IMPACT OF ONLINE CLASSES AMONG UG AND PGSTUDENTS OF COMMERCE STREAM DURING COVID 19

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ABSTRACT:

The entire world was hit by a virus variant called CORONA in 2019. Many sectors were affected because of this, but the most affected sector was education sector. First no one had an idea of how to overcome the aftermath of lockdown regarding the academics of the students. Later a new technology was introduced. It is none other than ONLINE CLASSES. This came into reality when there was no scope for direct classes. The commencement of the academic year 2020-2021 was also the year of commencement of online classes. So the aim of our study is to identify the impact of onlineclasses among UG & PG students of commerce stream during COVID pandemic. The study emphasis on the difficulties and struggles faced by them and to analyze the overcoming measures taken for the same. It also analyzes the mental behavior of the students during such classes and the impact on them. Various inferential tools like correlation, chi-squareand other tests are used for the data analyze purpose.

KEY WORDS: ONLINE CLASS, COVID – 19 PANDEMIC, COMMERCE STREAM

INTRODUCTION:

During the COVID – 19 pandemic the entire nation was asked to confine themselves with-in theirhouses, as the nation has announced a complete lockdown. The 1st three months was worser, as no one had an idea of what to do to overcome all the hurdles faced during that period. One of the most affected sectors was the education sector. This saw the commencement of a new development in the field of education (i.e.) online classes. Many institutions began to adapt to this technology to commence their academic year. In most of the institutions it was a combination of video recordings and live lectures and some institutions adopted live lectures using platforms like G-Meet, Zoom, Microsoft teams etc... What students are experiencing in an online format as a result of the pandemic is "**emergency remote teaching**" says **Lynette O'Keefe**, director of research and innovation at the Online Learning Consortium. During the online classes, students were asked to complete

35

the coursework on their own but within the stipulated time to meet deadlines. Coursework's were in the form of assignments, where the students have to write the given work and submit the same in a scanned format through the prescribed ways. One such way was G-Classroom. In that app the faculty would have mentioned the date and time for submitting the assignments. Apart from these written assignments, G-Form quizzes and other online sites were used for conducting various quizzes and educational games so as to make the students understand the concepts clearly and in full depth. The exams were also conducted in online mode. Some institutions followed proctored exams whereas others asked the students to submit their written exams in the way they submit their assignments.

OBJECTIVES:

➢ To study the impact of online classes among UG & PG students of commerce stream.

➢ To find and analyze the struggles faced by the students and also the physical hurdles faced during such classes.

➢ To analyze the satisfactory level of students in few criteria's and also on the missing factors of direct classes.

RESEARCH METHODOLOGY:

➢ Number of respondents: 120

➢ Method of data collection :

- Primary data : Questionnaire

- Secondary data : Books & Journals

➢ Type of sampling : Convenient sampling

➢ Area of study : Chennai city, Tamilnadu

➢ Statistical tools used : Percentage analysis, Weighted average method, Chi-square test using SPSS

LIMITATIONS:

The study has been limited on various aspects like responses have been asked only from the students who are doing under-graduation and post-graduation in commerce stream. The respondents have been limited to

120 and the area of collecting respondents has also been limited only to Chennai city.

REVIEW OF LITERATURE:

Ram gopal, Varsha Singh, Arun aggarwal (2021). Impact of online classes on the satisfaction and performance of students during the pandemic period of COVID 19. The data were collected from 544 respondents through online survey who were studying the business management (B.B.A or M.B.A) or hotel management courses in Indian universities. This study was a descriptive based research design. The factors like instructor quality, course design, prompt feedback and students' expectation were independent variables, the students' satisfaction was mediator and students' performance was the dependent variable. The findings of the study say that the instructor's quality is the most prominent factor that affects the student's satisfaction during these online classes. This means that the instructor has to be very efficient during the lectures. He needs to understand students' psychology to deliver the topic prominently. If the teacher delivers the content properly, it doesn't affect the student's and performance. The teachers' perspective is critical because their enthusiasm leads to a better quality of online learning.

Bhavna Sharma (2021). ONLINE CLASSES EXPERIENCE AMONG STUDENTS DURING LOCKDOWN. The data for this research has been collected through a questionnaire from 128 respondents. The study was conducted during May to July 2020. Random sampling method was used. The tool used for research methodology was Cronbach's Alpha Coefficient. The conclusion of the research says that virtual classes cannot replace the real classroom education, but it can be used as a supplement to the real classroom. There is a need to lift the current teaching methods so that online learning can be efficient. Majority of the students have agreed that they have access to a laptop/desktop/mobile phones to attend online classes. Though students feel that the online classes are convenient, they feel it's interactive. Some of the students feel that attention is not given to students in online classes as compared to the real classroom. Some even felt they could not concentrate as much in online classes. As expected, students faced problems in various numerical subjects. They do not want to continue with online classes after the pandemic. Students are not satisfied with online classes.

Saima Bibi, Saba Hanif, Rimsha Riaz (2022). Impact of Online Classes on Student's Emotions during Covid-19. The study design was qualitative in nature. The number of respondents was 30 students, convenient sampling technique was used and the data was calculated by interview method. The findings of the study indicated that the online education system had a greater impact on students' emotions

either positively or negatively. Though some students were satisfied with the online education system many of them have faced different difficulties. One such was an emotional disturbance. Students were depressed and fatigued with this new online education system.

Jai A. Nishad (2021). Impacts of Online Classes on Students in COVID19 Pandemic. The respondents for this study were 108 college students. The findings of this study discovered a few demanding situations and obstacles skilled with the aid of using college students, concerning technology, economy, social etc. As the online mode of higher education is in its early stages of development in India, having clarity about the professional problems and expectations of college students helps to create a strong and established technology for taking online classes in the future.

DATA ANALYSIS:

DEMOGRAPHIC DATA
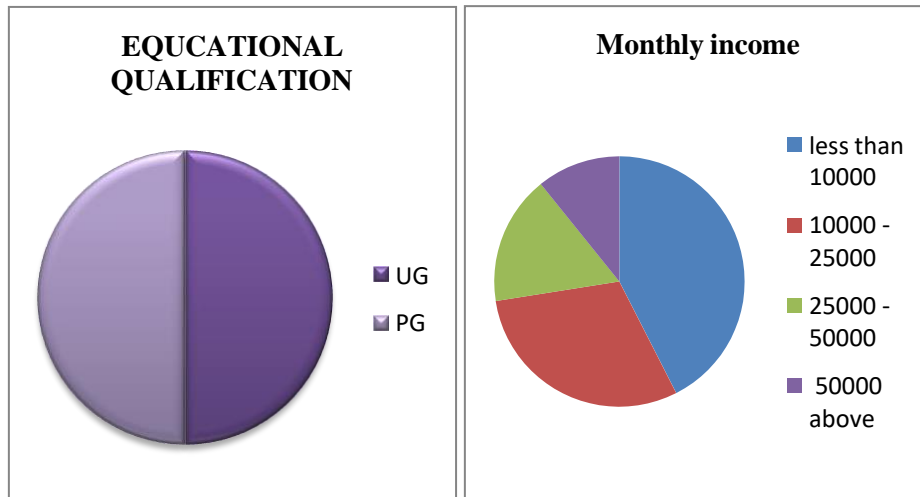
Source – Questionnaire   Source – Questionnaire

CHI-SQUARE ANALYSIS:

A chi-square test is a statistical hypothesis test that is used to perform when the test statistic is chi-squared distributed under the null hypothesis, specifically Pearson's chi-squared test.

H_0 - There is no significant association between monthly income and the source of internet used.

38

H_1 - There is a significant association between monthly income and the source of internet used.

TABLE: I ASSOCIATION BETWEEN MONTHLY INCOME & SOURCE OF INTERNET USED

INCOME/INTERNET	MOBILE DATA	WIFI	TOTAL
less than 10000	31	19	50
10000 – 25000	19	17	36
25000 – 50000	9	11	20
50000 above	3	10	13
TOTAL	62	57	119

Independent variable	Value	Df	Asymp. Sig (2sided)
Pearson Chi-Square	6.762	3	.080

Source – Questionnaire

Since the calculated value (.080) is more than .05 @ 5% significance level, there is no significant associationbetween monthly income and source of internet used. Hence H_0 – NULL HYPOTHESIS is accepted.

PERCENTAGE ANALYSIS:

TABLE II: HURDLES FACED IN ATTENDING ONLINE CLASSES:

HURDLE	FACED	%	NOT FACED	%
Connectivity	88	27	32	21.1

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Lag of audio reach	80	24.3	40	26.3
Surrounding noise	89	27.1	31	20.3
Lack of data sufficiency	71	21.6	49	32.3
Total	**328**	**100**	**152**	**100**

Source – Questionnaire

The above table shows that the most faced hurdles in online class were both connectivity and surrounding noise and the not so much faced hurdle was lack of data sufficiency.

TABLE III: ELEMENTS MISSING IN ONLINE CLASSES

Friends	84	25	21
Food	43	13	11
Cultural	60	18	15
Classroom environment	91	27	22
Black board learning/ Direct learning	66	19	16
Extracurricular activities (sports, competitions etc)	55	16	14
Others	6	2	1
Total	**405**	**120**	**100%**

Source – Questionnaire

From the above table, it is clearly evident that the most missed factor during online class was classroom

environment. Students have missed the experience of learning from a direct classroom where the students would have been in a position to interact with their teachers directly, can easily understand the topics, and clarify their doubts withintheir peer group as well as within their staffs.

RANK:

TABLE IV: RANKING OF ELEMENTS MISSING IN ONLINE CLASSES

				RANK
Friends	84	25	21	2
Food	43	13	11	6
Cultural	60	18	15	4
Classroom environment	91	27	22	1
Black board learning/ Directlearning	66	19	16	3
Extracurricular activities (sports, competitions etc)	55	16	14	5
Others	6	2	1	7
Total	**405**	**120**	**100%**	

Source – Questionnaire

The above table clearly depicts the order of missing factors by the students in the online classes. 1st rank was assigned to classroom environment, followed by their friends, Black board learning, cultural, extracurricular activities (sports, competitions etc), food and some other rare factors.

CONCLUSION:

All the data analysis statements show that there were many key elements that have created a huge impact on the physical and mental health of the students during the pandemic. Even in this academic year, which is post pandemic, fewtop colleges in Chennai has said that the students have showed a less than minimum interest in applying for courses like B.Sc maths. The reason for this is said as the students after learning through online classes have the fear to take up courseslike maths in direct learning. This was published as an article in a leading newspaper a few days ago.

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