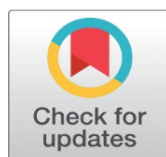# IMPACT OF ONLINE LEARNING AND ACADEMIC ENGAGEMENT OF STUDENTS

Chandra Kant Patwa [1], Dr. Vartika Srivastava [2]

[1] Research Scholar, Amity Institute of Education Amity University, Lucknow Campus, India
[2] Assistant Professor and Guide, Amity Institute of Education Amity University, Lucknow Campus, India

ABSTRACT

In view of the global pandemic COVID-19, online learning was implemented in most education systems around the world. In the current situation, online education was found to be highly effective for students. However, the reality of online education is that it is extremely challenging for students of all other educational institutions including universities. While online education, on the one hand, manages physical distance and time in learning rapidly, on the other hand, it also creates various types of technical and communication related problems. The lesser the physical distance between the teacher and the student, the more is the participation. If proper communication means are used between the teacher and the student in online education, so that the process of learning and teaching can be conducted properly, then the participation of students in the teaching process can be increased. Due to the absence of educational and psychological environment in the process of online learning, many students are only physically present in the class, due to which there are many obstacles in their learning, which affects the participation of students in class teaching.

Keywords: Student Interaction, Online Education, Communication Media, Technical Problems

1. INTRODUCTION

Online education is a seamless instructional delivery process that includes any education that takes place through the Internet. Online teaching enables teachers to communicate with students who may not be able to enrol in traditional classroom courses. The amount of distance education and online degree offerings is growing at a remarkable pace in every subject. The number of schools and institutions offering online education is also increasing. Students pursuing degrees through online methods must be conscientious in ensuring that their coursework is completed through a valuable and certified university. Online education is known to offer the benefit of synergy. Through these communications, sources are shared, and an open rapport is developed through the learning process. When each individual gives a viewpoint or opinion through discussions and comments on others' course work, it benefits the student in improved learning. This unique advantage is manifested in the student-cantered virtual learning environment to which the online learning format alone can contribute. With online classes, we don't need to travel to another city or commute long distances. We can stay where we are and continue our current job while we work towards improving our career with an online degree. Online education also helps digital nomads – someone who Favors a technology-enabled or location-independent lifestyle. We can watch lectures and complete our course wherever we are. Whether we are full-time or part-time online students, the online education experience offers a much more manageable schedule. Online

education has gained immense popularity due to its affordability. The truth is that online courses are more affordable than the courses offered in schools or colleges. While studying in universities we may have to spend some money like transportation, accommodation, and food, online education may not require such expenses. One of the important aspects of online learning is its inherent flexibility, however, there is a catch, the individual must be extremely self-motivated. The best online students develop a variety of approaches to stay up to date on their courses. Things like setting aside time to study each week and creating a workspace with minimal distractions can help tremendously.

The concept of student engagement in the education process is multi-dimensional, meaning that there are different types of student engagement with the teacher in the education process. Behavioural engagement refers to students' academic engagement and involvement in learning activities. It includes things like effort, persistence, attention, asking questions, participation, following rules, and the absence of antisocial behaviour. Teachers are most aware of behavioural involvement and they try to make their students aware of it.

Emotional engagement in educational involvement is another type of engagement that has a significant contribution to the learning process. It reveals students' affective behaviour toward their school, class, classmates, and teachers. It includes students' emotions such as boredom, happiness, sadness, anxiety, sense of belonging, and liking or disliking toward school.

The last type of educational engagement is known as cognitive engagement, which is defined as the strategic investment students make in their learning process. Some scholars describe this type of engagement as a subcomponent of behavioural engagement, but it also includes additional features such as self-reflection, preference for challenge and hard work, going beyond requirements, attempts to master new knowledge and skills, and the use of learning strategies.

Although student participation is found in large quantities in the traditional education system, but whether students are giving their participation in online education in proper amount or not. Because there is a lot of difference in both online and offline education process. Therefore, it is natural to have a difference in the participation of students in both types of education.

2. STUDY OF REVIEWS RELATED LITERATURE

Manwaring, K. C., Larsen, R., Graham, C. R., Henrie, C. R., & Halverson, L.R. (2023) studied student engagement in blended learning using a sample of 68 students enrolled in six blended courses at two universities. In which cross-lagged modelling technique was used to examine the longitudinal relationship between cognitive and emotional engagement. By analysing the data, it was concluded that blended learning courses have a strong positive effect on the cognitive and emotional engagement of students.

Sulistiyono, M. A. S., & Wijaya, A. (2021) studied the effect of the flipped classroom model on students' classroom engagement and writing skills among students of English as a foreign language. The convenient method of sampling was used followed by a quasi-experimental pre-test post-test research design with a control group. The findings of the results obtained concluded that there is a significant difference between the level of participation and academic involvement of students in the flipped classroom method compared to students taught through the traditional method of teaching writing.

Archer-Kuhn, B., Lee, Y., Fennessey, S., & Liu, J. (2020). Inquiry-based learning as a facilitator to student engagement in undergraduate and graduate social work programs. An explanatory mixed method research design was used to collect qualitative and quantitative data. The results confirmed an increase in higher order thinking skills in participants when inquiry-based learning was used as a teaching and learning strategy. In addition, the quantitative results indicated an increase in students' reflective and integrative learning.

Fatawi, I., Degeng, I. N. S., Setyosari, P., Ulfa, S., & Hirashima, T. (2020) studied the "Effects of concept maps as formative assessment of online learning and its impact on student engagement and learning outcomes". A non-equivalent comparison group pretest-post-test design was used for the study. The findings obtained clarified that concept mapping achieved improvements in learning outcomes as well as behavioural, emotional, and cognitive engagement of students.

Havic, T., & Weatgard, E. (2020) conducted their research to study the relationship between students' perceptions of classroom interactions and students' emotional and behavioural engagement. A web-based survey was conducted on a sample of 1769 Norwegian fifth to tenth graders from 100 classrooms and ten schools. Statistical studies used descriptive statistics, confirmatory factor analysis, and multilevel structural equation modelling. The findings showed that students with perceptions of high-quality classroom interactions were more engaged in school and that a teacher's

emotional support had the strongest association at both levels. Additionally, elementary school students were found to be more emotionally engaged than lower secondary school students, and female students were found to be more behaviourally engaged than male students.

Martin, A. J., & Collie, R. J. (2019) studied teacher-student relationships and student engagement at the high school level. The study included 2079 students from 18 high schools in the sample. The findings found a significant linear effect, with an increase in students' positive relationships with teachers predicting more students' school engagement. When the relational balance became predominantly negative, students' engagement was lower but did not decline as the number of negative teacher-student relationships increased, and when the relational balance became predominantly positive, students' engagement was higher and became increasingly more frequent as the number of positive teacher student relationships exceeded the number of negative teacher-student relationships.

Ayciceck, B., &Yanpar Yelken, T. (2018) studied the effect of the flipped classroom model on student classroom engagement in teaching English in the 2016-2017 school years at a secondary school in Hayat city. The researcher applied a pretest/post-test quasi experimental design with a control group. The researcher used the Mann Whitney U test and the Wilcoxon sign test in analysing the quantitative data. The results obtained from the study confirmed that there is a significant difference between the pre-test and post-test scores of the experimental group, while no significant difference was found between the pre-test and post-test scores of the control group.

Frezell, D. (2018) studied the effect of inquiry-based learning on student motivation, engagement, and attitudes in science. Data was collected from a sample of 49 students to complete the research work. The results of the pre-test post-test survey showed that IBL has no effect on student enjoyment and satisfaction in science, and was not found to be statistically significant on positively affecting student achievement through positive feedback or improved academic performance.

3. STUDENT ENGAGEMENT IN ONLINE LEARNING

With teaching-learning getting digitized, there are a lot of digital tools available to help teachers manage their classes, courses, academics, etc. No matter how digital the classroom becomes, a class can be conducted properly only when it is possible to ensure student participation during classroom teaching.

Student engagement should start with involving students in the class and making them a part of the class. Usually, student participation starts and ends with raising hands, asking questions, or making eye contact with the teacher. But feedback from teachers across the world and findings from serious research studies conducted have shown student participation to be much more than this. As much as it is about students' active participation in the class, participation is also about self-directed learning behaviour and active preparation for the class. But what most worries a teacher is how to interact with students and ensure their participation inside the classroom.

But when the teaching process goes online, there are changes in teaching strategies. Due to which it cannot be said that the students who perform well in offline class will also do well in online class. Because the environment of online class, teaching style, way of interaction between students and teachers and emotional bonding between students and teachers is different. Which affects student participation during class teaching.

4. EFFECT OF ONLINE LEARNING ON STUDENT

Online education started with technological development. But during the Corona epidemic, its development has been very rapid and its reach to the masses has been ensured. Today online education is being given priority in most schools. With the advent of online education, the mental and physical health of children has almost stopped. The child does not only go to school to study but he also learns various social qualities along with discipline from his teachers. Most of the students consider one or the other teacher as an ideal and want to learn to behave like them. But online education has had the greatest impact on it.

Due to the Corona epidemic, the influence of online education has increased from play group to higher level education. Teens between the ages of four to seventeen-eighteen have been affected the most by online education. This is the age of children to learn something. Online education is forcing the current generation to face mental stress as a punishment. Because on one hand, children are using computers and mobiles a lot throughout the day, on the other hand, after the end of studies, children are playing games and using other unnecessary websites, parents are not even aware

of this. Due to which a mental disorder is taking birth in children, due to which children are less interested in studies and more in these things.

The physical development of children has stopped due to the advent of online education. Earlier, after studying, children used to play various games with their friends in the field, children used to sit together and exchange their ideas with each other, used to display their creative powers through the construction and work of various objects. They used to live close to the outside world and nature. But online education has taken away all this from children.

5. PROBLEMS IN THE PATH OF ONLINE LEARNING

The problems in the path of online education are as follows -

- **Lack of face-to-face interaction**

The biggest problem of online learning is that teachers and students do not get a chance to interact face-to-face. Because physical presence in the classroom satisfies the need for non-verbal cues and immediate feedback which makes the learning experience more enjoyable.

- **Limited sociality**

Online learning also has a great impact on the social development of students. During education, the personal schedule of students, meeting peers on campus and casual meetings with classmates help in increasing the social circle.

- **Lack of nonverbal communication**

Non-verbal communication is very important in the education process. Because the teacher's gestures, facial expressions and body language signals help students understand the messages at a different level. In online learning, we depend more on written or verbal communication, which mostly lacks non-verbal cues.

- **Feeling of isolation**

The process of online learning is almost always done in solitude. Due to which the virtual nature of online education keeps students away from contact with other classmates. The lack of physical presence of students and limited social interaction make the learning experience feel lonely.

- **Lack of self-motivation and discipline**

Online education is not for students who are not self-motivated. It requires self-motivation and discipline. The structure and accountability of the traditional classroom motivate and discipline students. But in online education, due to lack of supervision over students, there is a lack of self-motivation and discipline in them, which adversely affects their learning.

- **Lack of reliable internet and technology**

To make the process of online learning interesting and successful, a reliable internet connection and compatible devices are required. But even after so much technological development, it is true that not all students have access to reliable internet or the latest gadgets, which affects their learning.

- **Dependence on digital platforms**

Online education relies heavily on digital platforms and learning management systems. These are like your assistants, delivering content, course material and assessments right to your virtual doorstep. But when these platforms are out of order, technical difficulties or system failures can temporarily restrict access to essential resources.

- **Limited practical experience**

Not all learning can be done through a screen. Some subjects thrive on practical experience and hands-on skill development. It can be challenging to replicate prior experiences in an online learning environment for subjects like healthcare, laboratory science or the arts.

6. TIPS TO IMPROVE STUDENT ENGAGEMENT IN ONLINE LEARNING:

- **Preparing students for the online learning experience**

Students who regularly attend offline classes may take some time to adjust to the pace and atmosphere of an online classroom. As a teacher, you can help them by giving them a little introduction to the online learning environment.

- **Review learning outcomes frequently**

The purpose of each classroom activity should be explained to students and linked to learning outcomes. Thus if students know why they are doing an activity and how it will impact them, they will be more likely to engage and complete the task.

- **Organize lectures and learning materials**

Students should have access to the necessary resources without much effort. For example, course materials should be organized and available from a single access point. This gives students organization and clarity throughout the course.

- **Increase teacher engagement**

Build relationships with students in the classroom and try to interact with them more often than in the physical environment. Take special note of student suggestions and feedback. Organize lively discussions using discussion forums and debates to boost morale and transfer information from student to student.

- **Respect teachers.**

A study found that when an online course includes an online community component, students are five times more likely to participate and 16 times more likely to complete the course. Engagement increases when students feel they 'belong' and 'part of something' with like-minded people.

- **Give and take regular feedback**

Feedback measures how well students connect with the teacher and the class. Regular feedback on their performance and achievement of learning objectives develops their engagement with the class. Discussion forums and prompt responses to e-mail queries help motivate students to pursue further activity.

7. CONCLUSION

Online learning is associated with flexibility, convenience and unlimited opportunities, but it also comes with many challenges. Online education gives you the power to take control of your learning, freedom to pursue your dreams while balancing the many demands of work, family and life. With the right mindset, self-discipline and support system, anyone can join a virtual classroom. But limited features, lack of practical knowledge, lack of digital resources, large physical distance between teacher and student, arbitrary behaviour of teachers and isolation of students greatly impact student participation.

CONFLICT OF INTERESTS

None.

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