaction with online learning among school students.

3. REVIEW OF LITERATURE

With the outbreak of the pandemic leading to the shutting down of educational institutes and opening up the doors to online learning, several academicians had taken upon themselves to do an analytical study on the various impacts of digital teaching and learning. Most studies deal with classroom activities, and the problems associated with student participation. Some studies have also examined the various roles played by technology in enhancing digital classroom teaching and learning.

Dhawan mentioned in her study on Online Learning: A Panacea at the Time of COVID-19 Crisis during (2020), the need to innovate and implement alternative teaching-learning strategies when most educational institutes discontinued face-to-face teaching. On a positive note, she also projects how the pandemic has provided the opportunity to explore various new methodologies of digital learning.

With the new challenges thrown to us by the Pandemic, the readiness with which both students and teachers are willing to adapt needs to be gauged accordingly. Different learners have different attitudes to adapt to new situations. There is no one particular methodology that can be used to fit all kinds of learners. With different needs for different age group students, different approaches to online learning need to be implemented (Doucet et al., 2020).

On one hand, while the Government and medicos are trying to cope up with the pandemic, academicians on the other hand have been trying to continue providing quality education to the young learners. However, the global



pandemic has taken a toll on the emotional state of most children. When home becomes the place of academic learning, it tends to impact the psychological condition of school children, which further makes them unable to engage productively academically (Petrie, 2020).

Due to the reduced contact hours and the non-availability of the teachers when facing difficulty in learning, the academic performance of most students is likely to go down (Sintema, 2020).

Learning process is not complete, until students practice what they learn. Most students find online teaching unengaging. Also, owing to several difficulties associated with technology – login problem, network issues, audio-video problems, bandwidth issues and so on, the learning process itself seems to be a herculean task. Online classes also lack the much required personal attention. The lack of peer group's presence, along with technical problems, online learning faces several barriers to achieve the instructional goals (Song et al., 2004).

4.METHODOLOGY

The researcher applied quantitative research methods in this study. The researcher applied simple random sampling technique to select the required sample. In this study the researcher used questionnaire as data collection tool that especially designed for this study. The data was tabulated and appropriate bar graph charts were formed.

4.1 Data Collection Tool

The main tool used to collect the data was structured questionnaire. The questionnaire was divided into two parts. a) First part Section contains primary information regarding respondents name, age, sex and contact details. ii. b) The second part of the questionnaire constitutes the questions related to the study.

4.2 Limitation of the Study

The study is restricted only to school students in and around Chennai City, Tamil Nadu.

4.3 Impact of Online Classes

During the pandemic, although the online classes are helpful in providing quality education, it has a great impact on school students in learning through online mode. Many students are facing poor network connection. Due to this, students are unable to access the digital devices. In an economically backward family, the parents are not able to afford a smartphone. Even if a smartphone is provided, they are burdened with the cost of data packages which needs to be purchased periodically.

Another problem is the lack of parental guidance especially for young children as both the parents may be going out to work. The classes through online mode are conducted maximum for five hours or more than five hours. So, the



students are exposed to increased screen time for learning. This affects the eye sight of the students and the students may also suffer from headache and other health issues.

Due to the long break of school closure during the Covid -19 pandemic, there is an increased number of school dropouts. Many parents who had admitted their children in private schools are not able to pay the school fees. During the academic year 2021, there was an increased number of admissions in the Government Schools. The lockdown of schools not only affected the learning of students, it also interrupted the assessment of the students in the schools.

5. ANALYSIS AND INTERPRETATION

Data analysis plays the most vital role in any research study. The data analysis summarises the data collected through questionnaire and used to interpret the results after analysing the data. With the help of the analysis and interpretation, conclusion can be derived.

The survey was conducted online using google form and students of age group 11 to 17 were targeted. There were 118 respondents. However, 21 respondents were deemed incomplete/unfit. The analysis was conducted on the remaining 97 students.

Table 1 Number of Hours Spent for Online Class

	2 hours	3 hours	4 hours	5 hours	> 5 hours	Total
Class 5	1	2	0	0	0	3
Class 6	1	1	4	1	0	7
Class 7	3	1	5	0	1	10
Class 8	3	8	5	5	0	21
Class 9	2	1	1	0	1	5
Class 10	2	4	3	9	3	21
Class 11	1	1	2	4	1	9
Class 12	3	1	4	4	9	21
Total	16	19	24	23	15	97

Source : Primary data

Table 1 and Chart 1 shows the number of hours spent by students of each class on online learning. It can be seen that the number of hours spent by the students is not constant. It does vary widely from 2 hours to more than 5 hours.



However, it can be seen in general that students of class 5, have 2 to 3 hours per day of online classes. Most students of class 10th have 5 hours of online classes and students of class 12 have more than 5 hours of online classes. So, students of higher classes are burdened with a higher number of online classes.

Chart 1 Number of Hours Spent for Online Class

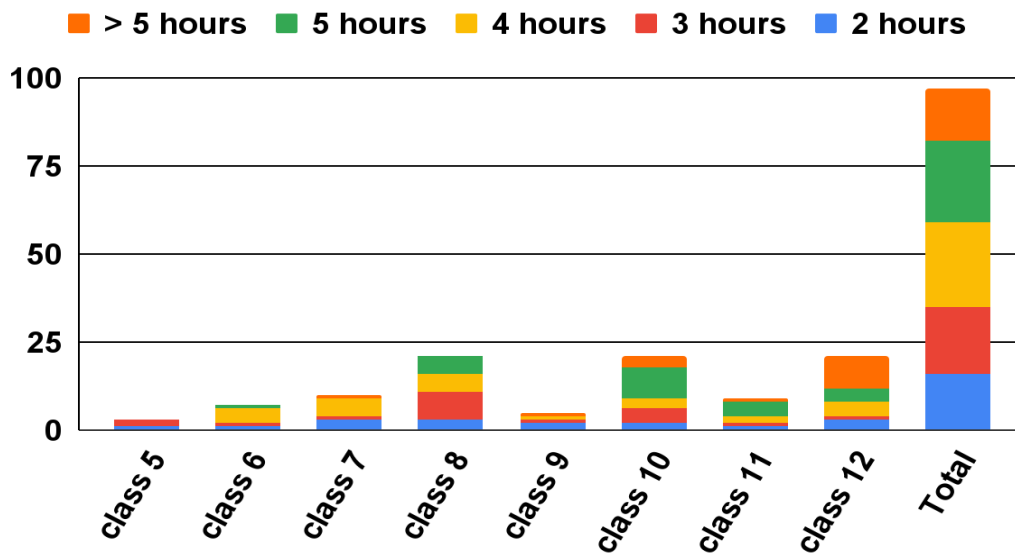


Table 2 Effectiveness of Online Classes

	Extremely Effective	Very Effective	Somewhat Effective	Very Ineffective	Extremely Ineffective	Total
Female	5	9	27	9	3	53
Male	6	9	17	6	6	44
Total	11	18	44	15	9	97

Source: Primary data



Chart 2: Effectiveness of Online Learning Perceived by Students

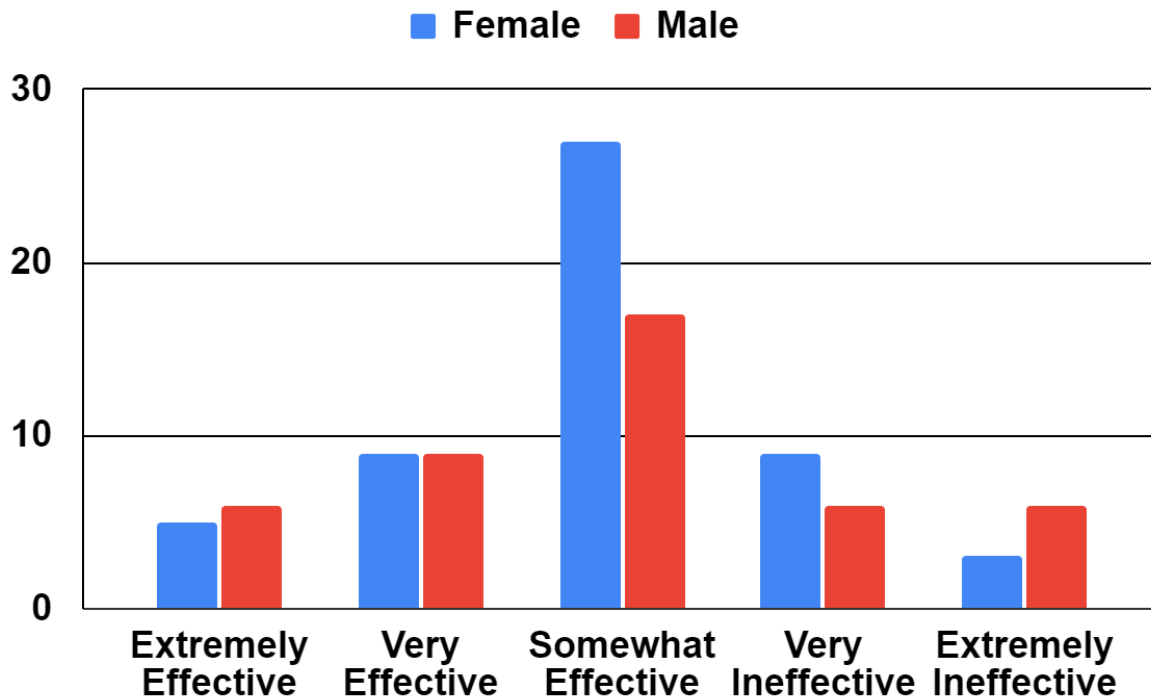


Table 2 and Chart 2 shows the effectiveness of online learning as perceived by the students. It can be seen that the number of students, male or female, find that online learning is only “somewhat effective”. The number of students, male or female, who find online learning as extremely effective or extremely ineffective is very small. The graph shows that there is no effect of gender on the effectiveness of online learning. The red and the blue bars in the histogram, corresponding to male and female responses are almost similar.

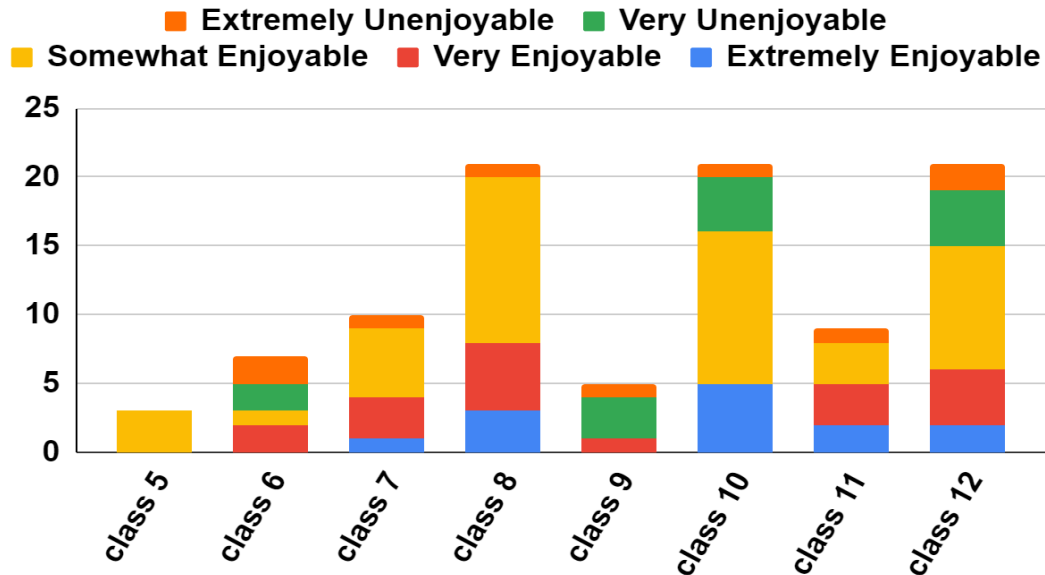


Table 3 Enjoyableness of Online Classes by Students at Different Class Level

	Extremely Enjoyable	Very Enjoyable	Somewhat Enjoyable	Very Unenjoyable	Extremely Unenjoyable	Total
Class 5	0	0	3	0	0	3
Class 6	0	2	1	2	2	7
Class 7	1	3	5	0	1	10
Class 8	3	5	12	0	1	21
Class 9	0	1	0	3	1	5
Class 10	5	0	11	4	1	21
Class 11	2	3	3	0	1	9
Class 12	2	4	9	4	2	21
Total	13	18	44	13	9	97

Source: Primary data

Chart 3 Enjoyableness of Online Classes by Students at Different Class Level



Apart from the fact that online learning is important to continue the break in studies that happened due to the pandemic, it is crucial that students enjoy the online classes as much as the offline classes. Table 3 and Chart 3 analyses this question. Similar to the response of students towards the effectiveness of online teaching, the students find that the online classes are only “Somewhat enjoyable”. This analysis is not surprising. If the data is probed further it can be seen that the total number of students who enjoy online classes is more than the number of students who don’t enjoy the online classes. For example, in class 12, there are 15 students who enjoy online classes (from somewhat enjoyable to extremely enjoyable) compared to only 6 students who don’t enjoy the online classes (very unenjoyable to extremely unenjoyable).

6. CONCLUSION

From the study, it is found that mostly Higher Secondary students are evidently more burdened with the number of hours. It also shows that school students do not really enjoy being part of online classes. Majority of students have responded as online classes are somewhat effective, thereby expressing their dissatisfaction over online classes. The responses only make one infer that they would anytime prefer offline classes to become effective learners



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To conclude the study would suggest to reduce the number of hours from 5 to 3hours. Various measures and suitable pedagogy to be adopted to motivate students to participate in various co -curricular and extra curricular activities to make online classes more effective and enjoyable.

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