

Learning Loss and Learning Gaps and Its Impacts in the Academic Achievements through Online Examination of Students in Getting Quality Education at Tertiary Level

Mrs.R.Kohila Devi

Assistant Professor of Education, Thiagarajar College of Preceptors, Madurai-9

Abstract— Corona virus causes enormous amount of defects and damages to the human beings. It is contagious disease that threatening the globe and tilts the human lives. All over the world, the students facing more problems, grievances and challenges in getting quality and continuing education at all the levels. Complete lockdown creates a learning loss and learning gaps among the students. Parents also facing more issues and there is an occurrences of economic crunches and most of the people lost their parents, children's, siblings and relations due to the infections caused by the corona virus. To safe guard the student community central and state government declared lock downs based on the severity level of spreading and causing of deaths.

To overcome such type of critical situation, according to the proper advice and suggestions received from the World Health Organization, the central, state governments and statutory bodies like, MHRD,UGC, NCTE, NCERT,SCERT, AICTE etc., start offering classes for the students through online mode right from Primary level to tertiary level. To compensate the learning loss and learning gap teachers, teacher educators, mentors, research supervisors, Head of the Institutions come forward and rendering their teaching services to fulfilling the learning gaps for the students. Simultaneous there is a need for evaluation, for that the Government plan to conduct the online examination which is called as open examination system. Students' writing their examination from their home, there comes the problem in academic achievements to get quality education.

This paper focused on the learning gaps, learning losses through online teaching, learning & examination and its impacts in the academic achievements in getting the quality education particularly at tertiary level. The investigator adopted the survey method for collecting the data and simple random sampling techniques was adopted and the samples are around 150 from Arts, Science, Mathematics streams in B.Ed. Colleges located in Madurai District. The researcher adopted certain

statistical techniques to analyze the data such as mean, mean percentage, Standard Deviation, and "t" test to check the significant differences based on the variables which are framed for this study.

Index Terms: Corona Virus, lockdown, learning gap, learning loss, online teaching, online examination, impact, quality education.

INTRODUCTION

COVID -19 entirely changed the human life pattern, this life pattern is similar to the Bio-world war, Lacks and lacks of peoples lost their belongings. Specifically, educational system and its pattern also changed due to the infection of corona virus. Students losing their systematic education government providing complete support to the student community that is promoting the students to the next level without conducting the examination due to the severe infection of corona virus and complete lockdown. There occurs learning loss and learning gap this is the present status of school education from November 2019 to till date. Government took several steps to overcome the critical situations and start conducting the terminal examination for the students those who are at 10th and 12th grade.

But, when we focused on the tertiary level, college students attending the online classes and appearing for the terminal examination through online mode there arising the question mark as how far the students get the quality education through open examination system through online mode that is appearing for the examination in home. Most of the students from rural areas and from poor economic background are not having proper facilities and electronic gadgets for their online classes and online examinations. College students also facing learning losses and learning gaps, they can't able to update

their theoretical and practical knowledge's. There is no way to promote the students from one level to next level without conducting proper examinations. As a result the students also lost their placement and job opportunities inside and outside the college campus, and hence there is a arising of cognitive crunches among students and their academic achievement also in the plateau stage of learning curve.

OBJECTIVES

- To identify the intensity level of learning loss and its impacts in the academic achievements through online examination of students in getting quality of Education at Tertiary level.
- To identify the intensity level of learning gaps and its impacts in the academic achievements of students through online examination in getting quality of Education at Tertiary level.
- To find out the significant difference between the biographical variables in through online examination relation to the learning loss and learning gaps and its impacts in the academic achievements of students in getting quality of Education at Tertiary level.

HYPOTHESIS OF THE STUDY

- The intensity level of learning loss and its impacts in the academic achievements through online examination of students in getting quality of Education at Tertiary level are at high.
- The intensity level of learning gaps and its impacts in the academic achievements through online examination of students in getting quality of Education at Tertiary level are at high.
- There is a significant difference between the biographical variables in relation to the learning loss and learning gaps and its impacts in the academic achievements of students through online examination in getting quality of Education at Tertiary level.

OPERATIONAL DEFINITION OF THE KEY TERMS

- Learning Loss – it refers to any specific of general loss of knowledge and skills or to reversal in academic progress
- Learning Gaps - A learning gap is a discrepancy between what a student has learned and what a student was expected to learn by a specific point in their education.
- Impacts - have a strong effect on someone or something.
- Academic Achievements - academic achievement refers to the level of schooling you have successfully completed and the ability to attain success in your studies
- Online Examination – Students writing their final examination in their home by using android mobiles and other text resources
- Quality Education - Learners who are healthy, well-nourished and ready to participate and learn, and supported in learning by their families and communities; Outcomes that encompass knowledge, skills and attitudes, and are linked to national goals for education and positive participation in society.
- Tertiary Level - level of education pursued beyond high school, including undergraduate and graduate credentials.

METHODOLOGY

The researcher adopting normative survey method. Surveys are concerned with hypothesis formulation and testing the analysis of the relationship between non- manipulated variables. The researcher adopted survey method to collect the data from the respondents based on the framing of objects. The researcher constructed a questionnaire and standardized by adopting the pilot study. After completing the pilot study the investigator checked the validity and reliability by adopting appropriate methods such as content validity, face to face validity, Split half method.

SAMPLING TECHNIQUES

The samples are chosen in such a way that each has a equal chance of being selected, and each choice is independent of any other choice. The investigator adopting simple random sampling techniques to draw

a sample of 150 individuals from the whole populations. The researcher selected the samples based on the characteristics of a population and the objective framed based on the topic. In this study, the researcher selected only B.Ed. student teachers studying in arts, science and mathematics streams located in and around Madurai District.

Sample Population

The researcher selected 150 B.Ed. student teachers, such as 50 from arts group, 50 from science group, and 50 from mathematics group studying in the college of education located in and around Madurai District.

RESEARCH TOOL

A questionnaire prepared by the researcher with the help of experts in the field of Education. After finding the validity and reliability the researcher scrutinized the tool and then administered the tool for data collection.

STATISTICAL TECHNIQUES

The researcher used parametric statistical techniques such as mean value, mean percentage standard deviation, and 't' value by using SPSS Software Statistical Packages for data analyzing process.

INDICATORS FOR THE DATA COLLECTIONS

The study focused on certain indicators for collecting the data from the student teachers studying in the B.Ed., Colleges. Online class and online examination are the two important process taken places in the pandemic situation. Students facing problems in online the online classes such as lack of regular attendance for learning, lack of family support for learning, not able to access the quality college facilities, lack of subject based and standard-based curriculum, inactive standards-based participation, lack of attainment and achievements in subjects, lack of experiential approaches to achieving desired outcomes.

S. No.	Indicators	Percentages
1	Lack of regular attendance for learning	63%
2	Lack of family support for learning	45%
3	Not able to access the quality college facilities	91%
4	Lack of subject based and standard-based curriculum	65%
5	Inactive standards-based participation	77%
6	Lack of exact attainment and achievements in	86%

	subjects	
7	Lack of experiential approaches to achieving desired outcomes	92%

DATA ANALYSIS AND INTERPRETATION

Table: 1 Distribution of Mean, Standard Deviation of learning loss and its impacts in the academic achievements through online examination of students in getting quality of Education at Tertiary level in relation with gender .

Category (Gender)	N	Mean	Standard Deviation	"t" Value	Level of Significance
Male	50	18.901	16.89	0.0982**	Not Significant
Female	100	19.943	19.96		

*Indicated that not significant at 1% level of significance

From the above table, it revealed that the calculated 't' value (0.0982) is lesser than the table value (1.96). Hence, it is not significant at 1% level, further the table revealed that the null hypothesis is accepted and research hypothesis is not accepted and hence there is no significant difference between the male and female student teachers in relation to learning loss & gaps and its impacts in the academic achievements of students in getting quality education at tertiary level.

Table: 2 Distribution of Mean, Standard Deviation of learning loss and its impacts in the academic achievements through online examination of students in getting quality of Education at Tertiary level in relation with locality

Category (Student Locality)	N	Mean	Standard Deviation	"t" Value	Level of Significance
Rural	70	21.390	21.51	3.0780*	Significant
Urban	80	16.257	12.39		

*Indicated that 1% level of significance

From the above table, it revealed that the calculated 't' value (3.0780) is greater than the table value (1.96). Hence, it is significant at a 1% level, further the table revealed that the null hypothesis is not accepted and research hypothesis is accepted and hence there is a significant difference between the rural and urban students teachers in relation to learning loss & gaps and its impacts in the academic achievements of students in getting quality education at tertiary level.

Table: 3 Distribution of Mean, Standard Deviation of learning gap & loss and its impacts in the academic achievements through online examination of students

in getting quality education at tertiary level in relation with Educational qualification.

Category (Educational Qualification)	N	Mean	Standard Deviation	“t” Value	Level of Significance
Under Graduate	110	23.125	15.89	2.020*	Significant
Post Graduate	40	26.312	19.30		

*Indicated that 1% level of significance

From the above table, it revealed that the calculated ‘t’ value (2.020) is greater than the table value (1.96). Hence, it is significant at a 1% level, further the table revealed that the null hypothesis is not accepted and research hypothesis is accepted and hence there is a significant difference between the UG& PG student teachers in relation to learning loss & gaps and its impacts in the academic achievements of students in getting quality education at tertiary level.

Table: 4 Distribution of Mean, Standard Deviation of learning loss and its impacts in the academic achievements through online examination of students in getting quality of Education at Tertiary level in relation with Parental Educational Qualification.

Category (Parental Educational Qualification)	N	Mean	Standard Deviation	“t” Value	Level of Significance
Illiterate	55	16.873	16.28	3.786*	Significant
Literate	95	15.360	13.42		

*Indicated that 1% level of significance

From the above table, it revealed that the calculated ‘t’ value (3.786) is greater than the table value (1.96). Hence, it is significant at a 1% level, further the table revealed that the null hypothesis is not accepted and research hypothesis is accepted and hence there is a significant difference between the illiterate and literate parents and their students teachers in relation to learning loss & gaps and its impacts in the academic achievements of students in getting quality education at tertiary level.

Table: 5 Distribution of Mean, Standard Deviation of learning loss and its impacts in the academic achievements through online examination of students in getting quality of Education at Tertiary level in relation with year of studying .

Category (Year of studying)	N	Mean	Standard Deviation	“t” Value	Level of Significance
I year	75	18.234	18.07	0.568**	Not Significant
II year	75	21.589	17.71		

**Indicated that not significant at 1% level of significance

From the above table, it revealed that the calculated ‘t’ value (0.568) is lesser than the table value (1.96). Hence, it is not significant at a 1% level, further the table revealed that the null hypothesis is accepted and research hypothesis is not accepted and hence there is a significant difference between the I Year and II Year students teachers in relation to learning loss & gaps and its impacts in the academic achievements of students in getting quality education at tertiary level.

FINDINGS

- Male and Female students facing same level of learning gap and learning loss through online examination and it revealed that there is no differences in their academic achievement among student teachers in getting quality education at tertiary level.
- Rural, under graduate students and students with illiterate parents facing high level of learning gap and learning loss through online examination than that of urban, post graduate, literate parents and their students in getting quality education.
- I Year and II Year students facing same level of learning gap and learning loss through online examination and it revealed that there is no difference in their academic achievement among student teachers in getting quality education at tertiary level.

CONCLUSION

Direct teaching environment bringing together the many dimensions that contribute to quality in education such as learners, environment, content, process, and outcomes. It is a difficult task too. It requires knowledge, resources, commitment and willingness to change all together, these factors result in quality outcomes. But, in present pandemic situation it was highly risk in providing quality education, there arise the learning gap and learning losses due to contagious disease COVID -19. Student teachers from first and second year, both male and female students facing same level of learning loss and learning gaps, online mode of teaching, learning and evaluation causes major impacts in the student’s academic achievements in getting quality education at tertiary level. Rural students, students studying in

under graduate qualification and students with illiterate parents suffering a lot in getting quality education through online mode, they facing high level of learning gap and learning losses this will also affect their professional opportunity in future too. To overcome such issues present teacher educators will ensure the adoptive, assistive methods and technology in their teaching learning process to provide quality education.

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