

Challenges Faced by Students Due to Online Learning during this COVID-19 Pandemic Situation



Pramila Ramani

Abstract: Today we are living in the world of technology we use this in all walks of our life. From 2019 we are facing difficult times in history. Many lost their jobs and people from commercial sector lost their business. Students are learning from home instead of going to schools, colleges or universities. We are all worried about COVID-19 and this has created a stressful situation. This research address the problems of students while learning through online mode. Today in this pandemic situation it is the only mode of teaching and learning. Objectives of the study: To understand the problems faced by students during online learning session. Population of the Study: All students studying in central university of Tamil Nadu is selected as the population of the study. Sample of the Study: Students were selected randomly and questionnaire was administered to them. Data was analysed quantitatively using percentage and graph. This study will be helpful to the educationist for understanding the student's difficulties during online teaching and learning sessions. This will help them to design online learning session in useful and interesting manner which will benefit the students. Findings of the study: Investigator have prepared fifteen questions both of positive and negative polarity. Points 4 and 5 was taken as students positive opinion on online learning and 1 and 2 points was taken as negative opinion on online learning and point 3 is taken as neither positive nor negative. For seven questions students answered positively and six questions students answered neither positive nor negative and for one question they answered negatively. In one question there was equal load on positive and neither positive nor negative. Therefore for maximum number of questions students answered positively that is they have positive opinion on online learning.

Key Words: COVID-19, Online Learning, Soft Skills For Online Learning And Technology Enabled Learning

I. INTRODUCTION

Technology is used everywhere in our life therefore it can be used in teaching and learning process especially during this pandemic time. Most of the universities adopted online learning because face to face teaching is not possible. Students need many skills to cope up with online learning. [1] (University, 2020) Successful distance learning students are self-disciplined, self-motivated, prepared, good readers, good organizers and have good time management skills. The following are the soft skills needed for online learning.

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A. Self-disciplined, self-motivated and Time Management

Student should be self-disciplined and motivated for success in online learning. Time management is a must for online learning. They should turn off mobile and other gadgets during online learning which distracts them. They should be keep themselves abreast of all communications like email, Google Classroom, classroom WhatsApp messages and whatever communication their faculty is adopting for their class. Next is time management students should spend more time for self-learning, doing assignments and preparing for test. Student should not procrastinate their work otherwise it will be a burden to them.

B. Space to Study

Students should select a quiet study place for themselves for completing their assignments and homework.

C. Skills for online discussions

(Roper, 2007) [2] Student interaction mostly occurs through an online threaded discussion that allows students and instructors to interact in asynchronous time. This is a significant shift for students accustomed to in-class discussions. It may provide opportunities for richer discourse through written discussion that allows students to spend time crafting their responses.

D. Retention of Course Content

Students often find it difficult to remember the course contents which they learn through online therefore they should use it like practising problems in mathematics etc.

E. Communicate the Instruction Techniques that Works

Faculty uses lot of techniques during online classes to engage the students therefore students should communicate to the faculty whatever techniques suitable for them so that faculty can adopt those techniques to make the class more effective.

F. Mental Clarity and Focus

Online learning gives lot of freedom to learners to choose their place of learning which is not possible during offline class. But this also a pitfall as the students should be smart enough to choose a dedicated learning space for themselves. The place they choose should be free from external distractions so that that their mental clarity and focus for the online class increases.



G. Team Building

In face to face classroom students have their own groups for making discussions this will enhance their learning because they get support and guidance from their peer groups. But during online learning they miss this crucial aspect of discussion. Students should find new ways of discussion so that they can engage in learning process with their peer group.

H. Lateral Thinking

Lateral thinking means ability of looking the problem at multitude angle. It involves many soft skills including creativity and critical thinking. This can be developed in students by arranging brain storm sessions through online learning. Students should reevaluate their personal cognitions.

I. Independent Study Skills

Students should develop independent study skills as it is essential for online learning. During face to face learning they have the opportunity to do combine studies but in online learning it is very difficult to achieve.

J. Patience

Students should develop patients this is very essential soft skill needed for online learning. They may face internet connectivity problem, suddenly there may be problem with the device they are using and any other similar problems which is unavoidable during online sessions.

Investigator wanted to find the difficulties student face during online teaching and learning.

II. REVIEW OF RELATED LITERATURE

(Paul & Jefferson, 2019) [3] in their study "A Comparative Analysis of Student Performance in an Online vs. Face-to-Face Environmental Science Course From 2009 to 2016". The overarching purpose of this research was to determine which teaching method proved more effective over the 8-year period. The scores of 548 students, 401 traditional students and 147 online students, in an environmental science class were used to determine which instructional modality generated better student performance. In addition to the overarching objective, we also examined score variability's between genders and classifications to determine if teaching modality had a greater impact on specific groups. No significant difference in student performance between online and face-to-face (F2F) learners overall, with respect to gender, or with respect to class rank were found. These data demonstrate the ability to similarly translate environmental science concepts for non-STEM majors in both traditional and online platforms. (Blackmon & Major, 2012) [5] in their study "STUDENT EXPERIENCES IN ONLINE COURSES A Qualitative Research Synthesis" opined that as online learning continues to grow, it is important to investigate students' overall experiences in online learning environments. This qualitative research synthesis explored students' experiences with online learning. For example, some students were satisfied with their online courses but still struggled with balancing online courses and work responsibilities. Other students found that enrolling in an online program related to their jobs was very beneficial. (Sun & Chen, 2016) [6] Using a qualitative content analysis approach, this study reviewed 47 published studies and research on online

teaching and learning since 2008, primarily focusing on how theories, practices and assessments apply to the online learning environment. The purpose of this paper is to provide practical suggestions for those who are planning to develop online courses so that they can make informed decisions in the implementation process.

III. SIGNIFICANCE OF THE STUDY

Many studied about online learning and its effectiveness on teaching and learning. Whole world is affected by COVID-19 especially education sector. During this pandemic time all higher educational institutions adopted online teaching and learning for transacting their lessons. (Dhawan, 2020) [4] The sudden outbreak of a deadly disease called Covid-19 caused by a Corona Virus (SARS-CoV-2) shook the entire world. The World Health Organization declared it as a *pandemic*. This situation challenged the education system across the world and forced educators to shift to an online mode of teaching overnight. Many academic institutions that were earlier reluctant to change their traditional pedagogical approach had no option but to shift entirely to online teaching-learning. Investigator wanted to know the opinion of students on teaching and learning method during this pandemic time.

IV. OBJECTIVES OF THE STUDY

To understand the problems faced by students during online learning session.

V. METHODOLOGY OF THE STUDY

A. Population of the Study

All students studying in central university of Tamil Nadu is selected as the population of the study.

B. Sample of the Study

Students were selected randomly and questionnaire was administered to them.

C. Hypothesis of the Study

There will be no relation between student's opinion on online learning and face to face learning among students of higher educational institutions.

D. Research Design

The quantitative study includes analysis of the questionnaire using percentage.

E. Tools for Data Collection

Questionnaires was used for data collection.

F. Procedure for preparing Questionnaires

The questionnaire for this study was prepared using the need of students and their opinion on online teaching and learning method for transaction of syllabus during this pandemic period. Fifteen questions were prepared which consisted of both positive and negative polarity.

G. Procedure for Data Collection

Randomly 48 students of Central University of Tamil Nadu was selected from the population for this study. Questionnaire was administered to these students to know their opinion on online teaching and learning method.

H. Data Analysis

Procedure Adopted for Data Analysis of Questionnaires
Positive polarity statements are given points as follows

Table 1: Points for Positive Polarity Statements

Response	Strongly Agree	Agree	Neither agree nor disagree	Disagree	Strongly Agree
Points	5	4	3	2	1

Table 2: Points for Positive Polarity Statements

Response	Very Satisfied	Satisfied	Neither satisfied nor dissatisfied	Dissatisfied	Very Dissatisfied
Points	5	4	3	2	1

Table 3: Points for Positive Polarity Statements

Response	Extremely Helpful	Very Helpful	Moderately Helpful	Slightly Helpful	Not at all Helpful
Points	5	4	3	2	1

Table 4: Points for Positive Polarity Statements

Response	Extremely Conducive Environment	Very Conducive Environment	Moderately Conducive Environment	Slightly Conducive Environment	Not at all Conducive Environment
Points	5	4	3	2	1

Table 5: Points for Positive Polarity Statements

Response	Always	Usually	Sometimes	Rarely	Never
Points	5	4	3	2	1

Negative polarity statements are given points as follows

Table 6: Points for Negative polarity statements

Response	Strongly Agree	Agree	Neither agree nor disagree	Disagree	Strongly Disagree
Points	1	2	3	4	5

Table 7: Points for Negative polarity statements

Response	Very Satisfied	Satisfied	Neither satisfied nor dissatisfied	Dissatisfied	Very Dissatisfied
Points	1	2	3	4	5

Table 8: Points for Negative polarity statements

Response	Extremely Helpful	Very Helpful	Moderately Helpful	Slightly Helpful	Not at all Helpful
Points	1	2	3	4	5

Table 9: Points for Negative polarity statements

Response	Extremely Conducive Environment	Very Conducive Environment	Moderately Conducive Environment	Slightly Conducive Environment	Not at all Conducive Environment
Points	1	2	3	4	5

Table 10: Points for Negative polarity statements

Response	Always	Usually	Sometimes	Rarely	Never
Points	1	2	3	4	5

VI. DATA ANALYSIS OF QUESTIONNAIRE

Statement wise Analysis of Questionnaire for students
Statement 1: How do you feel about online learning?

Polarity: Positive

Responses of the students in percentage

Table 11: Students Response in Percentage for statement 1

Points	Response	Response Percentage	Response Count
5	Very Satisfied	0.00	0
4	Satisfied	43.75	21
3	Neither satisfied nor dissatisfied	33.33	16
2	Dissatisfied	14.58	7
1	Very Dissatisfied	8.33	4

0.00% of the students **Very Satisfied** with the statement “How do you feel about online learning?”

43.75% of the students **Satisfied** with the statement “How do you feel about online learning?”

33.33% of the students **Neither satisfied nor dissatisfied** with the statement “How do you feel about online learning?”

14.58% of the students **Dissatisfied** with the statement “How do you feel about online learning?”

8.33% of the students **Very Dissatisfied** with the statement “How do you feel about online learning?”

Maximum load is on satisfied therefore most of the students are satisfied with online learning.

Statement 2: Are you satisfied with the resources given by your faculty?

Polarity: Positive

Responses of the students in percentage

Table 12: Students Response in Percentage for statement 2

Points	Response	Response Percentage	Response Count
5	Very Satisfied	14.58	7
4	Satisfied	52.08	25
3	Neither satisfied nor dissatisfied	29.17	14
2	Dissatisfied	2.08	1
1	Very Dissatisfied	2.08	1

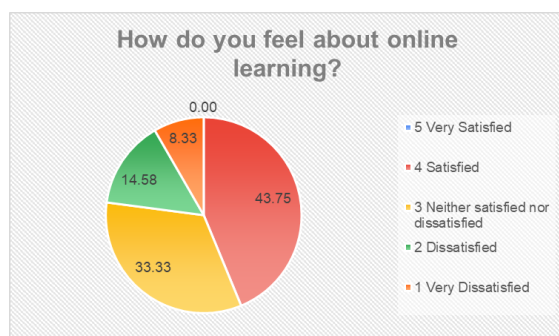


Figure 1: Graphical Representation of Statement 1

14.58% of the students **Very Satisfied** with the statement “Are you satisfied with the resources given by your faculty?”

52.08% of the students **Satisfied** with the statement “Are you satisfied with the resources given by your faculty?”

29.17% of the students **Neither satisfied nor dissatisfied** with the statement “Are you satisfied with the resources given by your faculty?”

2.08% of the students **Dissatisfied** with the statement “Are you satisfied with the resources given by your faculty?”

2.08% of the students **Very Dissatisfied** with the statement “Are you satisfied with the resources given by your faculty?”

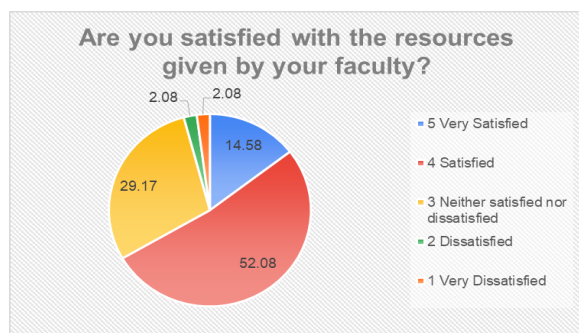


Figure 2: Graphical Representation of Statement 2

Maximum load is on **satisfied** therefore most of the students are satisfied with the resources given by their faculty.

Statement 3: Are you satisfied with the software (or devise) your faculty is using for online teaching?

Polarity: Positive

Responses of the students in percentage

Table 13: Students Response in Percentage for statement 3

Points	Response	Response Percentage	Response Count
5	Very Satisfied	27.08	13
4	Satisfied	52.08	25
3	Neither satisfied nor dissatisfied	16.67	8
2	Dissatisfied	4.17	2
1	Very Dissatisfied	0.00	0

27.08% of the students **Very Satisfied** with the statement “Are you satisfied with the software (or devise) your faculty is using for online teaching?”

52.08% of the students **Satisfied** with the statement “Are you satisfied with the software (or devise) your faculty is using for online teaching?”

16.67% of the students **Neither satisfied nor dissatisfied** with the statement “Are you satisfied with the software (or devise) your faculty is using for online teaching?”

4.17% of the students **Dissatisfied** with the statement “Are you satisfied with the software (or devise) your faculty is using for online teaching?”

0.00% of the students **Very Dissatisfied** with the statement “Are you satisfied with the software (or devise) your faculty is using for online teaching?”

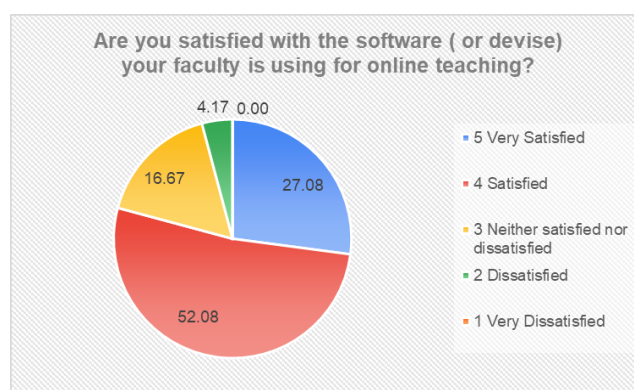


Figure 3: Graphical Representation of Statement 3

Maximum load is on **satisfied** therefore most of the students are satisfied with the software (or devise) their faculty is using for online teaching.

Statement 4: I am stressed out because of COVID -19 pandemic situation

Polarity: Negative

Responses of the students in percentage

Table 14: Students Response in Percentage for statement 4

Points	Response	Response Percentage	Response Count
1	Strongly agree	27.08	13
2	Agree	37.50	18
3	Neither agree nor disagree	22.92	11
4	Disagree	10.42	5
5	Strongly Disagree	2.08	1

27.08% of the students **Strongly agree** with the statement “I am stressed out because of COVID -19 pandemic situation”

37.50% of the students **Agree** with the statement “I am stressed out because of COVID -19 pandemic situation”

22.92% of the students **Neither agree nor disagree** with the statement “I am stressed out because of COVID -19 pandemic situation”

10.42% of the students **Disagree** with the statement “I am stressed out because of COVID -19 pandemic situation”

2.08% of the students **Strongly Disagree** with the statement “I am stressed out because of COVID -19 pandemic situation”

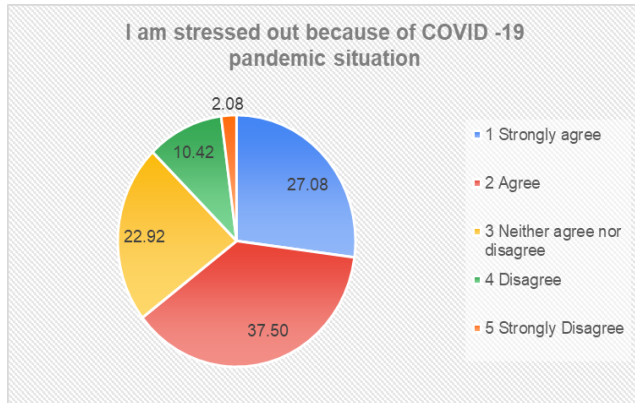


Figure 4: Graphical Representation of Statement 4

Maximum load is on **agree** therefore most of the students agreed that they are stressed out because of COVID -19 pandemic situation.

Statement 5: How helpful are your faculty during online learning session?

Polarity: Positive

Responses of the students in percentage

Table 15: Students Response in Percentage for statement 5

Points	Response	Response Percentage	Response Count
5	Extremely Helpful	12.50	6
4	Very Helpful	41.67	20
3	Moderately Helpful	41.67	20
2	Slightly Helpful	2.08	1
1	Not at all Helpful	2.08	1

12.50% of the students said **Extremely Helpful** for the statement “How helpful are your faculty during online learning session?”

41.67% of the students said **Very Helpful** for the statement “How helpful are your faculty during online learning session?”

41.67% of the students said **Moderately Helpful** for the statement “How helpful are your faculty during online learning session?”

2.08% of the students said **Slightly Helpful** for the statement “How helpful are your faculty during online learning session?”

2.08% of the students said **Not at all Helpful** for the statement “How helpful are your faculty during online learning session?”

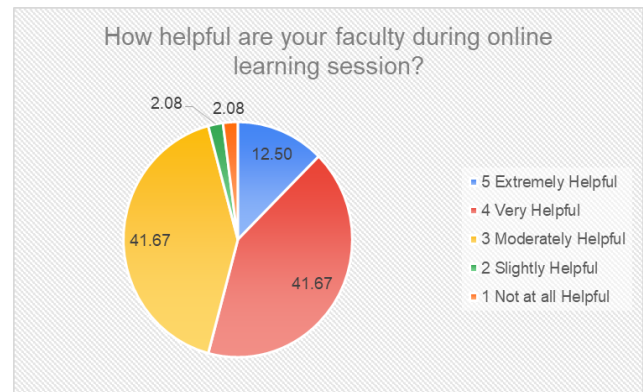


Figure 5: Graphical Representation of Statement 5

Equal load is on **Very Helpful** and **Moderately Helpful** therefore most of the students felt their faculty are helpful during online learning session.

Statement 6: What type of Environment at home for online learning do you have?

Polarity: Positive

Responses of the students in percentage

Table 16: Students Response in Percentage for statement 6

Points	Response	Response Percentage	Response Count
5	Extremely Conducive Environment	2.08	1
4	Very Conducive Environment	22.92	11
3	Moderately Conducive Environment	62.50	30
2	Slightly Conducive Environment	10.42	5
1	Not at all Conducive Environment	2.08	1

2.08% of the students said **Extremely Conducive Environment** for the statement “What type of Environment at home for online learning do you have?”

22.92% of the students said **Very Conducive Environment** for the statement “What type of Environment at home for online learning do you have?”

62.50% of the students said **Moderately Conducive Environment** for the statement “What type of Environment at home for online learning do you have?”

10.42% of the students said **Slightly Conducive Environment** for the statement “What type of Environment at home for online learning do you have?”

2.08% of the students said **Not at all Conducive Environment** for the statement “What type of Environment at home for online learning do you have?”

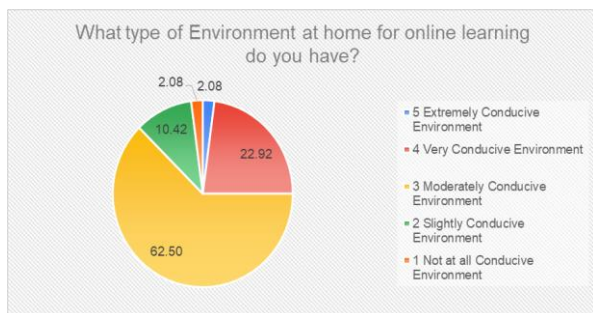


Figure 6: Graphical Representation of Statement 6

More load is on **Moderately Conducive Environment** therefore most of the students felt that they have moderately conducive environment at home for online learning.

Statement 7: Do you have your own device for online learning? (Like Computer, Mobile etc.,)

Polarity: Positive

Responses of the Students in Percentage

Table 17: Students Response in Percentage for statement 7

Points	Response	Response Percentage	Response Count
5	Always	68.75	33
4	Usually	22.92	11
3	Sometimes	8.33	4
2	Rarely	0.00	0
1	Never	0.00	0

68.75% of the students said **Always** for the statement “Do you have your own device for online learning? (Like Computer, Mobile etc.,)”

22.92% of the students said **Usually** for the statement “Do you have your own device for online learning? (Like Computer, Mobile etc.,)”

8.33% of the students said **Sometimes** for the statement “Do you have your own device for online learning? (Like Computer, Mobile etc.,)”

0.00% of the students said **Rarely** for the statement “Do you have your own device for online learning? (Like Computer, Mobile etc.,)”

0.00% of the students said **Never** for the statement “Do you have your own device for online learning? (Like Computer, Mobile etc.,)”

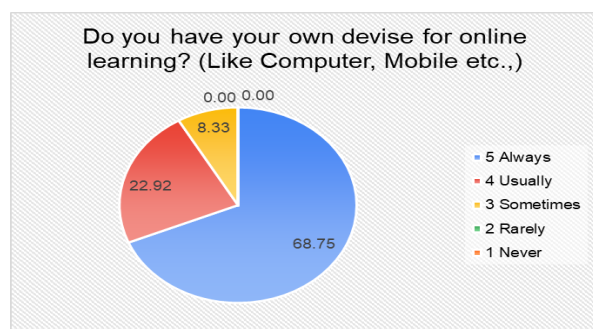


Figure 7: Graphical Representation of Statement 7

More load is on **Always** therefore most of the students felt that they always have their own device for online learning. (Like Computer, Mobile etc.,).

Statement 8: Do you face any problem due to internet connectivity at home?

Polarity: Negative

Responses of the Students in Percentage

Table 18: Students Response in Percentage for statement 8

Points	Response	Response Percentage	Response Count
1	Always	8.33	4
2	Usually	35.42	17
3	Sometimes	45.83	22
4	Rarely	8.33	4
5	Never	2.08	1

8.33% of the students said **Always** for the statement “Do you face any problem due to internet connectivity at home?”

35.42% of the students said **Usually** for the statement “Do you face any problem due to internet connectivity at home?”

45.83% of the students said **Sometimes** for the statement “Do you face any problem due to internet connectivity at home?”

8.33% of the students said **Rarely** for the statement “Do you face any problem due to internet connectivity at home?”

2.08% of the students said **Never** for the statement “Do you face any problem due to internet connectivity at home?”

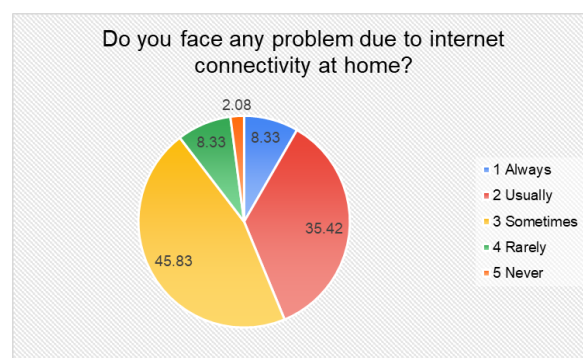


Figure 8: Graphical Representation of Statement 8

More load is on **Sometimes** therefore most of the students replied they sometimes face problems due to internet connectivity at home.”

Statement 9: Do you face any problem due to the device you are using for online learning?

Polarity: Negative

Responses of the Students in Percentage

Table 19: Students Response in Percentage for statement 9

Points	Response	Response Percentage	Response Count
1	Always	8.33	4
2	Usually	18.75	9
3	Sometimes	45.83	22
4	Rarely	16.67	8
5	Never	10.42	5

8.33% of the students said **Always** for the statement “Do you face any problem due to the device you are using for online learning?”

18.75% of the students said **Usually** for the statement “Do you face any problem due to the device you are using for online learning?”

45.83% of the students said **Sometimes** for the statement “Do you face any problem due to the device you are using for online learning?”

16.67% of the students said **Rarely** for the statement “Do you face any problem due to the device you are using for online learning?”

10.42% of the students said **Never** for the statement “Do you face any problem due to the device you are using for online learning?”

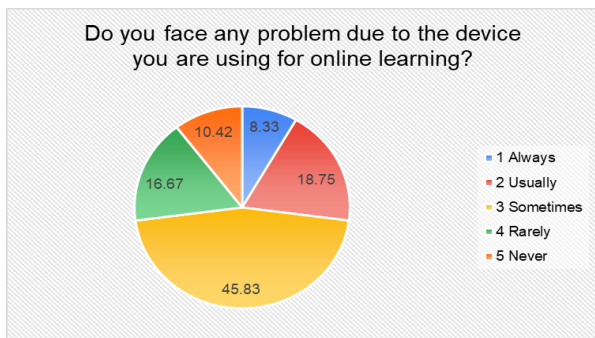


Figure 9: Graphical Representation of Statement 9

More load is on **Sometimes** therefore most of the students replied they sometimes face problems due to the device they are using for online learning.”

Statement 10: Are you satisfied with online assessment?

Polarity: Positive

Responses of the Students in Percentage

Table 20: Students Response in Percentage for statement 10

Points	Response	Response Percentage	Response Count
5	Always	12.50	6
4	Usually	35.42	17
3	Sometimes	22.92	11
2	Rarely	20.83	10
1	Never	8.33	4

12.50% of the students said **Always** for the statement “Are you satisfied with online assessment?”

35.42% of the students said **Usually** for the statement “Are you satisfied with online assessment?”

22.92% of the students said **Sometimes** for the statement “Are you satisfied with online assessment?”

20.83% of the students said **Rarely** for the statement “Are you satisfied with online assessment?”

8.33% of the students said **Never** for the statement “Are you satisfied with online assessment?”

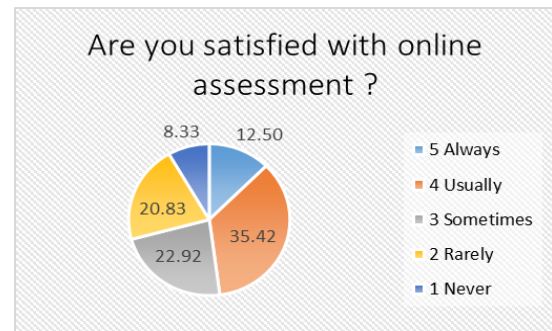


Figure 10: Graphical Representation of Statement 10

More load is on **Usually** therefore most of the students replied they are usually satisfied with online assessment.”

Statement 11: Do you face any health issues due to long hours of online learning like burning of eyes, head ache etc?

Polarity: Negative

Responses of the Students in Percentage

Table 21: Students Response in Percentage for statement 11

Points	Response	Response Percentage	Response Count
1	Always	37.50	18
2	Usually	33.33	16
3	Sometimes	25.00	12
4	Rarely	2.08	1
5	Never	2.08	1

37.50% of the students said **Always** for the statement “Do you face any health issues due to long hours of online learning like burning of eyes, head ache etc?”

33.33% of the students said **Usually** for the statement “Do you face any health issues due to long hours of online learning like burning of eyes, head ache etc?”

25.00% of the students said **Sometimes** for the statement “Do you face any health issues due to long hours of online learning like burning of eyes, head ache etc?”

2.08% of the students said **Rarely** for the statement “Do you face any health issues due to long hours of online learning like burning of eyes, head ache etc?”

2.08% of the students said **Never** for the statement “Do you face any health issues due to long hours of online learning like burning of eyes, head ache etc?”

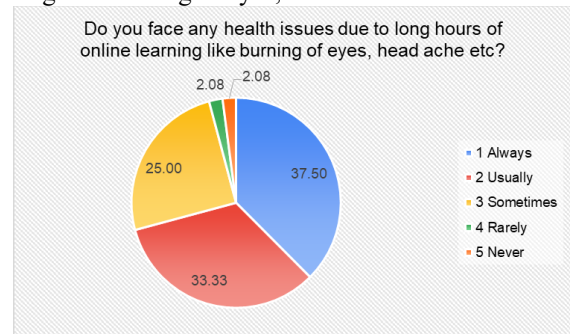


Figure 11: Graphical Representation of Statement 11

More load is on **Always** therefore most of the students replied they are always face some health issues due to long hours of online learning like burning of eyes, head ache etc”

Statement 12: Do you feel if you miss any of the class during online learning not to worry because you have the option of listening to recorded class.

Polarity: Positive

Responses of the Students in Percentage

Table 22: Students Response in Percentage for statement 12

Points	Response	Response Percentage	Response Count
5	Always	8.33	4
4	Usually	33.33	16
3	Sometimes	35.42	17
2	Rarely	12.50	6
1	Never	10.42	5

8.33% of the students said **Always** for the statement “Do you feel if you miss any of the class during online learning not to worry because you have the option of listening to recorded class.”

33.33% of the students said **Usually** for the statement “Do you feel if you miss any of the class during online learning not to worry because you have the option of listening to recorded class.”

35.42% of the students said **Sometimes** for the statement “Do you feel if you miss any of the class during online learning not to worry because you have the option of listening to recorded class.”

12.50% of the students said **Rarely** for the statement “Do you feel if you miss any of the class during online learning not to worry because you have the option of listening to recorded class.”

10.42% of the students said **Never** for the statement “Do you feel if you miss any of the class during online learning not to worry because you have the option of listening to recorded class.”

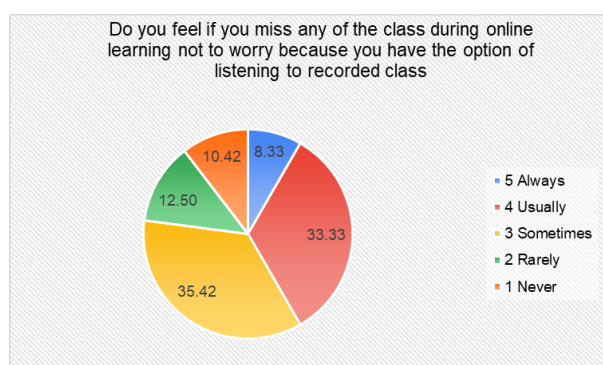


Figure 12: Graphical Representation of Statement 12

More load is on **Sometimes** therefore most of the students replied they sometimes feel if they miss any of the class during online learning not to worry because you have the option of listening to recorded class.”

Statement 13: How helpful are your classmates during online learning?

Polarity: Positive

Responses of the Students in Percentage

Table 23: Students Response in Percentage for statement 13

Points	Response	Response Percentage	Response Count
5	Always	52.08	25
4	Usually	33.33	16
3	Sometimes	12.50	6
2	Rarely	2.08	1
1	Never	0.00	0

52.08% of the students said **Always** for the statement “How helpful are your classmates during online learning?”

33.33% of the students said **Usually** for the statement “How helpful are your classmates during online learning?”

12.50% of the students said **Sometimes** for the statement “How helpful are your classmates during online learning?”

2.08% of the students said **Rarely** for the statement “How helpful are your classmates during online learning?”

0.00% of the students said **Never** for the statement “How helpful are your classmates during online learning?”

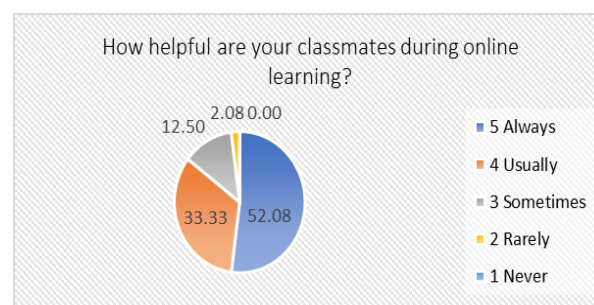


Figure 13: Graphical Representation of Statement 13

More load is on **Always** therefore most of the students replied they always feel their classmates are helpful during online learning.”

Statement 14: Do you agree you have more leisure time because classes are ruining only through online mode?

Polarity: Positive

Responses of the students in percentage

Table 24: Students Response in Percentage for statement 14

Points	Response	Response Percentage	Response Count
5	Always	4.17	2
4	Usually	12.50	6
3	Sometimes	35.42	17
2	Rarely	16.67	8
1	Never	31.25	15

4.17% of the students said **Always** for the statement “Do you agree you have more leisure time because classes are ruining only through online mode?”

12.50% of the students said **Usually** for the statement “Do you agree you have more leisure time because classes are ruining only through online mode?”

35.42% of the students said **Sometimes** for the statement “Do you agree you have more leisure time because classes are ruining only through online mode?”

16.67% of the students said **Rarely** for the statement “Do you agree you have more leisure time because classes are ruining only through online mode?”

31.25% of the students said **Never** for the statement “Do you agree you have more leisure time because classes are ruining only through online mode?”

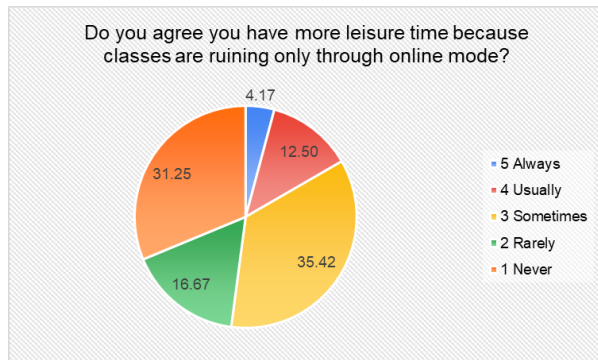


Figure 14: Graphical Representation of Statement 14

More load is on **Sometimes** therefore most of the students replied they sometimes agree they have more leisure time because classes are ruining only through online mode”

Statement 15: After the situation becomes normal do you feel this online learning should continue at least partially?

Polarity: Positive

Responses of the students in percentage

Table 25: Students Response in Percentage for statement 15

Points	Response	Response Percentage	Response Count
5	Always	4.17	2
4	Usually	8.33	4
3	Sometimes	37.50	18
2	Rarely	20.83	10
1	Never	29.17	14

4.17% of the students said **Always** for the statement “After the situation becomes normal do you feel this online learning should continue at least partially?”

8.33% of the students said **Usually** for the statement “After the situation becomes normal do you feel this online learning should continue at least partially?”

37.50% of the students said **Sometimes** for the statement “After the situation becomes normal do you feel this online learning should continue at least partially?”

20.83% of the students said **Rarely** for the statement “After the situation becomes normal do you feel this online learning should continue at least partially?”

29.17% of the students said **Never** for the statement “After the situation becomes normal do you feel this online learning should continue at least partially?”

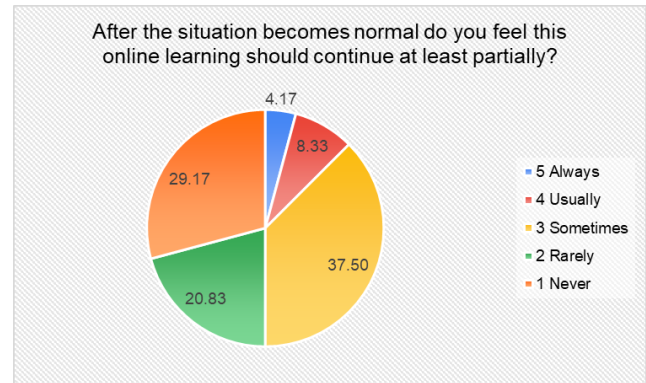


Figure 15: Graphical Representation of Statement 15

More load is on **Sometimes** therefore most of the students replied they sometimes agree after the situation becomes normal they feel this online learning should be continued at least partially.”

VII. FINDINGS OF THE STUDY

Investigator have prepared fifteen questions both of positive and negative polarity. Points 4 and 5 was taken as students positive opinion on online learning and 1 and 2 points was taken as negative opinion on online learning and point 3 is taken as neither positive nor negative. For seven questions students answered positively and six questions students answered neither positive nor negative and for one question they answered negatively. In one question there was equal load on positive and neither positive nor negative. Therefore for maximum number of questions students answered positively that is they have positive opinion on online learning.

VIII. INTERPRETATION OF THE STUDY

Investigator found that for maximum number of questions students have positive opinion on online learning therefore the null hypothesis is rejected. Students are not against the online learning but they face internet connectivity problems and the devise they are using for online learning. Moreover if they attend the classes only through online mode they are facing health issues like burning of eyes, head ache etc.

IX. DISCUSSION

We are using technology everywhere therefore it can be used in teaching learning process also. This research clearly says that students are not for or against online learning. Only thing they are bothered that it should not be only mode of learning because they are facing genuine problems like home environment, place for learning at home, internet connectivity and health issues. Therefore we can conduct online classes along this traditional face to face classes. But traditional face to face classes cannot be replaced by online classes. Online classes can only act as supplement to traditional face to face classes whenever traditional face to face classes is not feasible.

X. CONCLUSION

Investigator feels that online classes are very helpful whenever traditional classes is not possible. Students can stay at home or any other place and learn the lessons without actually traveling to the place of learning. It is more convenient and we can easily manage our time. We know that time is very important resource. We do not deny that there are many advantages in online learning. But it cannot become only mode of learning as it has some inbuilt disadvantages.

SUGGESTION

We can explore many ways to make this online learning more effective and more interesting. Online classrooms should be more interactive and should not be only teacher transacting the syllabus. Here students should be active learner they can learn only if they want to learn otherwise all efforts made by the faculty will go in vain.

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