

CHALLENGES IN E-LEARNING AMONG CHENNAI STUDENTS IN THE COVID- 19 INDUCED CRISIS

Submitted in partial fulfilment of the requirement for the reward of

BACHELOR OF COMMERCE

By

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**BACHELOR OF COMMERCE
SCHOOL OF MANAGEMENT STUDIES**

**SATHYABAMA
INSTITUTE OF SCIENCE OF TECHNOLOGY
(DEEMED TO BE UNIVERSITY)**

Accredited with Grade “A” by NAAC | 12B Status by UGC | Approved by AICTE

Jeppiaar Nagar, RAJIV GANDHI SALAI, CHENNAI- 600119

MAY 2022



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SCHOOL OF MANGEMENT STUDIES

BONAFIDE CERTIFICATE

This is to certify that this Project Report is the bonafide work of **U. VARSHINI (39740250)** who has done the Project work entitled **CHALLENGES IN E- LEARNING AMONG CHENNAI STUDENTS IN THE COVID – 19 INDUCED CRISIS** under my supervision from December 2021 to February 2022.

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Submitted for Viva-Voce Examination held on _____

Internal Examiner

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DECLARATION

I **VARSHINI.U (39740250)**. Hereby declare that the Project Report entitled **“CHALLENGES IN E- LEARNING AMONG CHENNAI STUDENTS IN THE COVID – 19 INDUCED CRISIS”** done by me under the guidance of Dr BLESSIE PATHMU .R B.COM; M.B.A; PhD.. Assistant Professor, School of Management Studies is submitted in partial fulfilment of the requirements for the award of Bachelor of Commerce degree.

DATE:

PLACE : CHENNAI

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ABSTRACT

This academic year is carried out the access the challenges in e-learning among Chennai students in the covid – 19 induced crisis. This investigation is conducted among age of groups of students studying in various private Schools and Colleges. The sample size for study comprised of 129 respondents. The sample technique used was convenient sampling. The research is Descriptive in nature. The statistical tools used for analysis include Percentage Analysis, Correlation and T-Test analysis. 51 are male students and 60 are female students .A statistical run was made with the aid of excel to evaluate the significance level ($P\text{-Value} < 0.05$) of two questions in the project.

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CHAPTER – 1



1.1 INTRODUCTION

Online learning is education that take place over the internet. It is often referred to as “e- learning “among other terms. However, online learning is just one of “distance learning “- the umbrella term for any learning that takes place across distance and not in a traditional classroom. Online learning is the newest and most popular form of distance education today. Most Governments around the world have temporarily closed educational institutions to control the spread of the Covid-19 pandemic. Several countries have implemented localized closures impacting millions of additional learners.

UNESCO is supporting countries in their efforts to slower the immediate impact of school closures particularly for more vulnerable and disadvantaged communities and trying to facilitate the continuity of education for all through remote learning. “The corona virus pandemic has led to an unprecedented rise in present time,” said Global Partnership to End Violence Executive Director Dr. Howard Taylor. “School closures and strict containment measures mean more and more families are relying on technology and digital solutions to keep children learning, entertained and connected to the outside world, but not all children have the necessary knowledge, skills and resources to keep themselves safe online” (UNICEF). In this pandemic situation of Covid-19, learning can now be realised online and knowledge can be transferred virtually using multiple media.

Online learning is the best solution during this crisis. It is often referred to as e-learning. An online educator compensates the lack of physical presence in the virtual classroom by creating a supportive environment where all students feel comfortable to participate in

online class (Joshua). It plays a significant role in transforming our lives to digital world by providing flexible places, class timings and quality contents. It provides a way to the development of humanity at the time physical isolation due to pandemic.

Online learning is beneficial because it is instantly accessible and offers flexible scheduling. In this system, learners use Internet technology to communicate virtually with their teachers and fellow learners through E-mail, WhatsApp, Videoconferencing, Instant messaging or using other tools. However Videoconferencing may be effectively used in online learning to enhance group collaboration with sense of community between learners which may replace face to face class room learning to some extent. In the past, students of rural areas were missing many of the opportunities that their urban and suburban peers had taken for granted. Connecting these rural students for online learning via video conferencing can dramatically improve the quality of their learning experience. This enables the rural/disadvantaged learners to both attend school/college from home and gives them access to the experts. Videoconferencing is a synchronous model for interactive voice, video and data transfer between two or more groups/people (Wiesemas & Wang, 2010). Videoconferencing is just one of the technological systems that can be used in online learning. The value of online learning is being recognized by more organizations, since it is a cost effective way to deliver a large number of people. It can produce significant results by not only decreasing costs, but also by improving performance. Online Learning is encouraged due to following reasons during lockdown period for Covid-19.

1.2 NEED OF THE STUDY

- This study is focused the difficulties faced by students in online class during Covid-19 outbreak.

1.3 SCOPE OF THE STUDY

- This study covers the difficulties of the students.
- This study will be helpful to understand the problems of online class during the pandemic.
- In this study you will understand the challenges by students.
- This study analysis gives a strong idea to find out strong network connectivity.

1.4 OBJECTIVES OF THE STUDY

PRIMARY OBJECTIVE:

Challenges in e-learning among Chennai students in the covid – 19 induced crisis.

SECONDARY OBJECTIVE:

- To highlight the challenges and obstacles of online learning faced by students.
- To know the number of shift a person does to find a strong network.
- To analyze the students perceptions towards online education during covid -19 outbreak.

1.5 LIMITATIONS OF THE STUDY

- Since the study is based on the primary data collected through questionnaire, the result of the study are subject to all the limitations of the primary data.
- The analysis based on some statistical tools which as it is own limitation.
- The finding and suggestions are based on the information given by the respondents.

CHAPTER - 2

2.1 REVIEW OF LITERATURE:

Mehta et al. (2020) argued the growing need for the internet and the consequences of online education in the present scenario. They have pinned the ratio of the reverse enrollment of students in the fulltime program in higher education for the past few years. This study revealed the investigated problems and also the positive effects of online education. They argued that average awareness and poor technical support are the defects of the people for the acceptance of this technology. Conclusively they propounded the suggested methods for awareness.

Taso & Chakrabarty (2020) dealt with one of the seven united nation's sustainable development goals, education. They have concentrated especially on inclusive education through e-Learning. They have focused on the experiences and challenges in e-Learning mechanisms. Growth of e-Learning is given consideration and the suggestions also provided for achieving inclusive education at the higher education level.

Kapasias et al. (2020) examined the impact of COVID-19 on undergraduate and postgraduate students of west Bengal. An online survey was conducted with a questionnaire of 232 students. This study revealed the difficulties faced by the students in obtaining online education. Finally, they have given some approaches to creating a positive space for study. They have given some strategies to build a flexible education system that should develop the skills of young minds.

Mulenga & Marban (2020) discussed digital learning in mathematics. Data were collected from 102 mathematics teachers from Copperbelt University. The results show the positive response of e-Learning during the COVID-19 closure period. This study revealed their wish to create an official online virtual platform for mathematics students by the university.

Owusu-Fordjour et al. (2020) investigated the effects of COVID-19 and the challenges faced by the Ghanaian students. They have discussed the parents' incapability of accessing technology. They have analyzed the drawbacks of the online education system. This study highlights the Negative impact of e-Learning on education. Finally, they have given recommendations for the effective usage of the e-Learning platform.

Aborode et al. (2020) explored the effects of COVID-19 in the educational sector. They have thoroughly studied and declared the importance of education during this pandemic period. The condition of Education in Sub-Saharan Africa is analyzed. Attention was given to the proper implementation of e-Learning for the growth of children.

Aboagye et al. (2020) discussed the transition of traditional learning to online-Learning. They have extremely analyzed the issues in getting an online education. In this study, challenges faced by the students in the accessibility of online study are revealed. The intention of students towards online education is studied and suggestions were given for effective teaching.

CHAPTER -3

RESEARCH METHODOLOGY

3.1 METHODOLOGY:

Research methods are the techniques and tools by which you research a subject or a topic. Research methodology involves the learning of various techniques to conduct research and acquiring knowledge to perform tests, experiments, surveys, and critical analysis.

Research methodology simply refers to the practical “how” of any given piece of research. It’s about how a researcher systematically designs a study to ensure valid and reliable results that address the research aims and objectives.

3.2 COLLECTION OF DATA:

The main source of data for the study was

- 1) Primary data
- 2) Secondary data

PRIMARY DATA:

The primary data have been collected from the students to know the challenges there were facing during this pandemic in the Chennai city .The data is collected in the type of questionnaire.

SECONDARY DATA:

The secondary data collected from the published reports , articles, internet , newspaper ,journal etc..

3.3 RESEARCH DESIGN:

A research design is the arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy in procedure. This Research design applied for the study is 'Descriptive Research'.

3.3.1 Descriptive research design:

Descriptive research aims to accurately and systematically describe a population, situation or phenomenon. It can answer what, where, when and how questions, but not why questions. A descriptive research design can use a wide variety of research methods to investigate one or more variables.

3.4 SAMPLING TECHNIQUE:

Sample design is the theoretical basis and the practice mean by generalizing from characteristics of relatively few of the comprising population. It is the method by which the sample is chosen.

3.4.1 Non-probability sampling:

Non-probability sampling is defined as a sampling technique in which the researcher selects samples based on the subjective judgment of the researcher rather than random selection.

3.4.2 Convenience sampling:

A convenience sample is a type of non-probability sampling method where the sample is taken from a group of people easy to contact or to reach.

3.5 SAMPLE SIZE:

The sample size for the project had a target of 80- 100 participants. Total no. of responses helped to derive a conclusion recording people's perception towards a study of satisfaction of public how they consider it.

3.6 PERIOD OF STUDY:

The study was carried over from December 2021 to March 2022. The google form was circulated from February 2022.

3.7 PROFILE AREA OF STUDY:

- My survey location is Chennai.
- My survey targeted people are both colleges and private schools.

3.7 HYPOTHESIS

- Ho: There is no distraction in online class rather than traditional learning.
- H1: There is a distraction in online class rather than traditional learning.
- Ho: There is no connection between health issues and online class.
- H1: There is a connection between health issues and online class.

CHAPTER- 4

DATA ANALYSIS AND INTERPRETATION

The following consist of the data analysis and interpretation of my questionnaire:

4.1 Survey analysis of data

4.1.1 Gender of the Respondent

Table 4.1

OPTION	NO. OF RESPONDENTS	PERCENTAGE
Male	51	54.1
Female	60	45.9
Total	111	100

INTERPRETATION:

In this diagram we can observe 54.1% of the respondent were male.
45.9 % of the respondent were female.

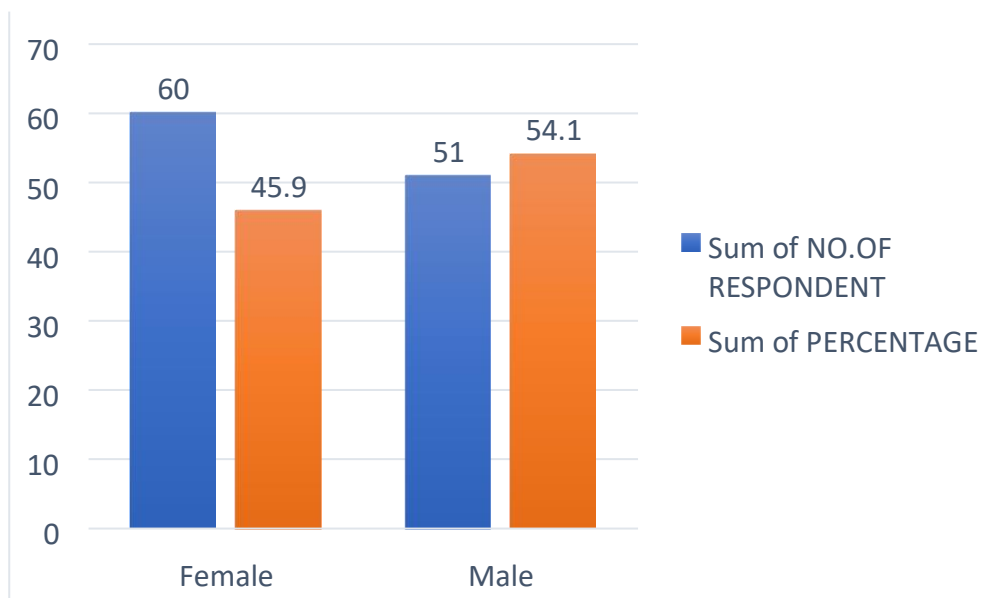


Fig 4.1 Gender of the respondent

4.12 Education level of the respondent

Table 4.2

OPTION	NO. OF RESPONDENT	PERCENTAGE
Male	51	54.1
Female	60	45.9
Total	111	100

INTERPRETATION:

From this diagram we observe 82% of the respondent were college students.
18% of the respondent were school students.

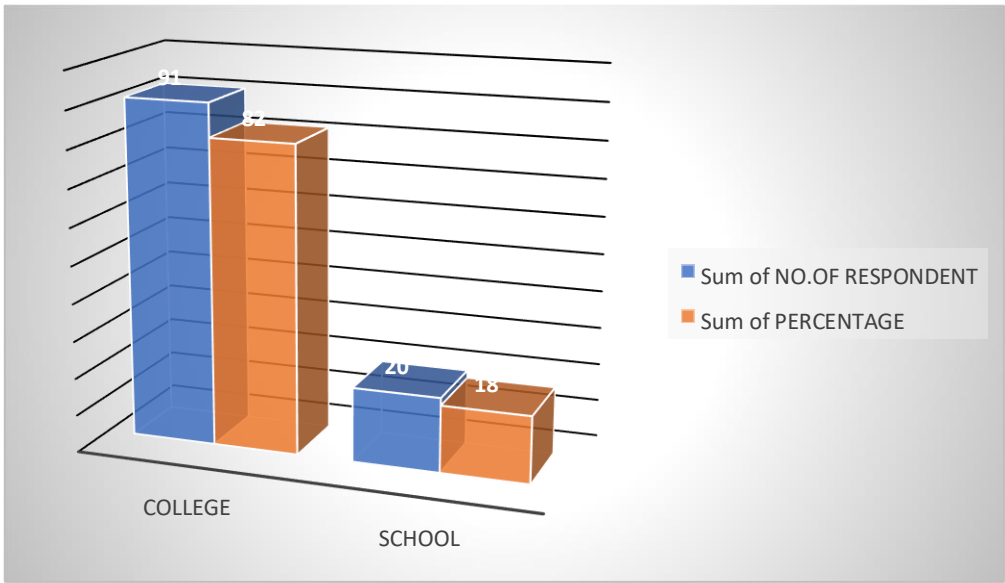


Fig 4.2 Education level of the respondents

4.1.3 Locality of the respondent

Table 4.3

OPTIONS	NO. OF RESPONDENT	PERCENTAGE
Urban	63	57.3
Semi Urban	21	19.1

INTERPRETATION:

From this diagram we observe 57.3% of the respondents were urban locality. 23.6% of the respondents were rural locality. 19.1% of the respondent were semi urban locality .

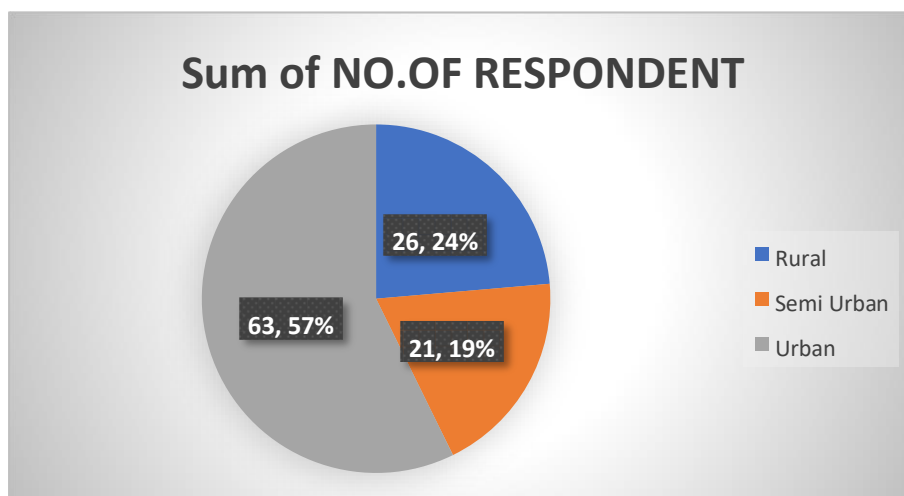


Fig 4.3 Locality of the respondent

4.1.4 I have a personal computer or smart gadget

Table 4.4

OPTIONS	NO. OF RESPONDENT	PERCENTAGE
Agree	88	79.3
Partly Agree	13	11.7
Disagree	10	9

INTERPRETATION:

From this diagram we observe that 79.3% of the respondent agree. 11.7% of the respondent choose party agree. 9% of the respondent not having personal laptop or smart gadgets.

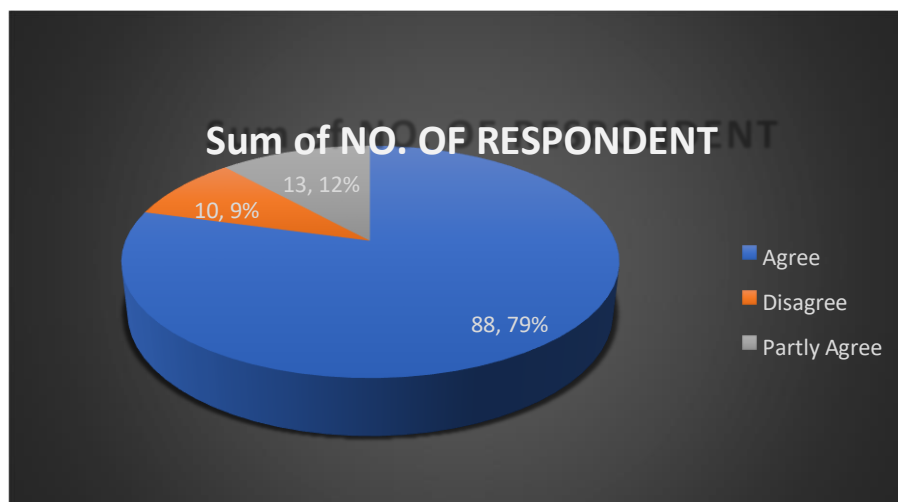


Fig 4.4 I have a personal computer or smart gadget

4.1.5 I have enough skills to operate e- learning

Table 4.5

OPTIONS	NO. OF RESPONDENT	PERCENTAGE
Agree	77	69.4
Partly Agree	26	23.4
Disagree	8	7.2

INTERPRETATION:

From this diagram we observe 69.4% of the respondent are enough skills to operate e-learning. 23.4% of the respondents are partly agree. 7.2% of the respondents are choose disagree.

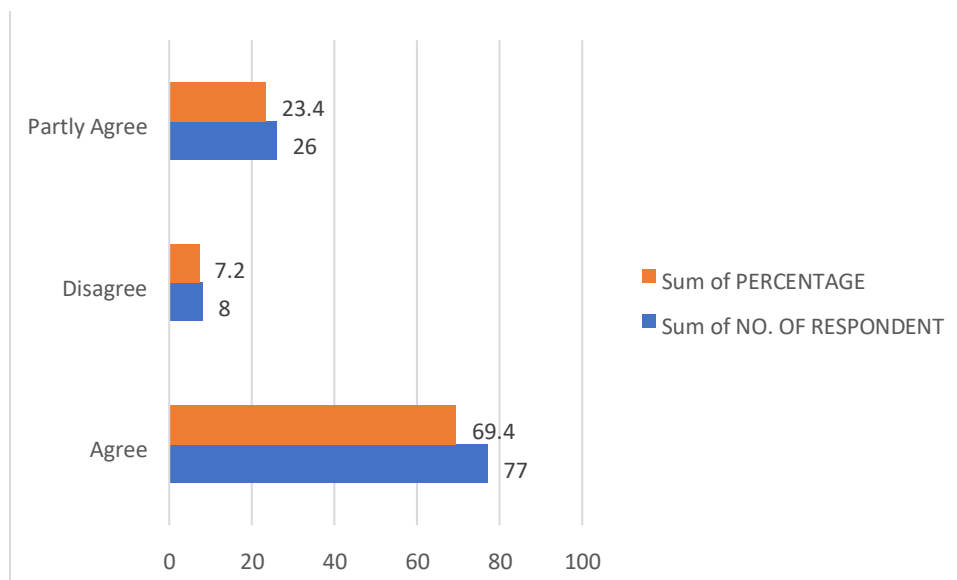


Fig 4.5 I have enough skills to operate e- learning

4.1.6 Internet facility with a fast connection

Table 4.6

OPTIONS	NO. OF RESPONDENT	PERCENTAGE
Agree	77	69.4
Partly Agree	26	23.4
Disagree	8	7.2

INTERPRETATION:

From this diagram we observe 57.7% of the respondents were agree they have fast connection. 26.1% of the respondents were partly agree the question. 16.2% of the respondents were disagree the question .

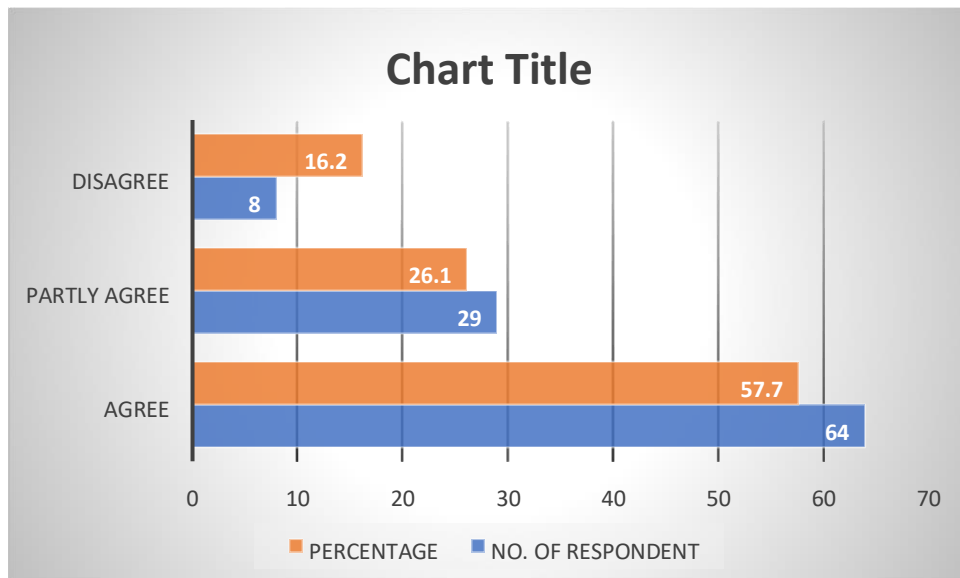


Fig 4.6 Internet facility with a fast connection

4.1.7 Willing to spend 15 to 20 hours per week for online class

Table 4.7

OPTIONS	NO. OF RESPONDENT	PERCENTAGE
Agree	77	69.4
Partly Agree	26	23.4
Disagree	8	7.2

INTERPRETATION:

From this diagram we observe 62.2 % of the respondent were agreed the question. 18% of the respondents partly agreed . 19.8% of the respondents were not willing to spend in online class.

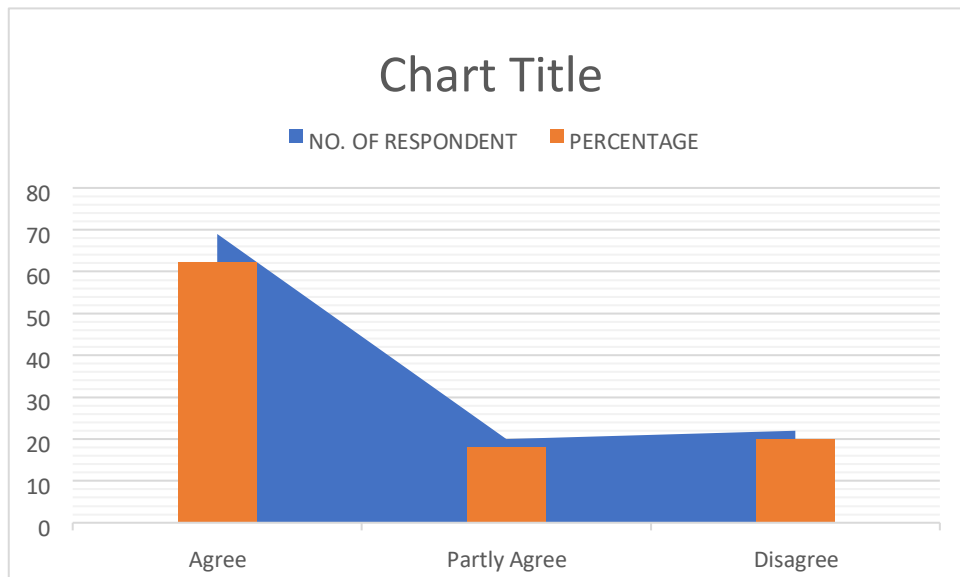


Fig 4.7 Willing to spend 15 to 20 hours per week for online class

4.1.8 Understand the subject through online mode

Table 4.8

OPTIONS	NO. OF RESPONDENT	PERCENTAGE
Agree	50	45.5
Partly Agree	21	19.1
Disagree	39	35.5

INTERPRETATION:

From this diagram 45.5% of the respondents were agree to understand the subject 19.1% of the respondents were partly agree the question.35.5% of the respondent were not understand the subject through online .

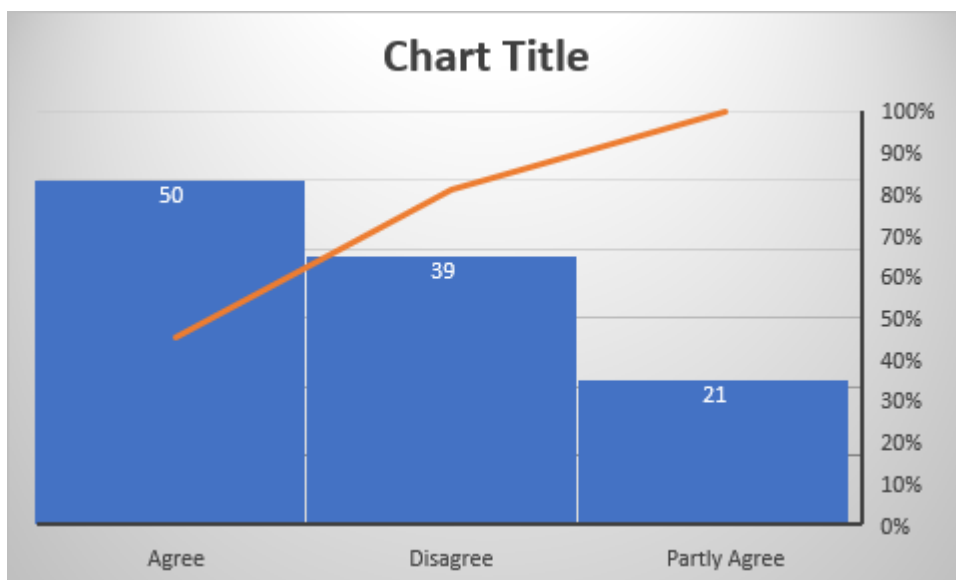


Fig 4.8 Understand the subject through online mode

4.1.9 Interact with the teacher via online to clarify the doubt

Table 4.9

OPTIONS	NO. OF RESPONDENT	PERCENTAGE
Agree	59	53.2
Partly Agree	26	23.4
Disagree	26	23.4

INTERPRETATION:

From the above table we can know 53.2% of the respondent were agree to interact .23.4% of the respondents were partly agree. 23.4% of the respondents were disagree the question.

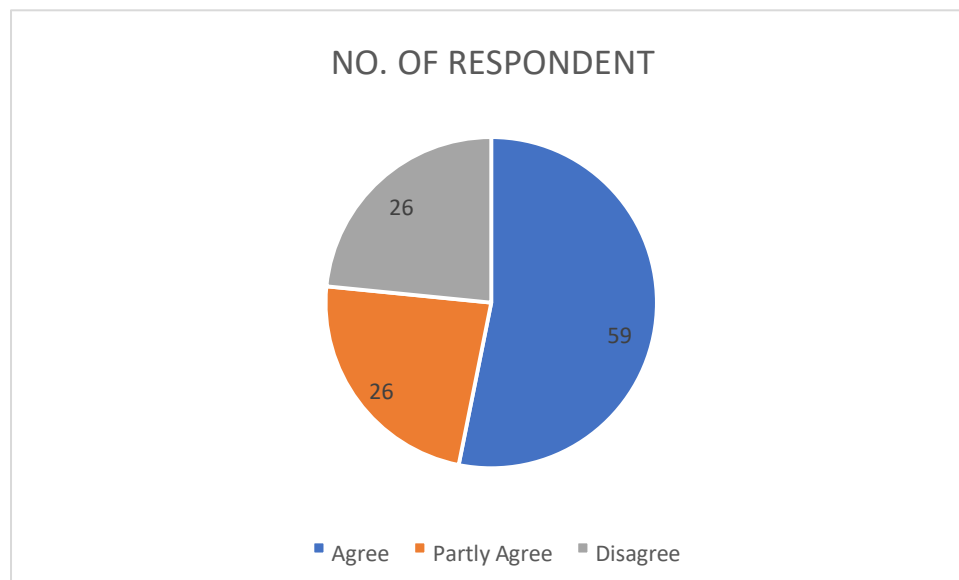


Fig 4.9 Interact with the teacher via online to clarify the doubt

4.1.10 Effectively use the search engines

Table 4.10

OPTIONS	NO. OF RESPONDENT	PERCENTAGE
Agree	76	68.5
Partly Agree	19	17.1
Disagree	16	14.4

INTERPRETATION:

From this diagram we can observe 68.5% of the respondents were agree that they have the search engines effectively. 17.1% of the respondents were partly agree. 14.4% of the respondents were disagree.

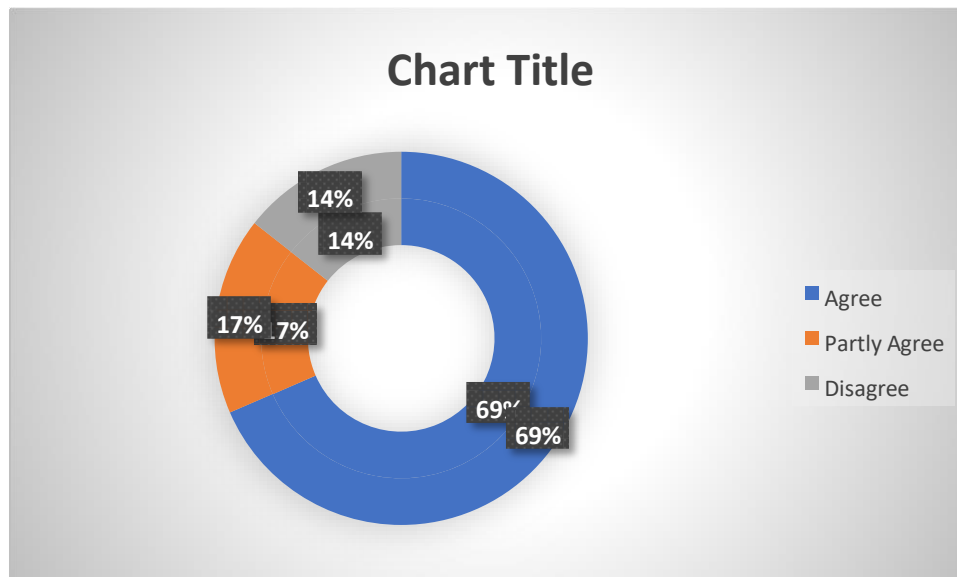


Fig 4.10 Effectively use the search engines

4.1.11 Learn individual without the support of my friends

Table 4.11

OPTIONS	NO. OF RESPONDENT	PERCENTAGE
Agree	60	54.1
Partly Agree	28	25.2
Disagree	23	20.7

INTERPRETATION:

From this diagram we can observe 54.1% of the respondents were agree . 25.2% of the respondents were partly agree the question . 20.7% of the respondents choose disagree option .

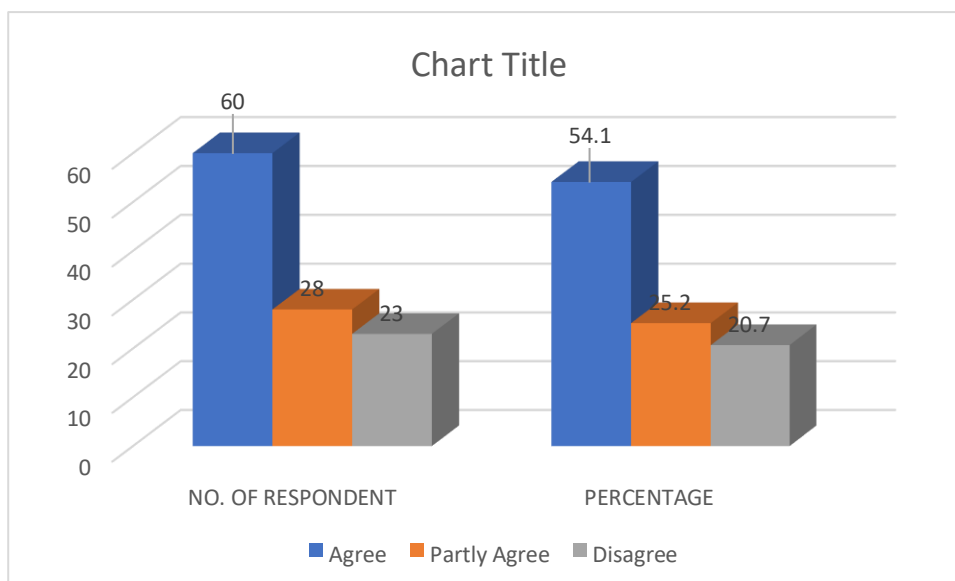


Fig 4.11 Learn individual without the support of my friends

4.1.12 Learning well in online rather than offline class

Table 4.12

OPTIONS	NO. OF RESPONDENT	PERCENTAGE
Agree	47	42.3
Partly Agree	17	15.3
Disagree	47	42.3

INTERPRETATION :

From the above table 42.3% of the respondents are agree they were learning well in online mode. 15.3% of the respondent were disagree . 42.3% of the respondent choose the disagree option.

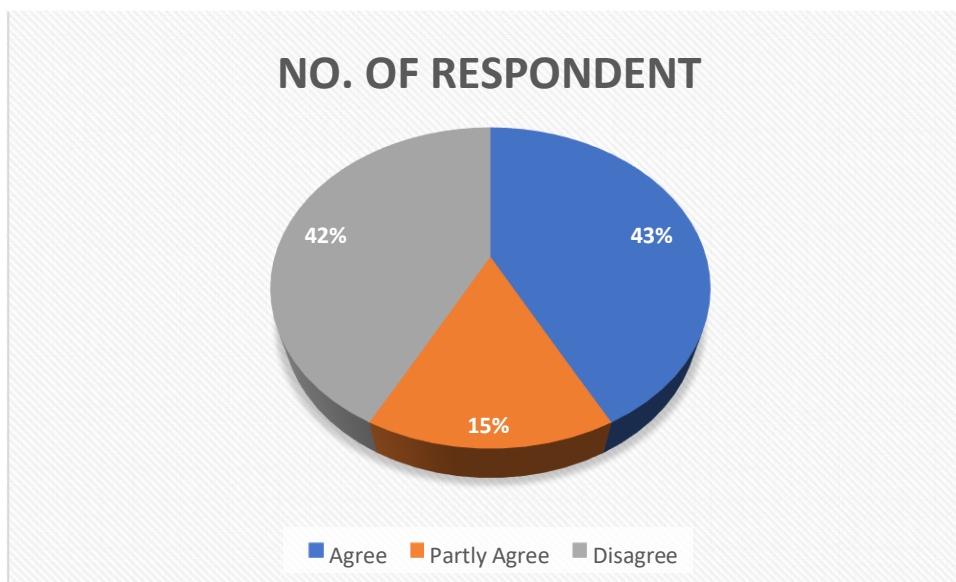


Fig 4.12 Learning well in online rather than offline class

4.1.13 Bought any phone for the sake of online class

Table 4.13

OPTIONS	NO. OF RESPONDENT	PERCENTAGE
Yes	52	53.1
No	30	30.6
Maybe	16	16.3

INTERPRETATION:

From the above we can observe 53.1% of the respondent bought phone for online class. 30.6% of the respondent choose no option. 16.3% of the respondent choose maybe option.

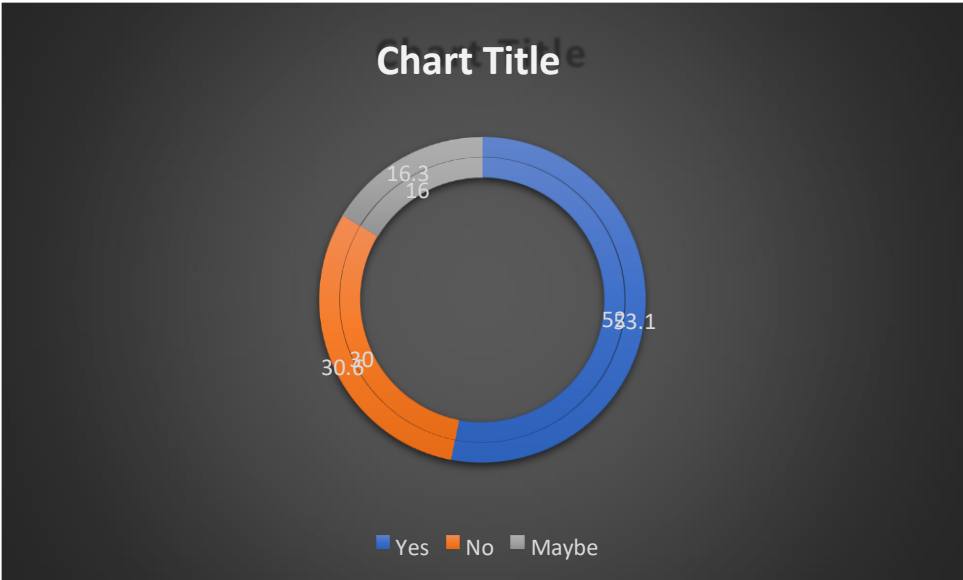


Fig 4.13 Bought any phone for the sake of online class

4.1.14 How many times shifted to find strong network

Table 4.14

OPTIONS	NO. OF RESPONDENT	PERCENTAGE
Rare	13	68.4
Very Rare	3	15.8
Neutral	2	10.5
Often	1	5.3
Very Often	0	0

INTERPRETATION:

From the above table we can observe 68.4 % of the respondents were rarely change the network .15.8% of the respondents were choose very rare option .10.5% of the respondent select neutral. 5.3% of the respondents were often change the network.

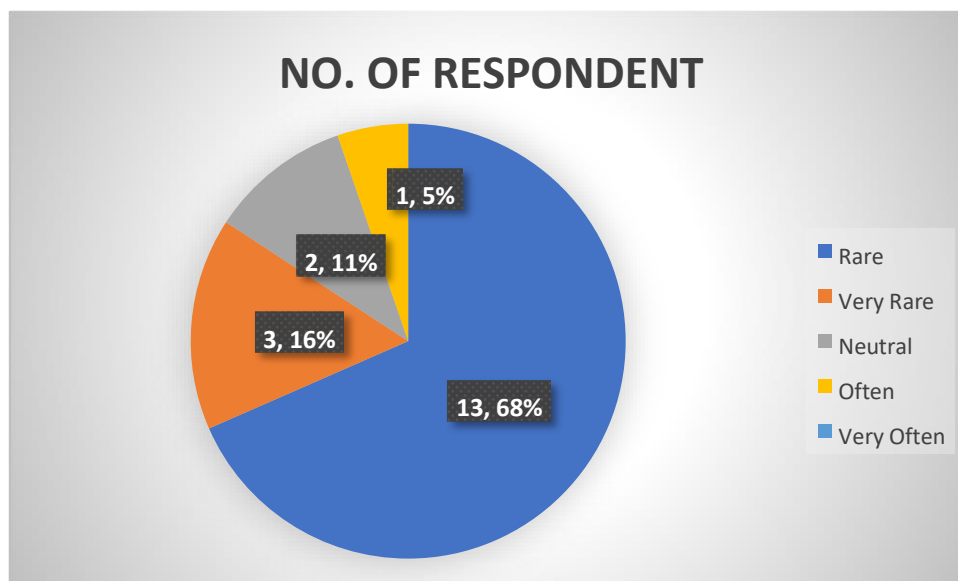


Fig 4.14 How many times shifted to find strong network

4.2 Correlation Analysis

4.2.1 Correlation for distraction in online class

Ho: There is no distraction in online class rather than traditional learning.

H1: There is a distraction in online class rather than traditional learning.

**Table 4.15 Correlation analysis for distraction in
online class**

	online class	offline class
online class	1	
offline class	0.99999998	

INTERPRETATION:

From the testing the correlation we have found out that there is a 0.9999998 correlation between two variable , so reject null hypothesis and accept alternative hypothesis . There is a distraction in online class rather than traditional learning.

4.3 T- test

4.3.1 T- test for health issues

Ho: There is no connection between health issues and online class.

H1: There is a connection between health issues and online class.

**Table 4.16 T-test for connection between health issues
and online class**

Mean	23.5	21.15
Variance	24.5	19.845
Observations	2	2
Pearson Correlation	1	
Hypothesized Mean Difference	0	
Df	1	
t Stat	6.714285714	
P(T<=t) one-tail	0.047061915	

INTERPRETATION:

From the test , the p- value is $p < 0.05$, then we reject the null hypothesis and accept the alternative hypothesis.

CHAPTER-5

FINDINGS, SUGGESTIONS & CONCLUSION

5.1 FINDINGS

From the questionnaires, the following points are found and noted.

- Majority 54.1% of the respondents are female.
- Majority 82% of the respondent is belongs to college Students.
- Majority 57.3% of the respondent are from urban locality.
- Majority 79.3% of the respondents are agree that they have a personal computer.
- Majority 69.4 % of the respondent have good skills to operate e-learning platforms.
- Majority 57.7% of the respondents agree fast internet facility.
- Majority 62.2% of the respondents are willing to spend upto 19 hrs per week for online class
- Majority 45.5% of the respondents are understand the subject through online mode.
- Majority 53.2% of the respondents are clarify their doubts via online.
- Majority 68.5% of the respondents effectively use the search engines.
- Majority 54.1% of the respondents are learn without the friends
- 42.3% of the respondents choose agree and disagree option.
- Majority 57.7% of the respondents having health issues .
- Majority 59.1% of the respondent facing distraction in online class.
- Majority 53.1% of the respondent was bought phone for online class.
- Majority 68.4 % of the respondent choose rare to shift another network.

5.2 SUGGESTIONS

- Depend on the survey some of them are facing difficulties to operate e- learning. So, teachers have to teach about e-learning for the students.
- We have to change all the classes to offline mode to avoid health problems and distraction class.

5.3 CONCLUSION

We all familiar about online class during this pandemic. From, this study we all know how students facing challenges in e- learning during covid- 19 crisis.

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ANNEXURE

QUESTIONNAIRE

1. Name
2. Gender
 - Male
 - Female
3. Education level
 - School
 - College
4. Locality
 - Urban
 - Semi Urban
 - Rural
5. I have a personal computer or smart gadget (laptop, phone, tablet) for online classes
 - Agree
 - Partly agree
 - Disagree

6. I have good enough skills to operate the e-learning platforms

Agree

Partly Agree

Disagree

7. I have an Internet facility with a fast and reliable connection

Agree

Partly Agree

Disagree

8. I am willing to spend 15 to 20 hrs per week for online classes

Agree

Partly Agree

Disagree

9. I can understand the subject through online mode in audio/ video form

Agree

Partly Agree

Disagree

10. I can interact with the teacher via online to clarify my doubt

Agree

Partly Agree

Disagree

11. I can effectively use the search engines (Google, Chrome, etc)

Agree

Partly Agree

Disagree

12. I can learn individual without the support of my fellow friends

Agree

Partly Agree

Disagree

13. I am learning well in online mode rather than traditional classroom teaching

Agree

Partly Agree

Disagree

14. I have health issues (headache, eye problem, fatigue) after attending online classes

Agree

Partly Agree

Disagree

15. Do you face any distraction in online class

Agree

Partly Agree

Disagree

16. Do you bought any phone for the sake of online class

Yes

No

Maybe

17. How many times you have shifted from one to another network to find a strong network for online class ?

Very Rare

Rare

Neutral

Often

Very often