Study of Factors Affecting Student Engagement in Online Classes during COVID – 19

- Radhika Dwivedi, student of NMIMS, Indore

ABSTRACT

Covid – 19's outbreak has had a significant impact on the education system around the world. This has led to the closure of numerous academic institutions, which had a negative impact on the personal interactions of instructors and learners during their school days. In the apparent lack of traditional classroom instruction and one – on – one communication, laptop education has emerged as a viable medium compared to natural offline classroom learning. In light of this context, the study tries to investigate students' perceptions of readiness for the online learning platform that has been implemented at the undergraduate level to determine their level of preparedness. Three variables – convenience in learning, technical assistance and evaluation method are used as independent variable to study the impact on the dependent variable, student engagement in online classes. A self – administered questionnaire was developed using 16 questions based on Likert scale to study the relationship using multiple regression. The result states that there is a positive impact of convenience in learning, technical assistance and evaluation method on level of student engagement.

Keywords: Online learning, Student engagement, Traditional classroom learning, Evaluation Method, One – on – one communication, Laptop education, undergraduate level, Technical assistance.

INTRODUCTION

The impact of digital technology on living being is immeasurable, and its significance in education cannot be overstated as well. When it comes to the current situation of the COVID 19 pandemic, the contribution of information technology has gained traction as a result of the closure of educational institution, which creates difficulties for students learning. In this quarantine period, information technology platform provides the alternative for the ongoing learning process through the use of creative and acquiring knowledge management organisations, among other things. It has provided educators with the opportunity to implement information technology solution for classroom instructions as well as analysis of individuals progress towards completion of tasks. The contributions of all stakeholders, including teachers, students, and organisation administrative staff, are focused on making the most of emerging technologies and ensuring

that the teaching method is as effective as possible. The main aim is to reduce the knowledge gaps that is created as a result of lockdown procedures.

Children and academic institutions all over the world have embraced and admired the e – learning platforms flexibility and convenience. It is acceptable because of its convenience of use, studying capability, and manageable atmosphere, among other factors. However, despite its numerous benefits, online learning has a number of drawback, including social isolation, lack of face – to – face interaction seen between instructors and students, and connectivity issues, among others. E – learning would have never been embraced and acknowledge as actual learning or as a structed system of teaching prior to the ongoing pandemic that has persuaded people around the world to turn to online teaching solutions for their education. Presently, in the midst of a global epidemic conflict, most academic institutions are experimenting with and moving towards online learning in order to make it easier for students to adapt to the new average. Additionally, types of e – technology are being investigated by instructors or university professors in order to provide the greatest amount of convenience for their kids.

Since this online learning wave is a relatively recent concept, both instructors and learners are currently in the process of adjusting to this new educational technique. As digital learning process are becoming more prevalent, as well as the establishment of a new reasonable of education methodology, it becomes increasingly necessary to have an understanding of learners willingness towards this innovative educational process, including the level of evolution and executive order, if any, they would like to reject it entirely. In such an environment, the purpose of this study is to investigate how people perceive online learning during the COIVD – 19 quarantine period.

E – LEARNING PLATFORMS IN HIGHER EDUCATION

The E – learning process in higher education is carried out with the assistance of a variety of online resources. A variety of terms have been coined to characterise online learning over time including computer – mediated learning, web – based training, e – learning systems, and learning management systems, among other. Regardless of their names, all of these systems have one thing in common: they all make use of the internet. Online learning platforms also include chat, which allows users to send messages and receive responses in real time messaging and response (Khlaif, 2021).

EFFECTIVENESS, BENEFITS AND DOWNSIDES OF E – LEARNING

E – learning has the potential to improve the educational process because of its complex qualities and various aspects. teacher and students, on the other hand must understand how to successfully incorporate collaboration and performance into the teaching and learning process if they are to have a beneficial impact on them.

LITERATURE REVIEW

Distance learning has been around since 1840, when Issac Pitman, was using a shorthand technique to educate and coordinate with students via mail. It is believed that the online learning first appeared in the teaching profession around 1990, when it was first used to refer to online learning. Taking into consideration the factors previously mentioned, this type of online learning can be viewed as a natural progression from the concept of distance education. Online learning, according to a more complicated and equitable definition, can be called from of teaching and learning that integrates electronic resources and mediums with the goal of fostering development and improving the quality education and training.

Traditional and online learning differ in a number of ways, including the main references, evaluation, and the overall level of performance they provide to students. When compared to traditional education, where learners are analysed mostly by instructors, who somehow serve as their main source of information, and where the learning environment is essential to the role and instructors, when compared to online learning, where student can obtain information from a variety of papers posted to the framework, and when compared to traditional education, where the quality of education is not dependant on instructor skills and experience. As outlined by **Cheung and Cable,** effective online teaching is based on eight principles that include motivating interaction among students and professors, collaboration, positive reinforcement, student engagement, task – time – encouraging students to allocate more time for completing tasks, great hopes professor can communicate their feelings in effort to enhance and inspire students, and task requirements learners to devote more time for accomplishing assignments.

According to **Tham and Werner,** the effectiveness of E – learning is influenced by three factors: the institution (which refers to professors who are knowledgeable about how to utilise the tools to promote learning, how to connect with students), the students, and the technology. Bringing student closer and creating a comfortable learning atmosphere, and how to creatively bring students closer together to catch their interest, students – who may feel alienated due to the absence of physical colleague, a situation in which

teacher should have knowledge about how to create ties and relationships with them, and technology (Radu, 2020).

ONLINE LEARNING DURING THE CORONAVIRUS PANDEMIC

Taking into the consideration the unusual circumstances created by the Coronavirus pandemic, academics became particularly interested in how the pandemic will affect education, universities, instructors, and students. When **Allo** looked into students perceptions of online learning during the Coronavirus outbreak, he discovered that they had a favourable attitude towards online learning, believing it to be beneficial and useful at the period of crisis caused by the pandemic (Khlaif, 2021).

IMPORTANCE OF STUDENT ENGAGEMENT

When faced with the COVID – 19 issue, educators are looking for the most effective ways to increase student participation in an online setting. Student engagement is defined as the amount of participation and effort student put forth in their learning, which is expected to improve their academic performance. Other studies have shown that student involvement may help to enhance retention, performance, and perseverance amongst college students. Student involvement and participation are widely acknowledge as having significant effects on learning and performance, particularly in online learning environments. People further state that learners engagement and its influence on learning is a very challenging factor in learning performance that should be measured depending on the available data of the e – learning environment.

FACTORS INFLUENCING STUDENT ENGAGMENT IN ONLINE LEARNING

- **Social Support**

Student engagement has been shown to be highly affected by social support from teachers, parents and peers, which has been discovered to be an important factor. Student engagement in the e – learning environment, interactivity between students with their peers, with the professor and with the subject matter, and the linkage of activities between offline and online activities.

- **Design of online content and activities**

The result of previous research revealed that the desired high – quality content consists of well – organized activities with clearly defined learning objectives. They are also expected to be useful and simple to use in e

– learning activities. Furthermore, the structure of the e – learning environment, which comprises the Learning Management System (LMS) and digital material plays a significant influence in student engagement. The learning management system (LMS) includes a variety of tools, including collaboration and discussions.

- **Student self – efficacy**

Student confidence in their ability to use computers has an impact on their participation in e – learning as well as their view about online leaning. Students preference about online learning have a critical influence in their level of engagement with the material. Students involvement emergency remote teaching during the Indian crisis was found to be influenced by a number of factors, according to a recent study by **Lie,** who discovered that prior experience with technological knowledge, etc all these plays an important role in enhancing student engagement in e – learning during crisis (Khan, 2020).

STUDY OBJECTIVE

- Recognize the significance of online learning amid the current epidemic.
- To investigate the advantages of E – learning from the view point of student.
- To study the view of the students about online learning during COVID – 19 period.

METHODOLOGY

The method used for the collection of this research paper is primary. For this research, I have used Google forms and created a questionnaire to generate this survey and collect responses to further draw inferences about the topic. The questionnaire was circulated to around 100 people. Questionnaire was circulated to Students, Parents, and Teachers.

RESULTS AND DISCUSSION

SUMMARY OUTPUT

Regression Statistics

Multiple R	0.965546387
R Square	0.932279826
Adjusted R Square	0.92942845
Standard Error	0.663402382
Observations	100

ANOVA

	df	SS	MS	F	Significance F
Regression	4	575.5802415	143.8950604	326.9578977	1.30331E-54
Residual	95	41.80975848	0.440102721		
Total	99	617.39			

	Coefficients	Standard Error	t Stat	P-value	Lower 95%	Upper 95%	Lower 95.0%	Upper 95.0%
Intercept	-0.106803731	0.293996154	-0.363282748	0.717200798	-0.690459891	0.476852429	-0.690459891	0.476852429
Student Participation	-0.015108058	0.030718248	-0.491826807	0.623976319	-0.076091491	0.045875375	-0.076091491	0.045875375
Convenience	0.982422266	0.031191955	31.4960144	4.49112E-52	0.920498406	1.044346126	0.920498406	1.044346126
Techincal Assistance	-0.009135305	0.021670728	-0.421550427	0.674305522	-0.052157139	0.03388653	-0.052157139	0.03388653
Student Assignment	0.040324193	0.026712628	1.509555436	0.134475794	-0.012707079	0.093355466	-0.012707079	0.093355466

As we can see that, in the table below, mean square value in between the groups to be 143.8950604, F value is 326.9578977 with degree of freedom as 4.

CONCLUSION

Specifically, the goal of this research was to investigate the variable that affects student participation in emergency remote instruction in COVID 19. According to the results provided by the participants , it seems that the COVID 19 crisis had a negative impact on students participation in crisis virtual learning as a result of the formation of new difficulties during the learning process. Infrastructure issues, cultural considerations, digital inequality, and digital privacy were all identified as difficulties. Furthermore, a variety of variables, such as infrastructural and cultural issues, had a role in rise of digital inequality.

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