



IJEAST

INTERNATIONAL JOURNAL
OF ENGINEERING APPLIED SCIENCE
AND TECHNOLOGY



VOLUME : 6 ISSUE : 8 Print / Issue Publication Date: 14-Mar-2022



ISSN : 2455-2143



DOI : 10.33564/IJEAST.2021.v06i08.024

Indexed In



WWW.IJEAST.COM

editor@ijeast.com



PSYCHOSOCIAL STUDY OF EVALUATING THE IMPACT OF ONLINE LEARNING ON STUDENTS AND TEACHERS.

Akansha Rajkhowa

Department of Psychology

Dr. Bhim Rao Ambedkar College, Delhi University
Delhi, India

Dr. Navin Kumar

Department of Psychology

Dr. Bhim Rao Ambedkar College, Delhi University
Delhi, India

Abstract—The sudden wave of COVID-19 has disturbed the growth and development globally. The present pandemic has withdrawn the learners to acquire physical knowledge which is an international concern. A blended model of teaching-learning was adopted globally by educational institutions to benefit both teachers and students. In India, educational institutions which mainly follow the long-established setup of confronting the teaching-learning process shifted into a virtual model. This study will focus on the teaching-learning practices during this pandemic situation. It will attempt to understand whether this new mode of teaching-learning is easy or difficult in comparison to an earlier model of education. It will also attempt to evaluate how the socio-economic status factor plays a great role in acquiring education in online mode. Through this study, various gender-specific perspectives have also been discussed and evaluated. Data was collected through a qualitative research method under which interview and thematic analysis were used with a sample of 20 teachers and students in total. Face-to-face conversation and the telephonic conversation was conducted for a duration of approx. 1 hour with each participant. Data analysis reveal various perspectives, differences, and problem faced by both teachers and students. It also reveals the gender-specific experiences and the impact of online teaching-learning practices on students' and teachers' psychological state. Moreover, it has appeared that both students and teachers desire to continue the offline mode of education if possible as it provides quality education as compared to the online mode of education.

Keywords—COVID 19, Online Mode, Offline mode, Teachers, Students, Teaching-learning Satisfaction.

I. INTRODUCTION

The year 2020 had changed the whole world scenario unexpectedly through a virus called COVID-19. The virus has already created a panic and tense environment globally which is altering everyone's life across the globe. As this virus is

impacting everywhere, most of the sectors have been shut down to reduce the impact of COVID-19.

Educational institutions were also been shut down to maintain social distancing to limit the spread of the virus. The global higher education community started implementing technological measures to reach out to the students in a virtual mode. The COVID-19 pandemic has forced most of the higher education community to implement technological applications for instruction and delivery through online learning (Ali, 2020). The virus started presenting various hurdles as the change from a physical setting of teaching-learning through chalks, blackboard, face-to-face communication have turned into a virtual mode of teaching-learning which minimize the interaction between teacher and student. And as the health crises started increasing, the reopening of academic institutions became extremely uncertain and therefore the future appears in the virtual or blended mode of teaching-learning practices for the wellbeing of both teacher and student.

But this COVID-19 pandemic has converted even teachers into learners as they had to learn various technological applications, virtual modes of teaching which now turning out to be the 'new normal'. On the flip side, it is also a struggle for students because now they don't need to ensure that they have brought the correct book or not, but good internet connectivity matters to acquire knowledge from the educator. As a consequence of COVID-19, schools worldwide resulted in shutting down, leaving over 1.2 billion students out of their classrooms (Li and Lalani, 2020). So this blended mode of teaching and learning is impacting all age groups in different ranges. And as the means of interaction is highly different in both previous and present modes of teaching-learning practices it equally affects the psychological state of contentment.

Impact on advantage & disadvantage section

The socio-economic categorization is mainly classifying people based on their economic position in society. This hierarchical classification of individuals and groups divides the society into higher-socioeconomic class, middle-class, and lower-socioeconomic class which indicates their capacity and



capability to acquire resources. The members of each class more or less have the same status and behave similarly. This hierarchical position is equally important for merchandisers. There is a combination of variables like income, wealth, education, and occupation which determines the categorization of a person's social class. This indicates the role of social stratification which describes the system of social standing. Division of society into different layers or strata based on components like wealth, status, or power. This socio-economic categorization is less significant before pandemic because during that period students have to go to an academic institution to acquire knowledge but the lockdown has changed the mode of education as well as the requirement to gain knowledge.

As the lockdown started lasting for a long time both government and educational sector came out with a solution of electronic learning (e-learning) so that student's education must not get hampered. Online platforms such as Google Classroom, Google Hangouts, Skype, Facebook groups, Messenger, and Zoom were only some of the most used applications for conducting classes in the country (Abad, 2020). With the use of various software applications, there appears a need for technological devices like a smartphone, computer, laptop. Without electronic devices and internet connectivity acquiring education in this present pandemic is unfeasible. This ease of access is supremely related to socio-economic status (SES), and this is where the digital divide starts.

The upper class is the more prestigious position of the society and advantageous section. The students belonging from the higher socio-economic category are capable of obtaining quality education even in the pandemic because the upper class is economically efficient. This set of families send their children to the finest academic institutions. And the students of this section gets various chance to explore their inner potentials and gain mastery of it. A well-off household also has less interference in students' learning especially when it is in virtual mode. Also shows a positive literacy environment that encourages the students to indulge in studies. So this digital transformation of the education system is less problematic in the higher-socioeconomic section. Children who come from low-SES households develop academic skills slower than those who are from higher SES families (Morgan, Farkas, Hillemeier, & Maczuga, 2009). The middle class and the lower class section of society have to struggle more in comparison to the upper class. These sections are economically at a stagnant/unstable position in the society which turn them into disadvantageous section too. As there is a lack of finance it indirectly affects in obtaining technological devices which in turn puts a barrier in accessing education. And a high rate of this section remains illiterate which gives a negative environment to the students who want to acquire knowledge which affects them negatively. The students of this section also face interference of household works or other things which hinders their online learning. Socio-economic

status is an important factor that determines the academic achievement of a student. The human capital theory explains that education is a significant human capital investment, whereas the difference in children's educational achievement is predominantly caused by the difference in family educational investment (Li & Qiu, 2018). When family resources are bounded, parents cannot invest competently in their children's education, which in turn, affects their children's academic achievement (Becker, 1964).

Online – offline mode of learning

Education is one of the primary aspects of life. It helps in the personal development as well as social and economic development of the nation. India has a rich tradition of imparting knowledge but the COVID-19 pandemic has put a barrier between students and teaching-learning practices. But as a matter of prime concern, both governments of India and educational institutions make an effort through electronic learning(e-learning) to connect with students, which is now appearing as 'new normal'. But this transformation from a natural setting of teaching and learning to a virtual setup of teaching and learning was not easy. And as this was a sudden change both educators and students are facing a lot of difficulties.

Online learning is a mode of education in which students learn through a virtual mode. Technological efficiency helped the nation to grow through online learning and to extend its reach to remote areas also. Rapid developments in technology have made distance education easy (McBrien et al., 2009). A digital device like a smartphone, laptop, or desktop and good internet connectivity is a necessity in the virtual mode of learning. Various online platforms like Google meet, zoom, Microsoft teams made this process of education easily accessible. Online learning mode is one of the convenient and relatively inexpensive modes of learning. Online learning allows learners to make a flexible schedule, do things they love, develop technical or soft skills. It also boosts time management skills and communication skills. But with time online learning started showcasing its drawbacks such as lack of internet connectivity which turns into a lack of concentration and interest of the students. Furthermore, much mischievous activity was done by students during online class, limited social interaction, many students started making unreasonable reasons of internet issue and bunk the class, lack of seriousness and indulging in indiscipline activity during exams. Online learning is a story that is still being written, and how it progresses will likely depend on those present (Nguyen 2015).

However when the COVID-19 affecting health cases started reducing in number and meanwhile vaccination also started in the nation. The decision of opening educational institutions in a phased manner has started. The quality education provided by the physical mode of teaching-learning never matches the



level of online learning. A child learns in every aspect from school and the pandemic lets the child start early developmental years through technological devices, about which a lot of debate going on. The offline mode of learning helps the students to have a

better teacher-student interaction, the level of concentration and interest remains high because they can't make unreasonable excuses about internet connectivity issues, practical set of learning is more effective in nature. In addition, now the offline learning mode also exhibits a concern of social distancing and other COVID-19 protocols which are neglected by people when they engaged in a social setting, and due to this parents are also unwilling to send their children to academic institutions. But as health is the foremost safety concern, the mode of education continued in a blended manner.

II. REVIEW OF LITERATURE

This research was conducted to study the experience of both students' and teachers' perceptions and experiences of online classes during this pandemic. The survey sample consists of 70 teachers and 407 students of Bangalore city. The main areas of study are quality and timely interaction between student and professor, technical support availability, structured online class modules, and modifications to accommodate the conduction of practical classes. The results focus on two dimensions that are the perception of teachers and the perception of students about online classes. Results suggest that 86.9% of teachers preferred classroom teaching while the remaining 11.8% prefers online teaching. 39% of the sample felt that online classes were not very safe and secure as a medium. The main issue mentioned by teachers is that students made a lot of excuses about not being able to attend classes. Another major issue reported was the problem of taking practical subjects online. But a good number of teachers also find it flexible and convenient. 87.1% of students preferred classroom teaching while 12.9% preferred online classes. Students find it difficult to concentrate and understand through online mode (Nambiar Vol. 8, 2020).

The study focus on the impact of online learning which results in students' performance. The descriptive qualitative method was used for the study of 20 participants from Baturaja University. Though it felt that traditional teaching and learning are better, but technology change them. The results indicate that 80% of the students find online learning interesting and 3% disagreed. A lot of the students are attracted because of its flexibility, although they need to pay for the cost to use the internet. This study states that the traditional method of teaching was better in comparison to the online mode of teaching and learning (Yusnilita Vol.11, No. 1, 2020).

The study focuses on challenges experienced by all stakeholders of schools and colleges in rural and remote areas of India during the pandemic which was carried out in the Dhenkanal district of Odisha in 2020. A qualitative method

was used to understand the perspective of teachers, students, parents. Various hurdles have resulted like lack of technical gadgets, poor network connectivity, electricity problems, lack of previous experience in online teaching, parental literacy, and student interest. Due to these challenges stress was experienced by all the stakeholders. It also states that internet service is not strong all over India, which affects the process of teaching-learning practices and the quality of education is also getting affected (Das, Sahoo, Pati Vol.8, 2021).

The study concentrates on the blended learning approach and six dimensions which consist of learning flexibility, online learning, study management, technology, classroom learning, and online interaction in the COVID 19 pandemic era. And it also states about male and female teacher attitudes and differences in the attitude of teachers teaching in English medium institutes and those teaching in institutes having other languages like Hindi, Marathi, Telugu, Kannada, Tamil, etc as their medium of instruction. Results of this study indicate that the attitude of male teachers are high and teachers teaching at English medium institutions have a positive attitude towards learning flexibility. It also reveals the need for a model shift in the education system to create and enable technology-dependent learning environments post-COVID-19 pandemic (Saboovala, Mishra 2020).

According to this study, digital education is fun learning for all cadres and particularly effective for child learning as the innovative audio-video feature boosts the cognitive elements in a child's brain. The researcher also focused on INFO-TAINMENT which is the combination involved in digital education that makes it more practical, applicable, and relatable to our life and surroundings in an interesting manner. The purpose of this research is to give an overview of digital education, components of digital education, benefits of digital education in India, the future scope, and possible challenges of Indian society for moving towards digital education. The qualitative research method was used in acquiring data, data was mainly attained through literature review in the understanding of behavior and inter-relations (Gond, Gupta 2017).

This study focuses on the classroom learning environments in two schools in India to explore how teachers adapted and modified the approaches and the Intel Teach Essentials Course strategies presented in the pieces of training to fit their context. An instrumental case study approach (Stake, 1995) was used to examine how a few schools and teachers in India integrated ICT given context in their schools. Acquired data provides insight and contextualization to better understand local issues and the researcher also observed the differentiation of classrooms of traditional practice in each country (Light, 2013).

Research gaps



There is a very limited number of studies carried out on disadvantaged children regarding the psychological impact, economic differences, gender differential experiences.

Objectives

This study aims to investigate online teaching's impact on adolescents.

It intends to study the psychological impact comprising self-esteem, self-concept, interpersonal satisfaction, and overall wellbeing.

It also aims to differentiate the experiences and analyze the factor similar, better, and adverse impact.

It also contemplates studying the impact in a developing state.

It will also aim to study gender differences.

It will also help to study the differences in economic background and impact on the teaching-learning practices

III. METHODOLOGY

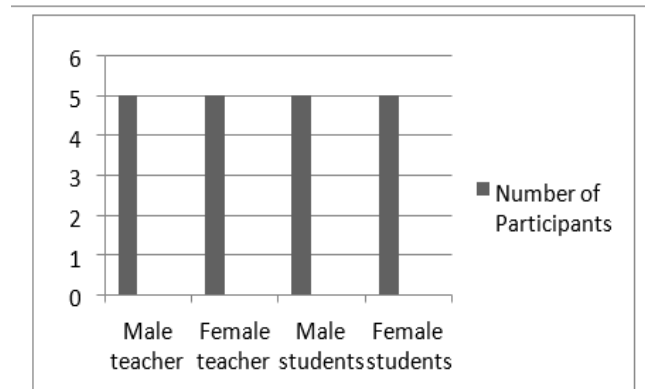
Design

The present study adopted a qualitative approach for collecting data. Under the qualitative approach, semi-structured interviews and thematic analysis were used. Semi-structured interviews include more open-ended questions and discussions with the interviewee. It generally attempts to understand certain topics rather than asking straightforward questions. The advantage of the semi-structured interview is that it encourages two-way communication, where both interviewer and interviewee can participate. Because of its interactive nature, it helps the interviewer to procure good quality data with less bias. Thematic analysis is a very effective qualitative research that uses codes. A code is a label assigned to a piece of text, and the aim of using a code is to identify and summarize important concepts within a set of data, such as an interview transcript. It is used basically to identify, analyze, interpretation of meaning or themes within qualitative data.

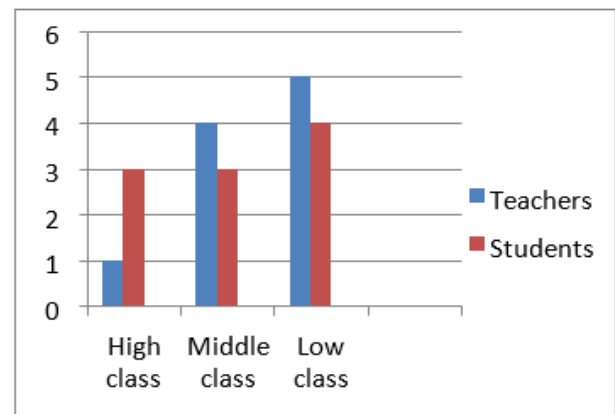
This study will focus on the teaching-learning practices during this pandemic situation. It will attempt to understand whether this new mode of teaching-learning is easy or difficult in comparison to an earlier mode of education. It will also try to evaluate how socioeconomic status factor plays a great role in acquiring education in online mode. Through this study, various gender perspectives will also be discussed and evaluated.

Participants

The present research study consists of a participants sample of 20 in a total of which, ten are teachers teaching in various educational institutions and ten are students studying in various institutes. Out of which five are male and five are female both in teachers and students sample. All the teachers are experienced. All the participants belong to either rural or urban places. The students are between the age limit of 18-26 (young adults).



Representation of Socio-economic status:



IV. DATA COLLECTION

All the participants were interviewed through personal interviews by face-to-face conversation and telephonic conversation. The duration of the interview was approx. 1hour. The personal data remained confidential and concerned consent was also taken from the participants for their participation and their identity remain secret. A few of the common questions are asked to both teachers and students to understand different perspectives. There were overall 25 questions for teachers, out of which six questions were asked to collect the demographic data which include name, age, gender, place, education qualification, yearly family income. The remaining nine questions focus mainly to understand the teacher's perspective of teaching-learning practices.

Which subject do you teach?

Which electronic device do you use while teaching virtually?

What is your experience of using multiple devices for teaching?

Which range of internet connectivity did you use?

Do you keep your camera on while teaching?

Is teaching is troublesome in virtual mode?



What are the problems you faced during online teaching?
What is the duration of time you interact?
Tell me about your degree of satisfaction in online teaching mode?
What is the level of interaction as compared to the natural classroom setting?
Is it a one-way interaction during teaching?
What is emotional satisfaction?
How much is the sense of control?
Do you face family interference while teaching?

What do you feel regarding the fact that connected virtually but alone in reality during a pandemic?
Do you think your personal & professional life is getting blurred?
According to you which mode of teaching should be encouraged?
What changes do you want in this new mode of teaching?

In the same manner, 25 questions were asked to students, out of which six questions are related to demographic data such as, name, age, gender, place, currently pursuing, yearly family income. The remaining nine questions ask to know their perspective and understanding about the online mode of teaching-learning practices.

Which electronic device do you use while learning virtually?
What is your network connectivity?
Do you keep your camera on, during online classes?
What is the duration of interaction?
What is your experience of using multiple systems at a time?
What are the problems faced by you while attending online classes?

Tell me about your degree of satisfaction?
Level of interaction?
Is it a one-way interaction?
What is your emotional satisfaction in the virtual mode of learning?
Is there a sense of control?
How is your peer group interaction?
What is the level of peer group relation in this virtual mode?
How much is the sense of coherence (logical connection)?
Do you feel stressed, anxious, or frustrated with the use of online learning?
What do you think about the fact that "connected virtually but alone in reality" during a pandemic?
Do you enjoy your anonymity?
Do you face family interference during online learning?
According to you which mode of learning should be continued further?
What will be the changes, you would like to make in the new mode of learning?

V. DATA ANALYSIS

The teachers taught different subjects. Four of the teachers mention that they particularly use smart phones, while one teacher responds to using the laptop only and five teachers use both smart phone & laptop preferably. Four of the teachers experienced good and useful of using multiple devices for teaching while three teachers find it very challenging. Four teachers responded that "It gave me a new experience of handling new apps and also encouraged me to be ready for any situation", "Teaching is perfect with devices but one has to be trained thoroughly", "You should be skill enough to do so". Eight of the teachers said that they use 4G internet connectivity while 3G was used by two of the teachers. Seven teachers keep their cameras on while teaching whereas three teachers keep their cameras off while teaching. All the teachers find online teaching very troublesome because of many issues such as "students don't respond, even a bias-free test cannot be conducted, network issue, it is very difficult to know is the student listening or not and interference of unknown users and disturbance distract the class and spoil the decorum of the class". The main problem indicated by teachers is network issue other than that data exhaust, call interrupt, audio disturbance, no response from students, lack of full attendance, no smartphones with students, lack of knowledge about mobile use on the part of some students are also very problematic issues faced by teachers. Teachers interact one hour per class and sometimes it increases to two hours on the part of some teachers. Five of the teachers responded that they are somewhat satisfied but five of the teachers are not satisfied at all and also stated that "Online teaching experience isn't satisfactory as I have to deal with students from rural areas. Most of the students don't have multiple smartphones in their homes and hence it becomes difficult to conduct class at a particular time.", "Online teaching is not perfect for all students." All the teachers responded that the level of interaction is quite low as compared to an offline classroom setting. One teacher answered that the classes are very interactive however four teachers said it is a one-way interaction only they only explain and students listen although five teachers stated that it is not a one-way interaction always, sometimes it's a two-way interaction. Many of the teachers don't want to reveal their emotional satisfaction although few said they are dissatisfied or low level of satisfaction. Three teachers responded that there is little sense of control and three faced a good & satisfying sense of control whereas four said they face no sense of control mainly because of lack of knowledge and understanding about apps and technical controllability. Few teachers aren't aware of this new mode creates stress for them or not however six teachers said: "it is very stressful as higher authority's pressure is also there and students low level of understanding which later results in low marks is very stressful indeed". Seven teachers face no family interference and many also said they lock themselves for those limited



hours were as three teachers said they face family interference sometimes as there can be emergencies also many of times. Regarding the fact that 'connected virtually and alone in reality many teachers commented that "Virtual world is not real. Although we connected virtually the emotions and feelings are missing", "It is the only way to educate someone at the pandemic time", "It feels very low but don't have any alternative option", "Yes at times" and others also said that "even we are connected virtually it's more or less alone in real life which adds on stress". Two teachers commented that according to them they feel both the personal and professional roles are somewhere overlapping and getting blurred however eight teachers aren't aware and they mainly stated maybe it is blurred at some point of time though they are not sure about it. All the teachers encourage an offline mode of teaching-learning as they face multiple issues in online mode "There is no academic when comes to online mode. Yes, we can use some tools and materials online for our offline classes. But offline classes should go ahead.'. Three of the teachers didn't comment on any change because they said it is not in their hands but the remaining stated that, "50% of the class in offline mode and 50% in online mode during a pandemic. All precautions should be taken during the offline classes.", "Better facility to be provided to the students regarding online classes.", "Everyone should use eye protection glass", "More participation by students".

According to students, six students use a smartphone to attend online classes whereas four students use both smartphones and laptops to attend an online class. All the students use 4G internet connectivity. Only one student reported turning on the camera however others commented that they turn on the camera when needed or asked by the teacher. Maximum 68 hours each day the students attend online classes. On asking about the experience regarding the use of multiple systems, students commented that "Running multiple systems at a time might seem easy but it becomes very difficult to get along with it. Also, the students with less knowledge on technological kinds of stuff get more difficult to deal with such issues.", "It is good because it reduces a lot of physical work and it also keeps you intact with the class curriculum", "Though hectic to stay in front of the mobile for long but was able to manage", "Sometimes it is bit confusing and annoying because of the new", "Confusing and irritating but sometimes interesting", "Quite difficult to manage and stressful", while the remaining also said it wasn't a good experience at all. There are several problems mentioned by students while attending online classes such as, "The problems which I faced while attending classes are many. The first problem which I faced is the network issues. Sometimes due to poor connectivity, I have to leave the meeting in between. Also, a home can never replace a physical classroom. Sometimes it becomes quite impossible for us to turn on our mic and say something", "sometimes we cannot explain our words in an online mode. It's difficult to manage if we miss our classes.

Lack of materials (offline)", "Not able to concentrate and not able to understand the concept that much as offline classes", "Seriousness during offline classes was more, left topics during live classes. The most important problem is the poor connectivity of network", "Net issue. Due to multiple classes, I face a shortage of net", "Network issues sometimes wifi server down", and the remaining also mention the major issue as a network issue and poor connectivity. The degree of satisfaction is average among students.

Five of the students commented that the degree of interaction is more as they are connecting with everyone even in the pandemic situation however five students mention it as less interactive because pandemic created an isolated zone where everyone wants space than interaction. Eight of the students said that the classes are interactive and two-way interaction whereas two mention it as one-way interaction. On asking about emotional satisfaction students responded that "I am neutral since the virtual mode of interaction has its benefits because it saves time and energy in preparing handwritten assignments or writing papers but virtually it's very easy and fast", "In online mode the level of emotional satisfaction is quite low", "I am unable to learn theoretical things", "Emotional satisfaction, in this case, has been very low. There are many times that I had moved into depression just because of this virtual mode. What's happening is completely different from what I thought" and others also mention less satisfaction. All the students said that there is a sense of control in online mode as it is their choice whether to keep the camera on or if they don't know the answer they won't get punished. Students mention that the peer group interaction is fine but low as compared to earlier and it is a telephonic or text based interaction rather than face-to-face. There was a very low sense of coherence as mentioned by all the students. All the students said the level of stress, frustration is high because "many of times the thoughts of blurred future, isolation, social distancing, studies creates frustration which cannot be vented out even". Many commented that 'alone in reality is indeed the reality and many don't want to comment on it. Four students mention they enjoy the anonymity while remaining find it boring. Most of the students face family interference during online class some also encounter household works which is again a problematic issue in the online mode of learning. All the students desire for offline mode of learning as they mention "it provides good quality education as compared to online mode of education". On asking any change in the new mode of teaching-learning they commented, "There should be an option of both online and offline mode of learning even after the pandemic ends so that even if a student is unable to attend the school then he/she would be able to understand with the online matter provided by the institution", "Firstly it should be made easily available and also the network connection should be one's basic need", "Good connectivity, attendance system, and something to remove disturbing elements in online class", others wish for offline class and didn't come up with any kind of change.



VI. DISCUSSION

After analyzing the data, it reveals various perspectives on both the part of students and teachers. It has been noticed that students and teachers both face some amount of stress while using this new mode of teaching-learning. Due to pressure and stress, they cannot properly concentrate on work or studies. Network issue is a major cause that creates distress on both the part of teachers and students. Online assignments, study material increases the level of stress on the part of students. Moreover attending online classes for 7-8 hours gives a feeling of fatigue and tiredness which results in a lack of concentration and interest. And also using multiple systems at a time makes the student feel irritated and frustrated.

It can also be evaluated that most of the senior teachers aren't aware of their stress, emotional satisfaction, student satisfaction which indicates low self-concept and low interpersonal satisfaction. But young teachers appear to have a self-concept and learning new technological tools boost their self-esteem too. Accordingly, students also appear to have low self-esteem and self-concept as the online mode of learning puts a barrier of using their ideas and abilities, students started doubting their abilities and seems confused also. They are not aware of their own beliefs and goals. Also, the degree of interpersonal satisfaction is average as students have somewhat peer group interaction.

It also reveals that all the teachers desire the offline mode of teaching which indicates their adverse experience in the online mode of teaching-learning practices. In the same manner, students have also shown their interest in continuing offline classes because as many stated that the quality of learning and understanding appears high in offline mode as compared to the online mode which specifies that they also have an adverse level of experience in this new mode of learning.

This study even examines the impact on developing states. As it appears that the experience of urban area teachers is fine, they keep their camera on while teaching and there is a good sense of control whereas teachers from the rural side have low or no sense of control and many of them keep their camera off while teaching. Likewise, students who belong from the urban area have a somewhat level of satisfaction and also there is a degree of peer group interaction, even they keep their camera on most of the time while learning and also have a neutral image of online learning. On the other side, students from rural areas have an average level of satisfaction and a low level of peer group interaction as compared to urban area students.

This study also discloses gender-specific experiences. As most of the female teachers feel more stressed and lonely as compared to male teachers. In the students part, female students have an average level of understanding of online learning but a high level of stress whereas male students have low or less satisfactory understanding and involvement in the

online and low level of stress. But many male students reveal that they enjoy their anonymity as compared to female students.

This study also reveals that socioeconomic status plays a role in both acquiring and offering education. Teachers from high socio-economic classes have good connectivity, two-way interaction, and no stress at all. The teacher from the middle-class use smartphones mainly for teaching and also face network issues and data exhaust issues. The level of stress and network connectivity issues is high in low socio-economic class teachers. Students from high socioeconomic classes have a satisfactory feeling and they use both the device while learning. Well, middle class and lower class students expressed common problems of network issues, lack of resources, data exhausting issues, family interference, household work interference while attending the online class.

Research Limitations

This study was conducted on low sample size, therefore research needs to extend the sample size. Moreover, the age limit was not set for teachers, therefore the experiences differ accordingly.

VII. CONCLUSION

The research aimed to evaluate the impact of online learning on students and teachers. The new mode of teaching-learning which appeared during the COVID 19 pandemic as an alternative has almost become the new normal for both teachers and students. But after the experience of using this online mode of education both students and teachers encountered many problems and the level of stress also increased eventually. The results have revealed that satisfactory level is low in both the part of students and teachers. Secondly, it also shows that socioeconomic status plays a great role in giving and acquiring knowledge as most of the students don't have smartphones and most areas don't have good internet connectivity. Also, it reveals a high level of stress experienced by females in comparison to males. It also reveals that quality learning, quality education are getting affected more in online mode. Lastly, both teachers and students wish to continue the offline mode of teaching-learning as possible.

VIII. REFERENCE

- [1]. Ali, W. (2020). Online and Remote Learning in Higher Education Institutes: A Necessity in light of COVID-19 Pandemic. *Higher Education*, 10(3)16-25.
- [2]. Abad, M., (2020). How Metro schools continue lessons amid coronavirus threat. Accessed on 12 July. Retrieved from <https://rappler.com/newsbreak/iq/how-metro-manila-schoolscontinuelessons-corona-virus-threat>



- [3]. Becker, Gary S. 1964. Human capital: a theoretical and empirical analysis, with special reference to education. Chicago: University of Chicago Press.
- [4]. Daniel.L.2013. Growing Changes: An Indian case study of transforming classroom learning with technology. International Case Studies of Technology in the Classroom.
- [5]. https://www.researchgate.net/publication/236593491_Growing_Changes_An_Indian_case_study_of_transforming_classroom_learning_with_technology
- [6]. Deepika Nambiar. (2020). The impact of online learning during COVID-19: students' and teachers' perspectives. International Journal of Indian Psychology,8(2),783–793.
<https://doi.org/10.25215/0802.094>
- [7]. Li, C. & Lalani, F. (2020). The COVID-19 pandemic has changed education forever. This is how. Accessed on 11 July. Retrieved from
<https://www.weforum.org/agenda/2020/04/coronavirus-education-global-covid19-online-digitallearning/>
- [8]. Li, Z., & Qiu, Z. (2018). How does family background affect children's educational achievement? Evidence from Contemporary China. The Journal of Chinese Sociology. 5, 13. Retrieved from
<https://doi.org/10.1186/s40711-018-0083-8>
- [9]. Morgan, P. L., Farkas, G., Hillemeier, M. M., & Maczuga, S. (2009). Risk factors for learningrelated behavior problems at 24 months of age: Population-based estimates. Journal of Abnormal Child Psychology, 37, 401-413. doi:10.1007/s10802-008-9279-8
- [10]. McBrien J. L., Cheng R., Jones P. (2009). Virtual spaces: Employing a synchronous online classroom to facilitate student engagement in online learning. The International Review of
- [11]. Research in Open and Distributed Learning, 10(3), 1–17. [Google Scholar]
- [12]. Nguyen. (2015). The Effectiveness of Online Learning: Beyond No Significant Difference and Future Horizons. MERLOT Journal of Online Learning and Teaching. Vol. 11, No. 2.
- [13]. Namita.K.D, Snehaprava.S, Lopamudra.P. (2021). Online Learning: Challenges for Education in Rural and Remote Areas. International Advanced Research Journal in Science, Engineering, and Technology. Vol. 8, Issue 7.
- [14]. Rampravesh.G, & Rashi.G.(2017). A study on digital education in india: scope and challenges of an indian society. Anveshana's international journal of research in regional studies, law, social sciences, journalism, and management practices. Volume 2, issue 3.
- [15]. Saboowala, R., & Mishra, p. M. (2020). Blended learning: the new normal teaching-learning pedagogy post-covid-19 pandemic. Aarhat Publication.
- [16]. Yusnilita, N. (2020). The impact of online learning: Students' views. ETERNAL (English Teaching Journal), 11(1), 57-61.
<https://doi.org/10.26877/eternal.v11i1.6069>

IJEAST

INTERNATIONAL JOURNAL
OF ENGINEERING APPLIED SCIENCE
AND TECHNOLOGY

ABOUT IJEAST

International Journal of Engineering Applied Science and Technology (IJEAST) is a peer-reviewed, open access journal that publishes high-quality research papers in the field of Engineering, Applied Science and Technology.

IJEAST aims to provide a platform for researchers, academicians, and professionals to share their innovative ideas, research findings, and practical experiences with the global scientific community.

FOCUS AREAS

- Engineering
- Applied Science
- Technology
- Innovation & Development
- Interdisciplinary Studies



PEER REVIEWED

All submissions are rigorously peer reviewed to ensure quality.



OPEN ACCESS

Free and unrestricted access to research for all.



GLOBAL REACH

Connecting researchers and professionals worldwide.



TIMELY PUBLICATION

We ensure a swift and efficient publication process.



For more information, visit our website

www.ijeast.com



INTERNATIONAL JOURNAL
OF ENGINEERING APPLIED SCIENCE
AND TECHNOLOGY

✉ editor@ijeast.com

🌐 www.ijeast.com

📍 India



2455-2143