Impact of Online Learning Mechanisms on the Learning Outcomes of Select School Children in Bangalore – A Study

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ABSTRACT

The covid pandemic brought about a recognisable change in the field of education. The school going children who were happily attending schools with restrictions on use of mobile phone were physically active who changed their learning mechanism supported by mobile and other gadgets. There were many challenges in the ne education system which came without any training to both teachers and children. The study is conducted when schools were preparing themselves for physical attendance..the study is conducted from young school going children who were the respondents with their parents support. Though there were many good and bad influences the study is more focused on their learning outcomes on online mode. The study shows the initial influence was lack of training and not so developed technology. But the children are now ready for blended learning on hybrid mode.

INTRODUCTION

E- Learning is utilizing electronic gadgets and technology to get access educational curriculum. It refers to a course, program or degree that is completed through online access. In this perturbed era, it is hard to get education in formal mode due to social, economic or interconnected problems in the society, but everyone wants to continue its education within possible means. E-learning makes education in flexible because there is no limitation of time and space, so e-learning makes learning easier to learn. The evolution of technology is drastically changing the social norms. Both educated and uneducated masses use technology frequently for enjoyment and benefits. It is observed that different social media like zoom cloud, what's app, BYJUS, Google classroom and Microsoft teams plays an important role in education. These applications strongly attracted students and connected them with different parts of the world.

E-LEARNING IN INDIA

The e-learning, though reached India late of course, but it is being fast accepted in a big way. The country perhaps has watched the success of west in adopting e-learning and is trying hard to implement it. Over the past few years, the Ministry of Human Resource Development has been trying to achieve the target of making education accessible to every corner of the country. There are many e-learning portals which are coming to India to build and develop e-learning infrastructure.The e-learning is fast growing and seems to take control of the world because of its educational advantages. The scope of e-learning is much wider in India with many e-learning companies stepping forward in providing the service.

Government initiatives such as DIKSHA, SWAYAM Prabha, E-Basta, Rastriya Madhyamika shikha Abhiyan (RMSA), skill India and digital India will make way for the infrastructure needed by students to study online. The government it is actively promoting digitization of education and ease of internet access In February 2009, India launched a national mission on education through information and communication technology (ICT), which is a Billion-dollar enterprise, education as a result has largely moved online.

The inescapable use of digital devices in education sector is essentially an evidence that the era of personalization of learning is on and is much accepted by the teachers as a part of education and by the students as a part of learning now in Bengaluru digitally smart devices are distinguished as being portable, multi-functional, location sensitive, wirelessly connected technologies last smart phones, tablets, laptop, smart tv etc and learning through these device

Common Challenges faced by students in online learning

- There is no mechanism available to establish standards for internet materials, instruction, design and quality of interaction required
- Study materials are accessible only by specified students; licensing problems are a serious barrier.

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- Since course materials are instructionally designed, it hardly provides for individual variations and further revision as per requirement
- Dangers of increased learner isolation as students learn from the screen, and not through much interaction with their peers and tutors
- Information provided are more interested in profit than quality services.
- Lack of organization of information on portals
- Not all sites are updated regularly to suit requirement
- Absence of monitoring mechanism to evaluate the learning
- Lack of awareness about the use of gadgets
- Lack of interaction makes it difficult to judge how much a student understood a particular topic.
- Access to Internet may not be easy
- Lack of motivation among students
- Lack of computer facilities in certain schools
- Many don't even have proper power supply and there is lack of trained teachers.

NEED OF STUDY

Information communication technology (ICT) influence on learning mechanism of school children is attracting mixed influence. This paper makes an attempt to study the outcomes of learning from various mechanisms so as to explore the fact.

REVIEW OF LITERATURE

(Kumar, 2015)in the article to explore challenges of eLearning identified eLearning's time and place flexibility attracts more and more students to online education. However, many of them encounter serious challenges that prevent them from completing their courses successfully they are adaptability, technical issues, computer literacy, time management and self-motivation

(Nortvig, Petersen, & Balle, 2016) the article showed that many studies, and education institutions alike, are concerned with comparing different formats of e-learning, online learning, blended learning or F2F courses to find out which format is most effective in terms of, e.g., learning outcome and student satisfaction. However, research shows that teaching and learning are complex and are influenced by more than just the teaching format. The findings from the research papers included in the review show that among the many factors, like educator presence in online settings, interactions between students, teachers and content, and deliberate connections between online and offline activities and between campus-related and practice-related activities influenced the learning outcome.

(A & T, 2019)E-learning has the potential to attract learners into the learning environment with its abundance of benefits. However, learners tend to discontinue the usage of the e-learning portal if their performance in the study is not encouraging. Therefore, the aim of this research is to discuss on pilot test process on a proposed new model before commencing the main research e-learning. It found that eLearning portal adopted by HEIs on factors that could affect usage and further outcome of the e-learning portal

(Baber, 2020)Online learning has arisenas an alternative to traditional learning during the pandemic. Most students have experiencedonline classes for the first time. Variables such asinteract in the online class, student motivation to participate in the online class, course structure, and instructor facilitation and knowledge are important determinants of perceived student learning and student satisfaction. Online student engagement is a stronger determinant of the perceived student learning outcome as online classes lack physical socialization. . Future studies should be done to understand the role of technology acceptance in perceived learning and student satisfaction. Future studies should also focus on the factors which are critical from the point of view of students to accept this online learning during the pandemic COVID19.

(Rasmitadila, 2020) unlike in India it was found that the success of online learning in Indonesia during the COVID-19 Pandemic was determined by the readiness of technology in line with the national humanist curriculum, support and collaboration from all stakeholders, including government, schools, teachers, parents and the community.

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STATEMENT OF THE PROBLEM

In developing country like India, it is lack of technology, internet access and qualified trainers act as the biggest challenge in providing ICT based on educational services to schools and colleges in Bengaluru. ICT enabled education in rural and urban in Bengaluru areas can be an innovative option to fill this literacy gap and to upgrade the teaching – learning process. This research data explores the impact of internet-based learning on school children. It is not just mechanisms available but its outcome that needs an assessment and hence the study.

SCOPE OF THE PROBLEM

This paper will cover impact of online learning mechanisms on the online outcomes on school students. The study is conducted during December2021 to February 2022. The main background being post covid.

OBJECTIVES OF THE STUDY

- To explore the challenges faced by students in understanding and application of such online learning platform
- To evaluate learning outcomes and provide analysis based on study so as to suggest for further usage.

DATA COLLECTION

Paper includes both primary data and secondary data. Primary details are collected from various school students. The data is collected through questionnaire to understand their experience and preference towards their education.Secondary data collected from published papers, research paper, journals, newspapers and search engines. The collected data is tabulated and presented with interpretation based on study.

FINDINGS

The analysis is made on the responses collected through structured questionnaire. The responses were taken from 100 students from various school children across the city that were selected on convenience sampling methods. There are totally 38 male respondents and 62 female respondents for the study. All respondents are school going students.

The children are from pre-school. Primary and higher primary and high respectively. 4 respondents are from age group of 3-5 years where parental assistance was taken to collect data. 20 respondents are age group of 5-12 years and 12 respondents are from age group of 12-14 years, 64% of the respondents are from age group of 14-16 years, are wherever required parental support was taken. Majority belong to high school where online education was provided largely. Besides, 72% of respondents are from Bengaluru urban students are attending online learning mechanisms with internet provided, 28% of respondents in Bengaluru rural students are attending online learning with online mode. There is complete awareness created for all from their respective schools.

The study shows 90% of respondents of are able to access of their own or parents' mobile, laptops

and computer, 10% of respondent's students do not have mode of access because of low income of family or not suitable for age using mode of access.

The study showed out of 100 respondents that 68% of the respondents are having smartphones are their own or parents' devices, 32% of respondents are not having due to age factor, low income of family to purchase or not suitable for age to use.

The study shows 72% respondents are having internet and Wi-Fi connection at their houses, 28% of respondents are not having proper network or no internet and Wi-Fi connection in home. And rely on data sources.

The study showed 42% of respondents are attending online classes without interruption, 38% of the respondents were facing disturbance while attending in online classes. 20% were not attending classes

It was found that 72% of the respondents are getting strained in online classes due to video quality and audio quality and remaining 38% tried to stay updated withstanding the strain.

From the above table showing 32% of the respondents agree that they are catch up with teacher speed, 40% of respondents are neutral 28%of the respondents are low in calibre to catching speed with teaching online

Around 40% of the respondents are neutral to response on matching the pace with tutor where as 28% of them were able to catch up with teacher pace of teaching, remaining respondents say they manged to follow the pace.

It is found that 84% had disturbance in home while attending online class and few 16% of them never having a disturbance while attending online class

The application/platforms used by different teachers were not in friendly in approach. Initially they were struggling to match but after a year they now prefer hybrid form of teaching. 98% of them were suggesting to allow mobile phones to school once they are back.

On response about the preference for physical or online classes 69% of them preferred physical classes 31% were not sure as they believed choice is on school and curriculum,

While discussing on few people while collecting responses, there was an opinion on hybrid model for classroom sessions where both online and offline classes can be held. The major problem with online classes were on quality of classes which was not interactive.

CONCLUSIONS

To summarize the completion in online courses makes it difficult to establish comparable treatment and control groups. If conditions are controlled In a country like India characterised by multifarious diversity and constraints in terms of availability of resources (ICT infrastructure, electricity, budget, skilled manpower), switching over to digital modes of education is a challenges. A local, decentralised planning and implementation is the need of the hour for which various states/ UTs level organization such as SCERTs, school boards, DIETs, BEITs, CTEs, IASEs, and national level organisations such as NCERT, CBSE, NIOS, KVS, NVS need to join hands for a changes that will sustain post COVID-19. Such collaboration will help to continuously enhance the quality of education and skill development of the large student population and we can leverage the demographic dividend in coming years.

Suggestions

In order to succeed in an online class, students need to have the required level of computer skills, motivation and a commitment to learn and work on their own which was not provide during the covid situation. Students must read the course syllabus and any other documents related to the course to be sure that they are aware of any and all instructor policies and course schedules.Government has to take rural education initiative for school children to study and they should be teaching computer subject to learn.Interactions with student's must should be in higSession of online classes should be like traditional class with flexibility,

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