Quest Journals Journal of Research in Humanities and Social Science Volume 11 ~ Issue 3 (2023) pp: 91-95 ISSN(Online):2321-9467

ISSN(Online):2321-946 www.questjournals.org



Research Paper

The Impact of Online Learning and How It Is Perceived By Present 'Z' Generation

Ms Diksha

Master of Science in Chemistry, School of Advanced Sciences Vellore Institute of Technology, Vellore-632 014, Tamilnadu, India

Prof. G. Anburaj

Assistant Professor of English, School of Social Sciences and Languages Vellore Institute of Technology, Vellore-632 014, Tamilnadu, India

Prof R Venkateshwaran

Assistant Professor of English, St. John's College, Palayamkottai, Tirunelveli-627002

Abstract

Physical classroom learning is no longer applicable to today's younger generation (Generation Y). The Internet and distance learning, commonly known as online education, play an important role in the country's education system. There is no denying that online education offers many benefits to young learners. Various forms of online education are steadily increasing around the world due to the convergence of new technologies, the global adoption of the internet and the growing demand for a regularly trained workforce for the ever-evolving digital economy. Online education will go mainstream by 2025 However; online education also has many downsides. Limited collaborative learning, time and effort are many of the negative effects of online education. This study is regarding how today generation perceives online education and its impacts.

Keywords: Online, Learning, Education, Generation, Pandemic

Received 22 Feb., 2023; Revised 03 Mar., 2023; Accepted 05 Mar., 2023 © The author(s) 2023. Published with open access at www.questjournals.org

I. Introduction

The era of online learning has begun and is keeping its footsteps extensively in the present year. The need of online learning was always there so that people who live in places with less premium education facilities can also have access to quality education, hence online learning was into play but it was during the pandemic time that it vigorously made its spot in almost every household. Online learning was a need of pandemic but it is in continuation in many places till now. This report deals with how today's generation perceive online education in terms of their attitude in online class, health problems, distractions if any, problems that might be associated with online learning and they feel the need that traditional way of learning is the one they would prefer based on the survey we did we will be coming to such conclusions how today's generation perceives online learning and analyse the results of survey to get a clear perspective about E learning from the population that is the main centre for this study to happen.

Problem statement

With the advent of technology, the number of students and the number of departments in educational institutions is steadily increasing, making it cumbersome to exchange teaching materials between students and departments. Online learning is taking courses online rather than in a physical classroom. If you have a tight schedule, prefer to study at your own pace, or live far from campus, online learning may be for you. Online learning offers the ultimate freedom to organize research based on personal and professional commitment. On Contrary it can lead to complacency and a false sense of security when proper dedication and time are not devoted to serious research. It can lead to feelings. It proved to be one of the saviours for people's education in the time of pandemic. This study aims to get the perspective of today's generation regarding online learning. It

also covers what are the impacts they have faced because of recent shift towards online learning than the traditional method. Hence this study basically aims to get a clear picture of how online Learning is perceived among people these days.

Research gap

Since Online learning has prevailed its footsteps in current years only so not much is there in the previous years. The latest study on the impact of modern technology on education was conducted in May 2022 and focuses primarily on the positive impact of technology on education. In general, the downsides of technology in education are less significant. The fact that this research is being done by students, not researchers, is an important part of it. This means that the analysis of results is not only honest and unbiased, but also easy to understand. Hence there seems no research gap in our study, which gives us an insight that the data available is fresh and authentic aiming to make our study authentic. With more amount of work done in this field at the current it is not expected to have research gap as such

II. Result Analysis

It is quite clear that maximum population feels normal which means they are okay with it as they were with traditional method of learning. It also gives us an insight that a lot of population is lethargic. We might also get the idea that our selected sample of population understands normalized amount in Online mode. This way we are getting deeper insights about our selected batch of population and how they perceive online learning. It also tells us about some of the factors that might have led to the respective attitude of the sample population about online learning. The factors could be external or internal depending on the portion of the sample one describes. Hence, we get the clear briefing about the results in a simplified manner

It means most of them are having concentration. The percentage they do not understand might be because of external factors. The factor could be connectivity issues or some disturbances. Other plausible reasons in this regard can be lack of concentration and no direct interaction. As a part of this research, we have to know about why and what are the reasons behind this decline in understanding in online mode. It is also observed that a portion of our sample population is able to get more than 85% which means solutions can be find to this problem. Sofurther we also need to get a solution to how to optimise the problem.

We get to know thatour sample population are facing major problems, suffering with connectivity issues and other are facing the challenge to manage external distractions and one to one interaction also seems to be a problem for many. This tells us that managing distractions is one problem that is mutual among a large part of the population. Following behind this the other factor is connectivity issues which also holds a similar percentage and is another factor troubling our sample population. Next in the race comes the factor when there is no one to one interaction and it also leads to a situation where the student teacher bond and the bond among the fellow classmates in not cultivated and hence the people losing on one of the major aspects of Co Learning. Flexibility is the factor very less portion of people are having problem with but it holds a certain percentage. Hence, we can come to conclusion about each factor depending on the sub population.

Our population has used all the platforms. This is very much confirmed by the graphical analysis. Most of them have the skills to use and are adapted to all kinds of platforms. But each sub population has preferred one platform over the other based on the fact they are most comfortable with whichever platform. The maximum portion of our population thinks google meet as the most comfortable tool for their E learning. Followed bygoogle meet MS Team is the one platform a lot of our sample population is using. This tells us that they are equally adapted to MS Teams as they are with google meet. Zoom and other platforms are used among population but are not preferred to that extent. This is the whole overview about which platforms are preferred among our population.

A huge chunk of our population has the perception that the major limitation to E- Learning is that they are not getting the practical experience. This is because today's generation is more focussed on rote learning. They are not analysing the facts. This has not only hampered their critical thinking skills but also writingskills. Another big portion thinks no direct interaction is other limitation. From this we are very clear with the fact that eye strain is the health problem most of our sample population faces. The reason behind this is because of the increased screen timing. Most of these gadgets have led to eye problems major one being weakening of the eye sight. Apart from this there are also other health problems which are associated with online learning directly or indirectly. The fact that students have this leverage that they can be in any environment leads to the situation where they prefer attending classes while being in bed. These things lead to health problems like back pain and distorted posture. These are one of the most common problems identified in the current generation.

It is clearly observed that a lot of sub population has different opinions about the connectivity issues they are facing. Most of the sample population faces the connectivity issues frequently. This depicts that most of them are either living in zones where demographic factors do not support the internet facilities or some rural places where internet facilities have not reached properly. Many of them also have this opinion that they never

really face such problems. The other lot having contrary opinion that they face issues to certain extent. So we can get this interpretation of the graph that this is mostly dependent on what are the demographic factors that might have affected the each of the sample population connectivity problems. This graphical representation clearly depicts that a majority of our sample population prefers the usage of smart phone and laptop over other gadgets. This again gives us the clear picture that it is directly linked to adaptability towards the gadgets. Most of the sample population is only familiar with Smart phones and hence the higher percentage. The other reason could be the easy to carry smart phones over any laptop or tablets. The reason for laptop being second most voted is again the adaptability factor and the other one being the familiarity and not too much stress on eyes and a wider view of screen during the online learning. Hence these factors easily conclude the fact that why one gadget is preferred over the other in one way or other.

This graph gives us a clear picture that disturbances are the one major problem most of our sample population faces. The reason behind this maybe because the extensive footsteps of Online Learning were in pandemic only. Since everyone was at home so disturbances were kind of obvious to be experienced by everyone. The other major shareholder being the point of getting a WIFI connection which is actually a big problem as everyone might not have the means to afford a WIFI connection. Some of them might not be able to have it because of demographic factors. Personal space and gadgets unavailability were other factors that had a say in this interpretation of the problem one has faced in regard to online learning in pandemic. Every virtue comes with a vice so it is kind of obvious that there will be pros and cons to Online learning also. This also results in different sets of our sample population having different views about how they perceive online learning. A major section of it thinks that it is moderately a bane. This depicts the fact they enjoy the benefits of Online learning but can not ignore the cons that tag along. Some of also have the opinion that it is a total bane which is not a considerable amount. Others have affirmative opinion on this also and they think of it as total boon. Remaining population thinks it is moderately boon. It means they think there are more pros to it than the cons.

III. Discussion On Results

The above results clearly tell us how today's generation has the perception of online learning and how this new faceted technique is impacting their lives and that for a matter of fact is sort of a mixed opinion some people think that it is good in terms of when they have to access some online courses from foreign universities. The student's own subjective experience should be used as the basis for answering the survey questions. After analysing the results, we can conclude that most students are dissatisfied with the latest technology used in the teaching and learning process, which they feel is having a negative impact on the education sector. The use of technology in the educational process can only be successful if used wisely and appropriately given its shortcomings. Regardless, modern technology used in the classroom bridges the gap between teaching and learning processes, but also impacts health, overall growth, and personality, making comparisons with traditional teaching methods difficult. cannot. It's a wonderful way of having quality education in your hands anytime, anywhere but still it is not as par with the traditional method of learning and it comes with some health issues mental and physical both. These results would work as a base for future generations to base their work on and will also work as a literature review for any work that is to be carried in future in this objective.

Unexpected findings

It was amazing to find that very few students faced stress issues. Also, many students do not face problems such as lack of practical ability, inability to complete assignments, etc. Unlike traditional courses of study, you can choose the course schedule and determine course continuity. There is no financial burden for users to familiarize themselves with the subjects they want to study. Online learning is therefore not only an interactive and interesting bridge for education. This shows that students are coping with the technology used in the classroom. This is a very fortunate and reassuring aspect that has become known. And few professors are new to the technology used in teaching. This shows that professors do their best to learn the art of teaching students in an interactive way. However, it is worrisome that some students spend more than 12 hours on the Internet. This way they waste precious time which could have been saved in the traditional method of teaching. These unexpected findings are supposed to be taken into consideration in the further research any researcher continues in future and try to optimise the problem and this way these unexpected findings can be eliminated from future works done in this field.

Scope for further research

Online learning is new in the market hence not much work has been done in this field. It also brings the possibilities of further research to happen. This is a growing market and E-learning has quickly replaced physical classrooms as demand for distance learning increases during the pandemic. This project not only makes it easier for students to take notes, but it also helps reduce the burden on universities. Students and colleges alike spend a

lot of money on avoidable printing costs. Since the main goal of e-learning is to help students overcome traditional learning methods and become familiar with the Internet where notes for each subject are readily available, there is a lot of scope for research in this growing field. Even as students return to schools and colleges, e-learning continues to be a place of education. According to the latest research report, the demand by size and share of the global e-learning market is expected to reach US\$374.3 billion by 2026 from US\$144 billion in 2019, with a compound annual growth rate (CAGR) of is 14. 6% and the scope to do further research in coming times continue.

IV. Conclusion

So based on our results of the survey and the analysis made on each question gives us a conclusion that today's generation perceive online education as an important tool. One of the main advantages of online learning is that students can study at their own comfort. For a long time, students had to step out of their comfort zones and join their teachers. This change in environment leads to a lack of concentration in students. Students are unable to concentrate excessively, affecting sleep cycles, health problems, and overall development. Need to get more training. There are several steps you can take to manage this situation. Schools/universities need to focus more on traditional learning methods. They should allow learners to monitor them with screen time. When an educator uses a PPT, it should be presented in an effective way so that students can perceive the topic from different angles. Following these suggestions will ensure that modern technology and education go hand in hand, helping the education sector thrive. In contrast, e-learning allows students to choose the learning environment that best suits them, thus improving comprehension. As a result, students enjoy the learning process compared to traditional classroom learning. It worked as a saviour in the pandemic which had them going with their studies without any break but at the same time has some issues also like screen time increases, connectivity issues are there, less practical exposure as in laboratories and many more stuff like that. As we know "Every coin has 2 sides "and that "Every virtue comes with a vice", Online learning is perceived as an advantage in aspects when talked about flexible learning and a negative thing when talked in terms of not getting practical experience, eye strain and other factors.

References

- [1]. Assessment of Student Achievement By Gavin T.L. Brown
- [2]. Budhair, S.S. &Skipwith, K. (2017) Best Practices in Engaging OnlineLearners Through Active and Experiential Learning Strategies
- [3]. Biggs, J. B., & Tang, C. S. (2007). Teaching for quality learning at university: What the student does. Maidenhead: McGraw-Hill/Society for Research into Higher Education & Open University Press.
- [4]. Brown, A., & Green, T. D. (2016). The essentials of instructional design: Connecting fundamental principles with process and practice. New York: Routledge.
- [5]. Bullen, M., & Janes D. P. (2007). Making the transition to e-learning: Strategies and issues. Hershey, PA: Information Science Pub.
- [6]. Conole, G., & Oliver, M. (2006). Contemporary perspectives in e-learning research: Themes, methods and impact on practice. Hoboken: Taylor & Francis Ltd.
- [7]. Dirksen, J. (2012). Design for how people learn. Berkeley, CA: New Riders.
- [8]. Dron, J. (2007). Control and constraint in e-learning: Choosing when to choose. Hershey, PA: Idea Group Pub.
- [9]. Fraser, K. (2014). The future of learning and teaching in next generation learning spaces. Bradford: Emerald Group Publishing Limited.
- [10]. Gee, J. P. (2007). What video games have to teach us about learning and literacy. New York: Palgrave Macmillan.
- [11]. Hew, K. F., & Cheung, W. S. (2012). Student participation in online discussions: Challenges, solutions, and future research. New York: Springer.
- [12]. Inoue, Y. (2007). Online education for lifelong learning. Hershey, PA: Information Science Pub.
- [13]. Kirsch, B. A. (2014). Games in libraries: Essays on using play to connect and instruct. Jefferson, North Carolina: McFarland & Company, Inc.
- [14]. McGonigal, J. (2012). Reality is broken: Why games make us better and how they can change the world. London: Vintage.
- [15]. McPherson, M., &Nunes, M. B. (2004). Developing innovation in online learning: An action research framework. London: RoutledgeFalmer.
- [16]. Muilenburg, L. Y., & Berge, Z. L. (2016). Digital badges in education: Trends, issues, and cases. New York: Routledge, Taylor & Francis.
- [17]. Pagowsky, N., & McElroy, K. (2016). Critical library pedagogy handbook: Lesson plans. Chicago: ACRL.
- [18]. Papert, S. (1980). Mindstorms: Children, computers, and powerful ideas. New York: Basic Books.
- [19]. Reiners, T. and L. C. Wood (2015). Gamification in education and business. Cham: Springer International Publishing.
- [20]. Salmon, G. (2013). E-tivities: The key to active online learning. Taylor & Francis.
- [21]. Salter, D. J., & Prosser, M. (2013). Cases on quality teaching practices in higher education. Hershey PA: Information Science Reference
- [22]. Shank, J. D. (2014). Interactive open educational resources: A guide to finding, choosing, and using what's out there to transform college teaching. San Francisco: Jossey-Bass.
- [23]. Vygotskiĭ, L. S., Hanfmann, E., Vakar, G., &Kozulin, A. (2012). Thought and language. Cambridge, Mass: MIT Press.
- [24]. Wankel, C. & Blessinger, P. (2013). Increasing student engagement and retention in e-learning environments: Web 2.0 and blended learning technologies. Bingley, England: Emerald Group Publishing.
- [25]. Wiley, D. A. (2000). The Instructional Use of Learning Objects: Online Version.

- [26]. Learning in the Digital Age, Asino, Bayeck, Brown, Francis, Kolski, Essmiller, Green, Lewis, McCabe, Shikongo, Wise, and Fulgencio, Oklahoma State University
- [27]. The Asynchronous Cookbook, Office of Digital Learning & Inquiry, Middlebury College
- [28]. Goldstein, Irene Saunders. What You Need To Know About Youth Violence Prevention. Rockville, MD: Substance Abuse and Mental Health Services Administration, 2002.
- [29]. Greenbaum, Stuart; Turner, Brenda; and Stephens, Ronald D. Set Straight On Bullies. Malibu, CA: National School Safety Center, 1989.
- [30]. Horne, Arthur M.; Bartolomucci, Christi; and Newman-Carlson, Dawn. Bully Busters: A Teacher's Manual for Helping Bullies, Victims, and Bystanders (Grades K-5). Champaign, IL: Research Press, 2003.
- [31]. Hostile Hallways: The AAUW Survey on Sexual Harassment in America's Schools. Washington, DC: American Association of University Women Educational Foundation, 1993.
- [32]. Hostile Hallways: Bullying, Teasing and Sexual Harassment in School. Washington, DC: American Association of University Women Educational Foundation, 2001.
- [33]. Hoover, John H. and Oliver, Ronald The Bullying Prevention Handbook: A Guide for Principals, Teachers, and Counselors. Bloomington, IN: National Educational Service, 1996.
- [34]. Hoover, John H. and Olsen, Glenn W. Teasing and Harassment: The Frames and Scripts Approach for Teachers and Parents. Bloomington, IN: National Educational Service, 2001.
- [35]. Juvonen, Jaana, and Graham, Sandra, eds. Peer Harassment in School. New York: The Guilford Press, 2001.
- [36]. Kalman, Izzy. Bullies to Buddies: How to Turn Your Enemies Into Friends. The Wisdom Press. 2005.
- [37]. Kellner, Millicent. In Control: A Skill-Building Program for Teaching Young Adolescents to Manage Anger. Research Press. 2001.
- [38]. Kellner, Millicent. Staying in Control: Anger Management Skills for Parents of Young Adolescents.Research Press. 2003.
- [39]. Kim, Bob and Logan, Judy. "Let's Get Real" Curriculum Guide Lessons & Activities to Address Name-Calling & Bullying. San Francisco, CA: The Respect for All Project, 2004. Kolwalski, Limber and Agatston. Cyberbullying.
- [40]. Kupersmidt, Janis B., and Dodge, Kenneth A., eds. Children's Peer Relations. Washington, DC: American Psychological Association, 2004.
- [41]. Lamb, Sharon, EdD. The Secret Lives of Girls. New York: The Free Press, 2001.
- [42]. Lavoie, Richard Learning Disabilities and Discipline with Richard Lavoie: When the Chips Are Down. Washington, DC: The Learning Disabilities Project at WETA, 1996.
- [43]. Lavoie, Richard. Learning Disabilities and Social Skills with Richard Lavoie: Last One Picked...First One Picked On. Washington, DC: The Learning Disabilities Project at WETA, 1994.
- [44]. Lavoie, Richard. It's So Much Work to Be Your Friend. Touchstone Simon and Schuster. 2005.
- [45]. Lee, Chris. Preventing Bullying In Schools: A Guide for Teachers and Other Professionals. London: Paul Chapman Publishing, 2004.
- [46]. Lefkowitz, Bernard. Our Guys: The Glen Ridge Rape And The Secret Life Of The Perfect Suburb. New York: Vintage Books, 1997.
- [47]. Letson, Tom. 4 Downs to Anger Control. Freehold, NJ: Finish Line Press, 1998.
- [48]. Lipkins, Susan. Preventing Hazing. Jossey-Bass, 2006.
- [49]. Marzano, Robert J. What Works in Schools: Translating Research into Action. Alexandria, VA: Association for Supervision and Curriculum Development, 2003.
- [50]. Marx, Jeffrey. Season of Life: A football star, a boy, a journey to manhood. New York: Simon & Schuster, 2003.
- [5]. McCain, Becky Ray. Nobody Knew What To Do: A Story About Bullying. Morton Grove, IL: Albert Whitman & Company, 2001.
- [52]. McCoy, Elin. What To Do... When Kids Are Mean To Your Child. Pleasantville, NY: The Reader's Digest Association, Inc., 1997.
- [53]. McLeod Humphrey, Sandra. Hot Issues, Cool Choices: Facing Bullies, Peer Pressure, Popularity and Put-Downs. Prometheus Books. 2007.
- [54]. McNamara, Barry E., EdD, and McNamara, Francine J., MSW, CSW. Keys To Dealing With Bullies. Hauppauge, NY: Barron's Educational Series, Inc., 1997.
- [55]. Moss, Peggy. Say Something. Gardiner, ME: Tilbury House Publishers, 2004.
- [56]. New Jersey State Bar Foundation. Conflict Resolution and Peer Mediation Guide. New Brunswick, NJ: New Jersey State Bar Foundation.
- [57]. Newman-Carlson, Dawn; Horne, Arthur M.; and Bartolomucci, Christi L. Bully Busters A Teacher's Manual for Helping Bullies, Victims, and Bystanders (Grades 6 8). Champaign, IL: Research Press, 2000.
- [58]. Nuwer, Hank. High School Hazing: When Rites Become Wrongs. New York, Franklin Watts, 2000.
- [59]. Nuwer, Hank, ed. The Hazing Reader. Bloomington, IN: Indiana University Press, 2004.
- [60]. Nuwer, Hank. Wrongs Of Passage: Fraternities, Sororities, Hazing, and Binge Drinking. Bloomington, IN: Indiana University Press, 1999.
- [61]. Olweus, Dan. Bullying at School: What we know and what we can do. Malden, MA: Blackwell Publishers Inc., 1993.
- [62]. method we have today for addressing bullying in schools.
- [63]. Olweus, Dan; Limber, Sue. Blueprints for Violence Prevention: Bullying PreventionProgram. Center for the Study and Prevention of Violence, Institute of Behavioral Science, Regents of the University of Colorado, 2000.
- [64]. Paley, Vivian Gussin. You Can't Say You Can't Play. Cambridge, MA: Harvard University. Press, 1992.