Scholastic and Enthusiastic Impacts of Online Learning During the Covid-19 Pandemic on Students

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Abstract - **While there has been an upsurge in transition to online learning taking place mostly in higher education, many countries around the world have had to leave their brick-and-mortar schools all of a sudden and necessarily turn to fully online education since the outbreak of Coronavirus pandemic (Covid-19). Foremost, there is a paucity of previous research regarding how tertiary institutions are trying to cope with keeping students engaged during COVID-19 pandemic and the closure of many tertiary institutions globally. The population was 656 students and then a sample of 357 students (87 males and 270 females) was taken using a simple random sampling technique. This study will help uncover critical areas and contribute to local literature on the subject, which in turn could be used by relevant authorities in improving their education initiatives. Teachers may realize the importance of undertaking studies in information technology and online modes as a means of up-skilling their teaching abilities. The finding of this study will rebound to the benefit of HE institutions by providing them important insights into ICT integrated teaching, enabling them to strengthen their programs to better prepare lectures to deal with the diverse emergencies of the COVID-19 pandemic.**

Index Terms – **Covid-19, Online learning, Pandemic etc.**

INTRODUCTION

The nationwide closures have affected over 91% of the world's student population. Several other countries have implemented localized closures impacting millions of additional learners. UNESCO is supporting countries in their efforts to mitigate the immediate impact of school closures, particularly for more vulnerable and disadvantaged communities, and to facilitate the continuity of education for all through remote learning. The UNESCO report estimates that the coronavirus pandemic will adversely impact over 290 million students across 22 countries. The UNESCO estimates that about 32 crores students are affected in India, including those in schools and colleges. The COVID-19 pandemic has affected educational systems worldwide, leading to the near-total closures of schools, universities and colleges.

Most governments around the world have temporarily closed educational institutions in an attempt to contain the spread of COVID-19. As of mid-July 2020, approximately1.725 billion learners were affected due to school and University closures in response to the pandemic. According to UNICEF monitoring, 106 countries are currently implementing nationwide closures, 55 are implementing local closures, impacting about 98.6 per cent of the world's student population and 48 countries' schools are currently open. The COVID-19 crisis has resulted in India going into an unprecedented nationwide lockdown from March to August 2020. The effect of the pandemic is being felt across all aspects of the economy with multiple agencies such as moody's expecting GDP growth to fall to as low as 2.5 per cent. The Indian government has responded to this by providing several guidelines, including restricting the movement of people and social distancing

University Grants Commission (UGC) and other apex education bodies have also issued COVID-19 specific guidelines for Indian higher education institutions (HEIs) resulting in 1000 universities and 40000 colleges temporarily closing, students being asked to go home, and efforts being undertaken to move classes online. These measures will have varying degrees of impact on 3.75 crore students enrolled in and 14 lakh faculty employed by the system but have far-reaching

economic and societal consequences. School closures in response to the pandemic have shed light on various social and economic issues, including student debt, digital learning, food insecurity, and homelessness, as well as access to childcare, healthcare, housing, internet, and disability services. The impact was more severe for disadvantaged children and their families, causing interrupted learning, compromised nutrition, childcare problems, and consequently the economic cost to families could not work.

Higher education leaders are also concerned that an extended lockdown due to the pandemic could have a deeper impact on the sector, as COVID-19 has disrupted the current Health sector and might harm Healthcare activities. This year, about 1.44 crore students is appearing for their school leaving exams and about 50 lakhs of these students will be looking to enroll in a higher education institution in this academic session. Institutions planning for their admissions cycle will need to muster their limited resources, have an agile response plan to COVID-19, and build resilience to minimize the impact on their enrolments, diversity of students, and revenues.

Thus, COVID created many challenges and opportunities for educational institutes to strengthen their technical knowledge and infrastructure. The lockdown has given them a ray of hope for teachers and students to continue their educational activities online. The teachers assigned work to students via the internet, delivered lectures through live video conferencing using different Apps like Zoom, Google meets, Jio meets, Facebook, YouTube, and Skype etc. There are WhatsApp groups of guardians, teachers, students and parents for effective communication through which they are always in touch to share their difficulties through this e-medium. Even though India has been adapting the new-age learning, but they still lie an obstacle in making the endeavours entirely successful. What remains intact is that only 45 crore people of our total population of the country have access to the internet and thus to e-learning.

2. PROMOTING OF DIGITAL EDUCATION IN GOVT. OF INDIA

The Ministry of Human Resources Development and its associated institutions are promoting digital education through Online Educational Platforms and the mediums of TV and RADIO. When the Government of India declared a nationwide lockdown on 23rd March 2020 to contain the spread of COVID-19, immediate action was taken to intensify digital learning with equity so that students across the country could continue their learning even during the lockdown. The Ministry has, over the last few years, developed a rich variety of online resources that are available on a variety of platforms. While students and teachers can access these through their laptops, desktops and mobile phones, these resources are being reached to learners in remote areas through Television and Radio.

3. METHODOLOGY

3.1 Research Design
Based on the objectives to be achieved in this study, the research design used was quantitative with a survey approach.

3.2 Data Collection
The method used in this research is a questionnaire using a Likert scale.

3.3 Statistical Tools
To analyze the results of the research on the first research objective, the data analysis technique used was descriptive statistics (frequency and percentage), then to analyze the results of the study on the second research objective using Multivariate Analysis (MANOVA), and to analyze the results of the research on the third research objective using the correlation. The level of significance for all data analyzes was 5%.

4. RESULT & DISCUSSION

4.1 Online Learning Satisfaction Level in Students
The results of the descriptive analysis in table 1 show that the level of online learning satisfaction with students for each indicator is: 1) learning objectives (High = 312 people / 87.4%, moderate = 44 people / 12.3%, Low = 1 person /. 3%), 2) student assessment & measurement (High = 324 people / 90.8%, moderate = 33 people / 9.2%, Low = 0 people / 0%), 3) learning resources & materials (High = 294 people / 82 .4% ,

moderate = 63 people / 17.6%, Low = 0 people / 0%), 4) interactions (High = 319 people 89.4%, moderate = 38 people / 10.6%, Low = 0 people / 0%), 5) course technology (High = 218 people / 61.1%, medium = 137 people / 38.4%, Low = 2 people / 0.5%).

Table 1: Frequency and Percentage: Level of Online Learning Satisfaction

Variable	Sub Variable	Frequency			Percentage		
		High/ More	Middle	Low/Less	High/ More	Middle	Low/ Less
Online Learning Satisfaction	learning objectives	312	44	1	87.4%	12.3%	.3%
	student assessment & measurement	324	33	0	90.8%	9.2%	0%
	learning resources & materials	294	63	0	82.4%	17.6%	0%
	interactions (instructor, student, content)	319	38	0	89.4%	10.6%	0%
	course technology	218	137	2	61.1%	38.4%	.5%

The results of multivariate analysis in table 1 show that in the gender variable there is no significant difference between male and female students regarding online learning satisfaction with a value of F (5) = .493 and p>.05. The years of study variable also shows that there is no significant difference between students in the first year, second year, and third year regarding online learning satisfaction with a value of F (10) = .595 and p> .05. Meanwhile, in the major variables, there are significant differences between the majors of counseling, physical education math education, Indonesian language and primary school teacher education with a value of F (20) = 2.216 and p <.05.

Table 2: Multivariate Analysis: Differences in Online Learning Satisfaction based on Gender, Major, Years of Study

Effect	Pillai's Trace	F Ratio	DF	Error DF	Sig of F
Gender	.008	.493	5.000	325.000	.781
Major	.131	2.216	20.000	1312.000	.002
Years of Study	.018	.595	10.000	652.000	.819

4.2 Relationship between Online Learning Satisfaction and Academic Achievement

The results of the intercorrelation analysis in table 3 show that all variables interact positively and significantly. Learning outcomes or objectives (r = .219, p <.05), student assessment & measurement (r = .142, p <.05), learning resources & materials (r = .136, p <.05), learner interactions (instructor, student, content) (r = .182, p <.05), course technology (r = .141, p <.05) had a significant positive relationship with academic achievement.

Table 3: Intercorrelations: Relationship between Online Learning Satisfaction with Academic Achievement

Variable	M	SD	1	2	3	4	5
Learning objectives	12.3	1.8	-				
Student assessment & measurement	15.8	1.9	.647**	-			
Learning resources & materials	15.1	2.1	.664**	.668**	-		
Interactions (instructor, student, content)	15.5	1.8	.514**	.603**	.654**	-	
Course technology	8.5	1.5	.422**	.454**	.637**	.545**	-
GPA	3.6	.4	.219**	.142**	.136**	.182**	.141**

*p<.05, **p<.01

5. CONCLUSION

COVID-19 has impacted immensely to the education sector of India. Though it has created many challenges, various opportunities are also evolving. The Indian Govt. and different stakeholders of education have explored the possibility of Open and Distance learning by adopting different digital technologies to cope up with the present crisis of COVID-19. India is not fully equipped to make education reach all corners of the nation via digital platforms. The findings showed that the average value

on each indicator was at a high level, meaning that students were satisfied with the online learning that had been implemented. The results of this study indicate that students are satisfied with the interactions that occur during online learning because the lecturer provides constructive feedback and has more opportunities to discuss with classmates. It is the need of the hour for the educational institutions to strengthen their knowledge and Information Technology infrastructure to be ready for facing COVID-19 like situations. Even if the COVID-19 crisis stretches longer, there is an urgent need to take efforts on a maximum utilization of online platforms, so that students not only complete their degree in this academic year but also to get ready for the future digital-oriented environment. The Indian policies must include various individuals from diverse backgrounds including remote regions, marginalized and minority groups for effective delivery of education. As the online practice is benefitting the students immensely, it should be continued after the lockdown. The further detailed statistical study may be undertaken to explore the impact of COVID-19 on the education system of India.

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