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# A Study on Impact of Online Teaching among College Students in Madurai during Covid-19

**K. Uma**

*Assistant Professor, Department of Commerce  
Madurai Kamaraj University, Madurai, Tamil Nadu, India*

**K. Surendran**

*Assistant Professor, Madurai Kamaraj University, Madurai, Tamil Nadu, India*

**M. Deepthi Varsha Devi**

*Research Scholar, Madurai Kamaraj University, Madurai, Tamil Nadu, India*

## Abstract

*The newly identified virus, SARS-CoV-2, is responsible for the COVID-19 pandemic, resulting in numerous fatalities and widespread closures across various sectors. To keep the learning cycle going, schools are turning to online teaching platforms like Google Meet, Zoom, Microsoft Team, Cisco Webex, and Slack, among others. These are the platforms that protect students from the epidemic and promote their ability to learn continually through online learning. The study focuses on the shift of educational sectors from offline to online modes, with the goal of measuring students' satisfaction levels with online classes.*

**Keywords: Online Learning, Covid-19 Pandemic, Students Perception.**

## Introduction

The COVID-19 pandemic has brought about unprecedented challenges globally. With a wide range of symptoms including fever, coughing, exhaustion, and loss of taste and smell, the disease has affected a vast number of individuals, ranging from mild cases to severe illnesses requiring medical intervention. In response to the pandemic, various industries, including educational institutions, were forced to shut down to curb the spread of the virus. In India, the Ministry of Education and the University Grants Commission (UGC) swiftly adapted to the situation by utilizing online platforms for educational purposes. Study materials, exam papers, and answer sheets are now distributed through popular messaging apps like WhatsApp, Telegram, and Instagram. Teachers have also embraced technology by creating Google Classrooms to facilitate the submission of assignments. This shift to online learning highlights the importance of technological proficiency among students and educators alike, emphasizing the need for access to laptops, computers, smartphones, and other electronic devices for effective learning.

As the pandemic continues, the adoption of online learning methods has become more than just a temporary solution but rather a fundamental shift in the education sector. New opportunities for the future have been made possible by this shift, which has also enabled education to continue during the pandemic. It has forced both students and instructors to adapt to new ways of teaching and learning, ultimately enhancing their technology skills and digital literacy. Moving forward, the pandemic should serve as a catalyst

for further advancements in online education, encouraging both students and educators to embrace the benefits of technology in education.

### **Review of Literature**

According to (Sandhu et al.), The integration of internet-based teaching methods has been a game-changer for medical education, allowing for uninterrupted learning even in the face of a pandemic. With the shift to online platforms, medical colleges have adopted innovative strategies like team-based and problem-based learning to enhance the educational experience. These methods not only improve the effectiveness of online instruction but also promote collaborative learning and critical thinking among students.

International collaborations have played a significant role in advancing online medical education by facilitating the exchange of knowledge and best practices. This collaboration has not only made medical education more accessible but has also raised its overall quality. By leveraging the expertise and resources of various countries, online medical education has been able to reach new heights. Looking ahead, the trend of virtual consultations in medical practice is likely to drive further integration of e-learning into traditional medical education.

(Margaret Divya and Suganthi Priya) stated that online learning continues to redefine education, students are encouraged to align their future educational plans with global trends. It is essential for students to adapt to this new learning paradigm, which has become particularly relevant during the ongoing COVID-19 pandemic. Parents and teachers play a crucial role in supporting students, helping them overcome the stress and challenges brought about by the viral outbreak. Given the magnitude of the crisis, India may require more than a year to fully recover from the effects of COVID-19. In this context, the Indian government shoulders a significant responsibility in reconstructing the country's economic, physical, psychological, and emotional capacities. This concerted effort is essential for India to advance towards the status of a developed nation.

(Tadesse and Muluye) The study proposes that governments should improve network infrastructure

and expand internet connectivity in both urban and rural locations. Additionally, it suggests that nations should formulate plans to enhance the adoption of educational technology, offer free access to educational resources on the internet, produce digital teaching materials, utilise freely available online learning resources, and encourage the use of mobile learning. In addition, the study proposes utilising radio and television for educational objectives and enhancing ICT infrastructure. Amidst school closures, it is imperative for researchers, curriculum designers, education officials, and institutions to collaborate in order to improve the education system. In the aftermath of the pandemic, educational institutions should devise plans to overcome the setbacks in education, ensuring that students resume attending school when it reopens, and enhance the infrastructure for online learning.

### **Objectives**

- To examine the socio-economic profile of the online class students.
- To identify the problem encountered by students in virtual classes during the pandemic
- To know the level of satisfaction towards the benefits of online class.

### **Hypothesis**

$H_0$ : There is no significant relationship between the age and level of satisfaction towards the benefits of online class.

$H_0$ : There is no significant relationship between the educational qualification and level of satisfaction towards the benefits of online class.

### **Research Methodology**

The study encompasses both primary and secondary data obtained from college students in the city of Madurai. The questionnaire was used to collect primary data from undergraduate, postgraduate, and diploma students in various institutes and universities in Madurai. Additional data was obtained from authoritative textbooks, reputable publications, scholarly journals, reliable media, and the internet to enhance the analysis and recommendations. From November 2020 to April 2021, the study was carried out during the Covid-19 lockdown. It employed

a convenience sampling technique, selecting a sample size of 120 respondents. The influence of online lessons on students during the pandemic was evaluated using statistical analytic methods such as Percentage, Garret’s Ranking, and Chi-Square test.

**Limitation of the Study**

- The study area is limited to Madurai city.
- The researcher considered only the college students for the study.

**Analysis and Interpretation**

**The Socio-Economic Profile of the Online Class Students**

**Table 1 Gender of the Respondents**

Gender	Percentage (%)
Male	27
Female	73
<b>Total</b>	<b>100</b>

**Interpretation:** The above given table 1 clearly shows that seventy-three percent of the responds fall into the female category, and the remaining twenty-seven percent fall into the male category.

**Table 2 Age of the Respondents**

Age	Percentage (%)
18-20 Years	42
21-23 Years	37
24-26 Years	11
Above 27 Years	10
<b>Total</b>	<b>100</b>

**Interpretation:** According to table 2, the largest proportion of respondents, 42%, falls within the 18-20 age group. This is followed by 37% of respondents in the 21-23 age group, 11% in the 24-26 age group, and the remaining 10% in the above 27 age group.

**Table 3 Educational Qualification of the Respondents**

Educational Qualification	Percentage (%)
UG	38
PG	30
Diploma and Engineering	17
Others	15
<b>Total</b>	<b>100</b>

**Interpretation:** Table 3 indicates that the majority, 38%, of the respondents are undergraduate students, while 30% are postgraduate students. 17 percentages of the respondents are diploma and engineering, and remaining 15 percentages of the respondents are having other qualifications.

**Table 4 Residential Status of the Respondents**

Educational Qualification	Percentage (%)
Urban places	45
Semi-urban places	21
Rural areas	34
<b>Total</b>	<b>100</b>

**Interpretation:** Table 4 refers that, majority 45 percentage of the respondents are in the urban residential area, 34 percentage of the respondents are in the semi-urban places, and remaining 21 percentage of the respondents are in the rural areas.

**Table 5 Online Platform used by the Respondents to Attend the Online Class**

Online platform	Percentage (%)
Google meet	72
Zoom	11
Microsoft team	14
Cisco WebEx	2
Slack	1
<b>Total</b>	<b>100</b>

**Interpretation:** Table 5 refers that out of 120 respondents, majority 72 percentage of the respondents are using Google meet because most of the institutions are recommending the students to use this app for online classes, 14 percentage of the respondents are using Microsoft team, 11 percentage of the respondents are using Zoom, 2 percentage of the respondents are using Cisco WebEx and remaining 1 percentage of the respondents are using Slack.

**Table 6 Hours Spent on Online Class by the Respondents**

Hours daily spent	Percentage (%)
Less than 2 hours	23
3-4 hours	48
5-6 hours	23
Above 7 hours	6
<b>Total</b>	<b>100</b>

**Interpretation:** The table 6 insists that out of 120 respondents, majority 48 percentage of the respondents are spent 3-4 hours for attending the class, 23 percentage of the respondents are spent both less than 2 hours and 5-6 hours, and remaining 6 percentage of the respondents are spent above 7 hours.

**Table 7 Technical Issues Faced by the Respondent**

Technical issues	Percentage (%)
Slow internet connection	69
App is slow	12
WIFI is spotty	13
Others	6
<b>Total</b>	<b>100</b>

**Interpretation:** In pandemic time the peoples in their families are doing work from home job and children are attending online class using internet so the majority 69 percentage of the respondents are faced slow internet connection, 13 percentage of the respondents are faced app slowness, 12 percentage of the respondents are faced WIFI as spotty, and remaining 6 percentage of the respondents are faced other technical issue like mobile switch off, laptop overheating, etc.

**Table 8 Health Issues Faced by the Respondent**

Health issues	Percentage (%)
Eye pain	52
Head ache	28
Back pain	18
Others	2
<b>Total</b>	<b>100</b>

**Interpretation:** Table 8 indicates that the majority, 52%, of respondents experienced eye pain due to increased screen time from attending classes online, leading to issues such as tearing and dryness. Additionally, 28% of respondents reported experiencing headaches, 18% experienced back pain, and the remaining 2% faced other health issues such as muscle fatigue.

**Table 9 Problem Encountered by the Respondents in Online Class**

S. No	Problems	Garret score	Mean	Rank
1	Distraction from the class	6895	57.45	I
2	Students lack of self-motivation	6498	54.15	III
3	Reduce face to face contact	6557	54.64	II
4	Family income was hit by pandemic	6198	51.65	IV
5	Uncertainty about the future	5213	43.44	VI
6	Improper guidance	4934	41.12	VII
7	Lack of device (Mobile Phone, Laptops)	5585	46.54	V

With the assistance of Garrett ranking, it was determined that the First rank goes to distraction from the class because the surrounding is not suitable for the students. They have various disturbance like kids' noise, Tv sounds and no separate space to attend the class. Second rank is to reduce face to face contact. Third rank is students lack of self-motivation. Fourth rank is family income was hit by pandemic. Fifth rank is lack of devices (Mobile phone and Laptops). Sixth rank is uncertainty about the future. And then seventh rank is improper guidance.

**The Level of Satisfaction towards the Benefits of Online Class**

In order to achieve the objectives of the study the framed hypothesis is tested using chi-square test. The test results are tabulated and analyzed,

**Table 10 Age and Level of Satisfaction towards the Benefits of Online Class**

S. No	Particulars	Respondents Level
1	Calculated value	83.84
2	Table value	12.592
3	Degree of freedom	6
Remark		Significant

Table 10 shows that at a 5% significance level with 6 degrees of freedom, the computed chi-square test result is 83.84, which is higher than the table value of 12.592. Consequently, we reject the null

hypothesis and accept the alternative hypothesis. This data points to a strong correlation between age and contentment with the advantages of online education.

**Table 11 Education and Level of Satisfaction towards the Benefits of Online Class**

S. No	Particulars	Respondents level
1	Calculated value	43.77
2	Table value	12.592
3	Degree of freedom	6
Remark		Significant

At a 5% significance level with 6 degrees of freedom, the computed chi-square test result of 43.77 exceeds the table value of 12.592 (Table 11). That being the case, we reject the null hypothesis and accept the alternative hypothesis. This indicates that there is a strong correlation between educational attainment and contentment with the advantages of online education.

### Findings

- The majority 73 percentage of the respondents are female category.
- The majority 42% of the respondents falls into the age group of 18-20 years.
- The majority 38 percentages of the respondents are under graduate.
- The majority 45% of the respondents reside in urban areas.
- The majority of the respondents 72 percentage are using Google meet to attend their online class.
- The majority 48 percentage of the respondents are spent 3-4 hours for online class.
- The majority 69 percentage of the respondents are faced slow internet connection while attending their online class.
- The majority 52 percentage of the respondents are faced eye pain because of continues watching of mobile and laptops to attend their online class.
- It is found that the first rank goes to distraction from the class because students can learn from different environment that not suit for all the learners.
- There is a significant relationship between age and the level of satisfaction towards the benefits of online classes.

- There is a significant relationship between education qualification and the level of satisfaction towards the benefits of online classes.

### Suggestions

- All the educational institutions need to ensure that students continue to learn and support them in achieving their objectives.
- Teachers might present their topic through a PowerPoint presentation to help students understand it easier.
- Students should keep their learning environment clean, turn off notifications on their phones and avoid using social media during online classes.
- The teacher should interact with the students while teaching so that they can actively participate in the class and pay more attention.

### Conclusion

Online learning has emerged as the predominant method for remote education, particularly during the COVID-19 lockdown. It serves as an effective means to engage students while ensuring their safety through social distancing. The Government of India has introduced several online learning platforms to sustain educational activities during the lockdown, garnering recognition from prestigious organizations like UNESCO and the World Bank. This approach utilizes internet-based applications to deliver classroom content and enable interactions between teachers and students. Online learning is considered the future of education, with the potential to revolutionize teaching and learning methodologies in the contemporary world.

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#### **Author Details**

**Dr. K. Uma**, Assistant Professor, Department of Commerce, Madurai Kamaraj University, Madurai, Tamil Nadu, India, **Email ID:** [umacommku@gmail.com](mailto:umacommku@gmail.com).

**Dr. K. Surendran**, Assistant Professor, Madurai Kamaraj University, Madurai, Tamil Nadu, India.

**M. Deepthi Varsha Devi**, Research Scholar, Madurai Kamaraj University, Madurai, Tamil Nadu, India, **Email ID:** [varshadevi2506@gmail.com](mailto:varshadevi2506@gmail.com).