

A Study On Impact Of Online Collaborative Learning In Higher Education During Covid-19

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ABSTRACT

Over the last eight months, all the industries in India have been affected due to COVID-19. Now these industries are slowly starting to come back to their old state and some of the industries have brought changes in it. The education sector also totally affected in this pandemic situation and pushed into online education. The national lockdown is affecting the higher education institutions and they have changed into new online teaching and learning platforms to the students. This study examines the awareness about online learning, the student satisfaction level and problems faced through online learning and identify impact of online learning in higher education during COVID-19.

Keywords: Digital generation, learning platforms, internet, COVID-19, online teaching

Introduction

In the second week of March 2019, our state governments across the nation began shutting down all the schools and colleges temporarily due to the spread of the novel coronavirus. It has affected on all the sectors in our economy and world economy too. In later stage of pandemic situation for MNCs and IT professionals are started work from home concept and it is implemented one by one in various sectors including education sectors also. This concept is totally changed our Indian education system.

In India, educational system is based on traditional methods of learning like, chalk and talk, face-to-face lectures in a classroom teaching so on. After that, the OBE system (Outcome Based Education) had introduced in various engineering colleges and later this system is continued in arts and science colleges also. The OBE system has six levels like Remembering, Understanding, Applying, Analyzing, Evaluating and Creating. In recent days, the global pandemic situation is very challenging in the education system across the world and it is forced the education sectors to change through online mode of teaching.

This online classroom teaching methods help the students not to lose out precious academic time and fall behind on their curriculum. It helps to conduct the various examinations through online and assessment process also. Parents also adopted this new changes being implemented by education sectors and facilitate online learning for their wards. The effective educational practice is necessary for the capacity building of student minds. This new teaching methods develop skills, which will drive their employability, productivity, health, and ensure the overall progress of India.

LITERATURE REVIEW

1. Dr. Wahab Ali (2020) found out the rising concerns about the spread of COVID-19 and its force to lockdown various institutions due to face-to-face classes. This paper states that staff members should use technology and technological gadgets to enhance learning especially during pandemic

situation. Adding to this, the online and remote learning as a necessity tool of this situation and provides a strong platform for further research.

2. Eddie M. Mulenga & José M. Marbán (2020), examines prospective teachers' online learning mathematics activities in the crisis of COVID-19 pandemic. Cluster analysis used to find out that online learning mathematics activities have significant mean differences in clustering. This paper recorded the best performance, implying that students in this cluster exhibited excellent online learning skills for mathematics in technology, rich environments in which they will be forced to study and work in the future.

3. Shivangi Dhawan (2020) in his study focuses on the changes in the educational institutions, from traditional methods to online due to COVID-19. In this situation, the education system was a challenging one across the world and forced educators to the mode of online teaching overnight. This article includes the importance of online learning and Strengths, Weaknesses, Opportunities, and Challenges (SWOC) analysis of e-learning modes in the time of COVID-19 pandemic.

4. Fiseha M. Guangul, Adeel H. Suhail, et. all. In their study, they focused on the challenges of remote assessment during COVID-19 in higher education institutions. It is focused on the challenges identified in remote assessment were academic dishonesty, infrastructure, analysis of learning outcomes, and commitment of students to submit assessments. To reduce the academic dishonesty, preparing questions to each student was found to be the best approach. Online presentation is also a good method to control academic integrity violations. This Combining a number of assessment methods, report submission with online presentation, helps to reduce academic dishonesty. Since the examiner would have, a chance to confirm whether the submitted work is the work of the student.

OBJECTIVES OF THE STUDY

- To study the awareness about online learning.
- To study about the student satisfaction level and problems faced through online learning.
- To identify the impact of online learning in higher education institutions during COVID-19.
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RESEARCH MEHODOLOGY

This paper is based on primary and secondary data

- **The Primary data** has been collected through questionnaire. 105 Respondents are collected from UG and PG students through Google Forms. Used with Simple percentage analysis, chi – square analysis and Rank Correlation
- **The secondary data** has been collected from the books, journals, newspapers, magazines, and internet.
- **Area of the study:** The research was done in Coimbatore District.
- **Period of study :** November 2020 to December 2020

Limitations

- The results of the study are based on views of students belonging to Coimbatore District.
- The results for the study are depended on the response of the students during COVID-19.

Data Analysis & Interpretation

Table – 1

DESCRIPTION OF CHARACTERISTICS OF THE RESPONDENTS

		Frequency	Percent
Gender	Male	58	55.2
	Female	47	44.8
	Total	105	100.0
Course	UG	91	86.7

	PG	14	13.3
	Total	105	100.0
Have you participated in online learning? (webinars, courses)	Yes	102	97.1
	No	3	2.9
	Total	105	100.0
How many hours spent for online learning per day?	Below 2 HR	30	28.6
	2-4 HR	69	65.7
	Above 4 HR	6	5.7
	Total	105	100.0

Table – 1, represents the socio-demographic data of the respondents selected for the present study on impact of online collaborative learning in higher education during COVID-19. Gender wise distribution of the respondents showed maximum of 55 percent of respondents were male and remaining 45 percent of respondents were female.

Regarding course distribution of respondents, maximum of 87 percent of respondents were in the Under Graduate level and 13 percent of respondents were in the Post Graduate level. Maximum of 97 percent of respondents were participated in online learning (webinars, courses) and the remaining 3 percent of respondents were not participated.

Based on the distribution of the respondents, a majority of 66 percent was spending 2-4 hours and a minimum of 6 percent were spending more than 4 hours per day.

Table – 2

UG	Highly aware	Aware	Not aware	Total
Education oriented	38 (41.75%)	48 (52.74%)	5 (5.49%)	91
Society oriented (Corona awareness)	39 (42.85%)	48 (52.74%)	4 (4.39%)	91
Employment oriented (TNPSC, Bank)	32 (35.16%)	48 (52.74%)	11 (12.08%)	91
Physical oriented (Yoga, Health)	37 (40.65%)	44 (48.35%)	10 (10.98%)	91

Table – 2, represents the data of the respondents selected from Under Graduate level showed maximum awareness on Education oriented, Society oriented (Corona awareness), and Employment oriented (TNPSC, Bank) during COVID-19.

Table – 3

PG	Highly aware	Aware	Not aware	Total
Education oriented	6 (42.85%)	7 (50%)	1 (7.14%)	14
Society oriented (Corona awareness)	4 (28.57%)	8 (57.14%)	2 (14.28%)	14
Employment oriented (TNPSC, Bank)	8 (57.14%)	5 (35.71%)	1 (7.14%)	14
Physical oriented (Yoga, Health)	6 (42.85%)	6 (42.85%)	2 (14.28%)	14

Table – 3, represents the data of the respondents selected from Post Graduate level showed maximum awareness on Society oriented (Corona awareness), Education oriented, and Physical oriented (Yoga, Health) during COVID-19, but these respondents were highly aware of Employment oriented (TNPSC, Bank).

ASSOCIATION BETWEEN AGE AND LEVEL OF SATISFACTION**Null Hypothesis: H₀**

There is no association between age and level of satisfaction.

Table – 4

S.No	Factors	Value	Df	Asymp. Sig.
1	The class was very well organized	17.028 ^a	2	.000
2	The curriculum set for the class	13.512 ^a	2	.001
3	The instructor was very knowledgeable about the topic	10.651 ^a	2	.005
4	The instructor was very good at communication	10.651 ^a	2	.005
5	Clear explanation of the topic	9.395 ^a	2	.009
6	Innovative methods of teaching	7.194 ^a	2	.027

Source: Computed Data

The above table explained the overall P values are less than 0.05, so the null hypothesis is rejected. Hence, it could be concluded that there is an association between age factor and level of satisfaction in the class curriculum, organized, knowledgeable about the topic, communication, explanation, and innovative methods of teaching.

ASSOCIATION BETWEEN LEVEL OF EDUCATION AND LEVEL OF SATISFACTION**Null Hypothesis: H₀**

There is no association between level of education and level of satisfaction.

Table No.5

S.No	Factors	Value	Df	Asymp. Sig.
1	The class was very well organized	6.752 ^a	2	.034
2	the curriculum set for the class	7.194 ^a	2	.027
3	The instructor was very knowledgeable about the topic	10.938 ^a	2	.004
4	The instructor was very good at communication	9.323 ^a	2	.009
5	Clear explanation of the topic	6.639 ^a	2	.036
6	Innovative methods of teaching	6.950 ^a	2	.031

The above table explained the overall P values are less than 0.05, so the null hypothesis is rejected. Hence, it could be concluded that there is an association between level of education factor and level of satisfaction in the class curriculum, organized, knowledgeable about the topic, communication, explanation, and innovative methods of teaching.

Suggestion:

Online education is one of the most important methods of delivering knowledge during pandemic situations. Nowadays online learning is effective and efficient in teaching learning process. Still awareness is needed regarding online learning. 21 percent of the respondents are not aware of online learning regarding employment. The government, concern authorities may implement various strategies like increasing job-oriented programmes for enhancing employment oriented online learning.

Conclusion:

In this digital world, online learning is very essential. Knowledge brings success to everyone. Interaction with good teacher leads to motivate the students to achieve greater heights in their lives. An online learning method growing in number but it is different from face to face learning. It is not just change of technology its part of our life. Even though we find online learning is difficult it is need of the hour to change from traditional method to technology oriented.

This online learning and assessment will reduce the paper work, saves time, the assessment method will not be a herculean task and the world will become eco-friendly.

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