

A Comprehensive Study on “The Effects of Online Learning on Student Performance during Covid-19”

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Abstract: Teenagers endured emotional and intellectual challenges as a result of social insulation and academy closures caused by the COVID- 19 epidemic. While seminaries worked hard to move their class online, they paid lower attention to whether or not their students were both mentally and emotionally set to learn in a virtual terrain. The COVID- 19 epidemic has had a huge impact on education systems worldwide, challenging a rapid-fire transition from traditional in- person instruction to online literacy. This study investigates the effect of a quick shift to online literacy on pupil performance.

Keywords: Covid 19, Online Learning, impact on students.

I. INTRODUCTION

Education is the cornerstone of human society. Education's aim and scope are enormous, adjusting to the changing needs and goals of individuals and societies. It was March of 2020 when the entire country was grounded and everything, including education systems, came to a halt. The COVID-19 pandemic, a global calamity of extraordinary scale, impacted practically every element of human existence, including schooling. The year 2020 saw a dramatic shift in how students around the world accessed and participated with learning. As the pandemic progressed, educational institutions were presented with a difficult challenge: how to maintain learning continuity while emphasizing the health and safety of students, faculty, and communities. The solution was compelled by necessity to preserve learning continuity while stressing the health and safety of students, educators, and communities, and the solution was compelled by necessity to shift closer to online learning. This comprehensive analysis tries to provide a subtle understanding of the many aspects influencing student overall success in the online learning environment.

Objective

To comprehensively investigate and analyse the impact of the transition to online learning modalities during the Covid-19 pandemic on student academic performance, considering factors such as access to technology, engagement levels, socio-economic disparities, and the effectiveness of instructional strategies, with the aim of providing insights and recommendations for improving the quality of online education in future crises or as a supplementary learning tool

Research Gap

This research paper attempts to fill the knowledge vacuum surrounding the consequences of online learning during the COVID-19 pandemic by illuminating the complex link between virtual education and academic achievement.

II. LITERATURE REVIEW

(Manash Pratim Goswami, 2021)

As per the study, sudden shift to online education has presented more challenges for the socially and economically marginalized groups, including Scheduled Caste (SC), Scheduled Tribes (ST), Other Backward Class (OBC), females, and students in rural areas, due to factors like the price of high-speed Internet (78.20% identified it as a barrier to online learning), insufficient infrastructure (23.52% needed to share their device frequently or very frequently), poor Internet connectivity, etc.

(Brooke Hollister, 2021)

Scholars with maturity said that they struggled with remaining connected to their peers and professors as well as managing the pace of schoolwork. Scholars still expressed positive impressions of their instructional professionals. The majority of scholars felt more at ease asking and answering questions in online classes, implying that there may be aspects of online learning to which scholars are open, and which may also benefit in-person classes.

(Tarkar, 2021)

According to the researcher, the issues experienced by students at the start of the epidemic, loss of interaction, as chalk talk method was entirely transformed to online. Covid 19 affected students, universities, and parents. Effective learning subdued higher grades. Lower-income parents were concerned about their children's education as technology was not affordable and on the other hand lower grade schools were not equipped with cutting-edge technologies.

(Sumitra Pokhrel, 2021)

The study on the impact of the COVID-19 pandemic on teaching and learning around the world concludes that, while various studies have been conducted, appropriate pedagogy and platforms for different class levels of higher secondary, middle, and primary education need to be explored further in developing countries. Internet bandwidth is generally low with fewer connection points, and data packages are expensive in contrast to people's income in many developing nations, making accessibility and affordability inadequate. Policy involvement is essential to improve the situation.

Discoveries

This analysis synthesizes findings from various studies conducted across different educational levels and geographic regions to provide a comprehensive overview of the impact of online learning on student performance during the COVID-19 pandemic. It highlights the multifaceted nature of this impact, recognizing that the effectiveness of online learning varies depending on numerous factors, including individual student characteristics, instructional practices, and institutional support systems. The analysis explores the following key dimensions:

Access to Technology and Digital Divide: The availability of reliable internet access, appropriate devices, and digital literacy among students has been a critical factor in determining the success of online learning. The digital divide has widened educational disparities, with students from marginalized communities facing greater challenges.

Engagement and Motivation: Online learning environments have presented unique challenges related to student engagement and motivation. Factors such as reduced social interaction, increased screen time, and a lack of face-to-face contact with instructors and peers have affected student motivation and participation.

Pedagogical Strategies: Effective pedagogical strategies adapted to the online environment, including asynchronous and synchronous teaching methods, have played a significant role in student performance. Innovative instructional design and strategies have the potential to enhance learning outcomes.

Assessment and Evaluation: The transition to online learning has required adaptations in assessment methods. Issues related to cheating, plagiarism, and the ability to accurately assess student learning have emerged as important considerations in evaluating student performance.

Mental Health and Well-being: The pandemic has had a substantial impact on the mental health and well-being of students, which can in turn influence their academic performance. Isolation, anxiety, and stress have posed significant challenges.

Instructor Competence and Support: The competence of instructors in delivering effective online instruction and the availability of institutional support for faculty have been key factors influencing student performance. Professional development for educators has been crucial during this transition.

III. CONCLUSION

In conclusion, the effects of online learning on student performance during the COVID-19 pandemic have been complex and multifaceted. The sudden and widespread shift to virtual education presented both challenges and opportunities for students. On one hand, the digital divide and lack of access to technology and internet connectivity created disparities in learning outcomes. Students who struggled to adapt to online platforms, often due to socioeconomic or technical limitations, faced a decline in their academic performance. On the other hand, some students thrived in the online environment, benefiting from flexible schedules and the ability to tailor their learning

experiences. Additionally, educators and institutions innovated in response to the crisis, introducing creative teaching methods and resources that improved engagement for some students.

Overall, the impact of online learning during the pandemic underscores the need for equitable access to technology and digital resources. It also highlights the importance of ongoing professional development for educators to ensure effective online teaching practices. As we move beyond the pandemic, it is essential to learn from the experiences of online learning to build more resilient and inclusive education systems that can harness the benefits of digital tools while addressing the challenges they pose to student performance.

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