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The Impact Of E-Learning On Students' Life: A Study Of Jalandhar City

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Abstract: This paper synthesizes the findings of a survey-based study that investigated the impact of e-learning on students in Jalandhar, Punjab, India. The study, conducted on a sample of 100 respondents, aimed to assess students' behavior, technical knowledge, health issues and the perceived future role of E-learning. The results confirm that E-learning offers significant flexibility but is concurrently associated with health issues and technical challenges, leading to a mixed perception of its long-term viability.

Index Terms- E-learning, online classes, internet, digital tools, mental health, future, technical challenges.

I. INTRODUCTION

Online learning is booming in current times. All around the world, educational institutions are looking toward online learning platforms to continue with the process of educating students. Today, digital learning has emerged as a necessary resource for students and schools all over the world. For many educational institutes, this is an entirely new way of education that they have had to adopt. Online learning is now applicable not just to learn academics but it also extends to learning extracurricular activities for students as well. In recent months, the demand for online learning has risen significantly, and it will continue doing so in the future.

As with most teaching methods, online learning also has its own set of positives and negatives. Decoding and understanding these positives and negatives will help institutes in creating strategies for more efficiently delivering the lessons, ensuring an uninterrupted learning journey for students.

II. SIGNIFICANCE OF THE STUDY

In this research, the researcher has tried to find out about the impact of online study on students' life. Virtual study might be relatively a new concept in India, but we are experiencing a new trend of the blended learning model gaining popularity. We have to acknowledge that virtual study is not just about taking a lesson through a video conferencing tolls it involves more than that.

How It All Began

Though there are numerous examples of the usage of machines and tools in education throughout history, e-learning in the modern sense of the term is a relatively new concept. Slide projectors and television-based classes have been in use since the **1950s.** However, one of the first instances of online learning in the world can be traced back to **1960**, at the University of Illinois, USA. Though the internet wasn't invented back then, students began learning from computer terminals that were interlinked to form a network.

The first-ever completely online course was offered in **1984** by the University of Toronto. In **1986,** the Electronic University Network was established for being used in DOS and Commodore 64 computers.

The Open University in Britain was one of the first universities in the world to begin online distance learning, in the early **1990s.** Currently, the Indira Gandhi National Open University in India is the largest university in the world with around 4 million students enrolled, most of whom currently receive education via online methods.

III. Objectives of the study

- To study the behavior of students while they attend online classes.
- To find the technical knowledge.
- To find the health issues while online classes.
- To recover user accessibility and time flexibility to connect with learners in the learning process via online education
- To retain existing technology hardware, software and network infrastructure so that it is dependably available for providing online education

IV. Hypotheses of the study

From the objective of the study the following Hypotheses were formed.

H01: There is a flexibility in e-learning.

H02: Virtual study directly affects the students' health.

H03: E-learning will play a significant role in the future.

V. Methodology

The study employed a survey research design, collecting data from 100 respondents in Jalandhar. The population primarily consisted of students aged 15-25 (93% of respondents), with a majority being undergraduate students (80%). Data was collected using a structured questionnaire. The findings were analyzed to interpret the responses across ten key questions related to the impact of online study.

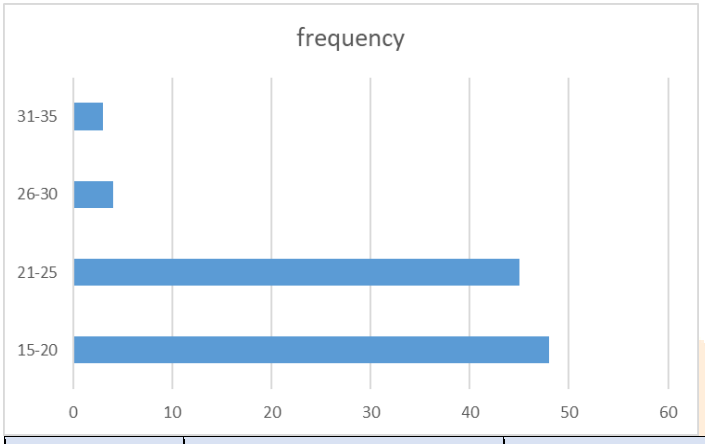
VI. Review of Literature

According to Tagreed Kathoua, Prof. Musa Al-Lozi, Dr. Aladin Alrawwad in their study, 'What kind of impact does students faces in E-Learning study as compare to class lectures", they critically reviewed the literature related to e-learning systems and identified some of the most influential factors used in the field of information systems research. This paper had an insight on the origins, characteristics as well as the limitations, weaknesses and strengths of E-Learning systems. Student variables, such as behaviors and attitudes, cultural backgrounds and other demographic characteristics are important variables that influence student learning, especially in a collaborative e-learning environment. According to Singh & Thurman, 2019 in his journal

Online learning can be termed as a tool that can make the teaching– learning process more student-centered, more innovative, and even more flexible. Online learning is defined as "learning experiences in synchronous or asynchronous environments using different devices (e.g., mobile phones, laptops, etc.) with internet access. In these environments, students can be anywhere (independent) to learn and interact with instructors and other students".

2.1 Data Analysis

• AGE



Serial no.	Class-interval (age)	Frequency
1	15-20	48
2	21-25	45
3	26-30	4
4	31-35	3
	Total	100

Figure 5.1- Representation of respondent's gender in a bar chart

Table 5.1- Representation of respondent's age

Respondent are between 15 to 35 years, out of which class of 15-20 is highest in number that is 48. Second major class interval is 21-25 with 45 respondents. The remaining classes of 26-30, and 31-35 have 4 & 3 respondents respectively.

2.2 GENDER

Count of GENDER

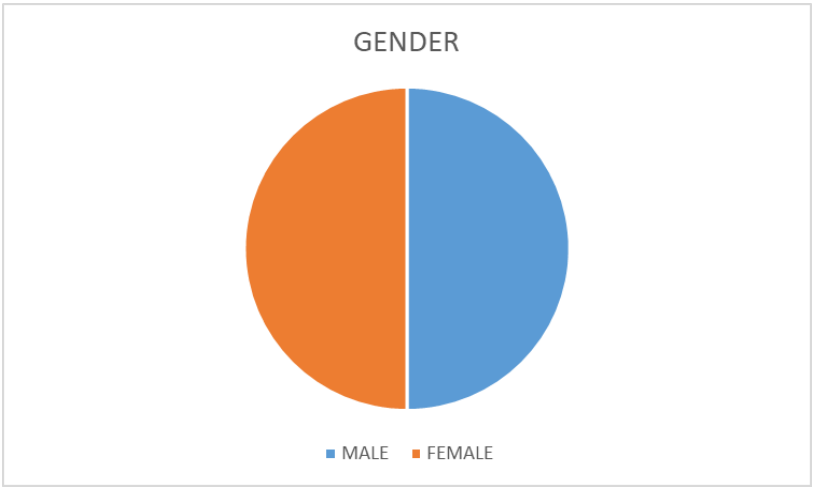


Figure 5.2- Representation of respondent's gender in a pie chart

Serial no.	GENDER	Percentage
1	Yes	50%
2	No	50%

Table 5.2- Representation of respondent's gender

Out of 100 respondents there is an equal ratio of male and female participate that is 1:1 in percentage, male participate are (50percent) of 100 respondents and female participate are also equal to male percentage i.e. (50percent).

2.3 Qualification

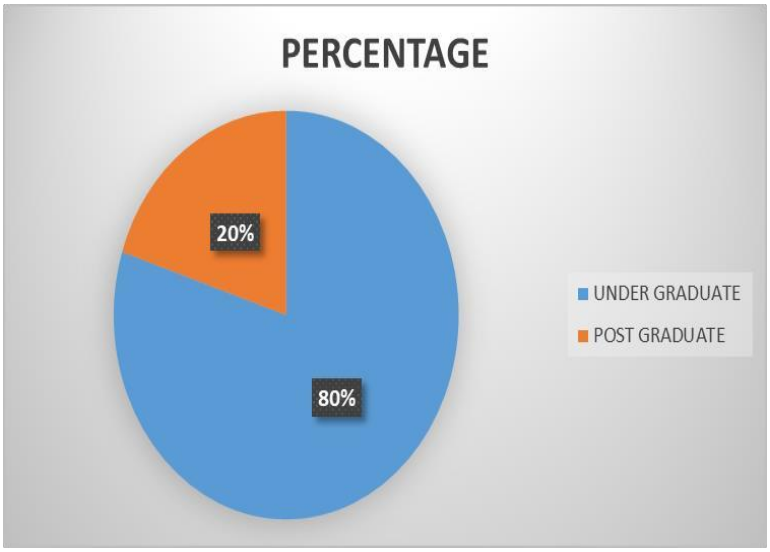


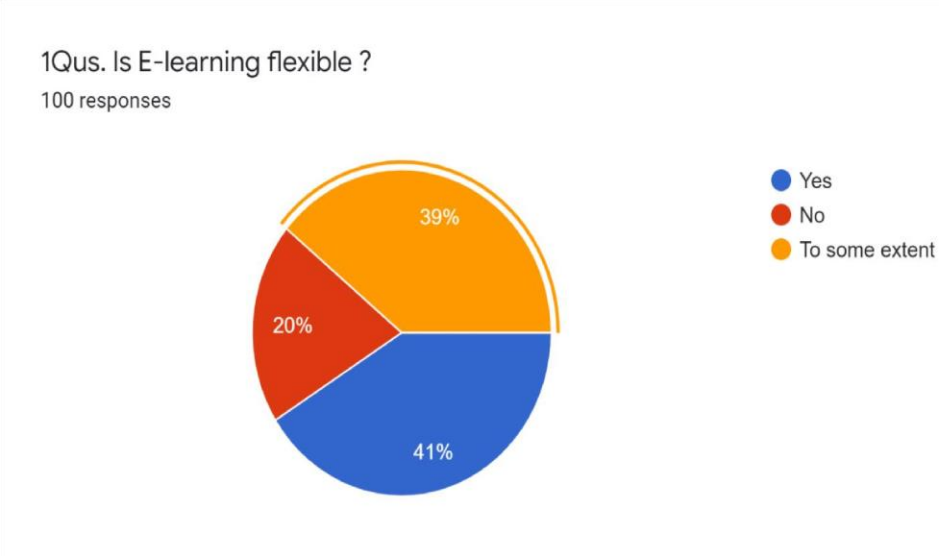
Figure 5.3- Representation of respondent's qualification in a pie chart

Serial no.	Qualification	Percentage
1	Under Graduate	80%
2	Post Graduate	20%

Table 5.3- Representation of respondent's qualification

The majority of participants (80 percent) were under graduate and (20 percent) were post graduate.

Figure 5.4- Representation of responses to the first question in a pie chart

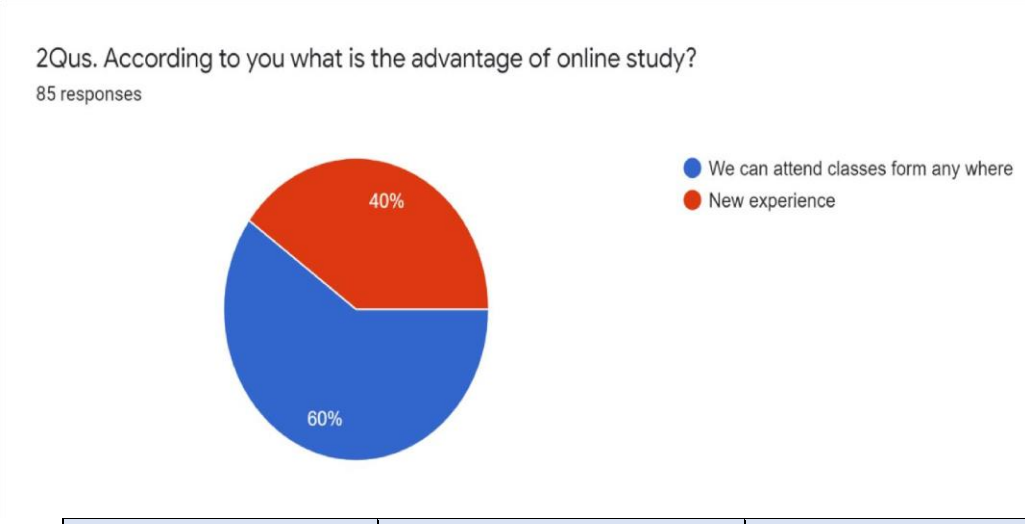


Serial no.	Option	Percentage
1	Yes	41%
2	No	20%
3	To some extent	39%
	Total	100%

Table 5.4- Representation of responses to the first question

The majority of participants (41 percent) agree that e-learning is flexible but 39 (percent) felt that e-learning is flexible to some extent and (20 percent) students strongly disagree with this statement.

Figure 5.5- Representation of responses to the second question in a pie chart

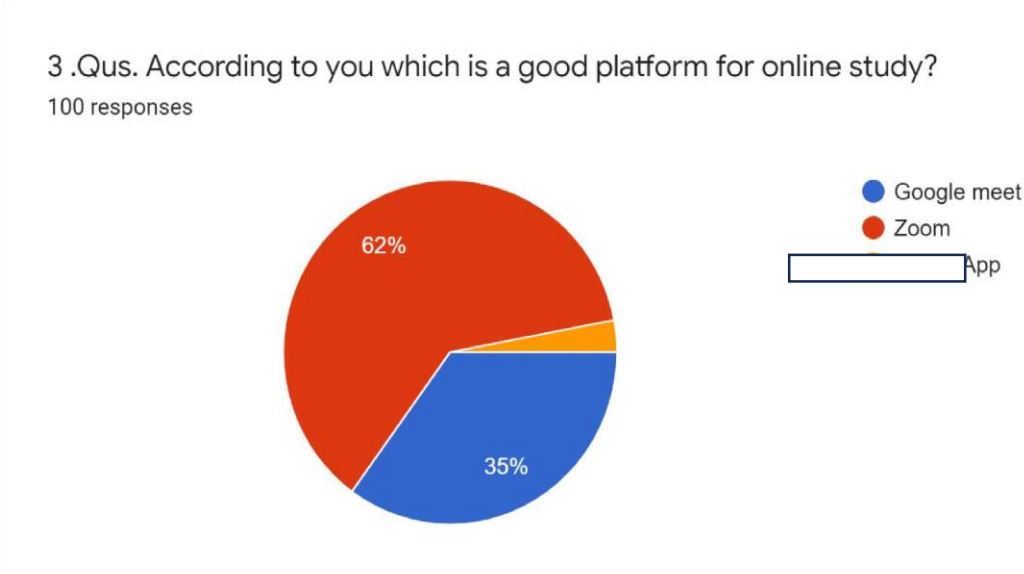


Serial no.	Option	Percentage
1	We can attend classes from any where	40%
2	New experience	60%
	Total	100%

Table 5.5- Representation of responses to the first question

The majority of participants (60 percent) agree that they got new experience from online classes and on the other hand (40 percent) participant says that we can attend classes from anywhere.

Figure 5.6- Representation of responses to the third question in a pie chart

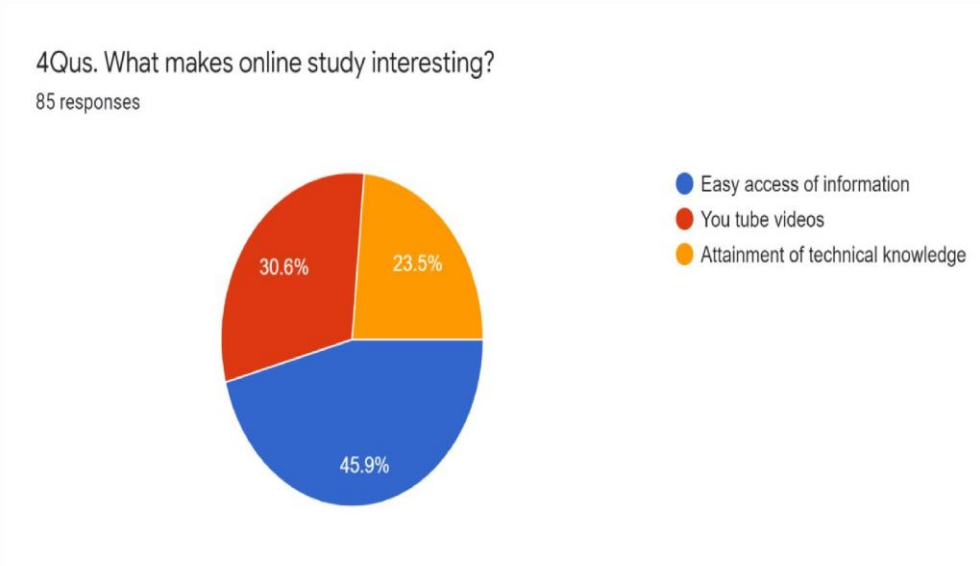


Serial no.	Option	Percentage
1	Google meet	35%
2	Zoom	62%
3	WhatsApp	3%
	Total	100%

Table 5.6- Representation of responses to the third question

The majority of participants (62 percent) are using Zoom App, (35percent) are using Google Meet and (3 percent) are using WhatsApp.

Figure 5.7- Representation of responses to the fourth question in a pie chart

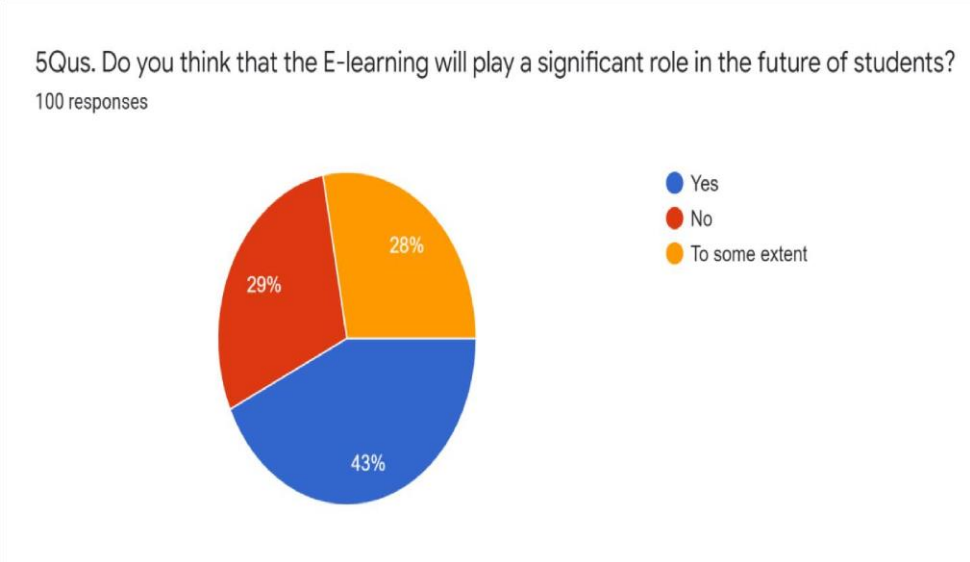


Serial no.	Option	Percentage
1	Easy access of information	45.9%
2	You tube videos	30.6%
3	Attainment of technical knowledge	23.5%
	Total	100%

Table 5.7- Representation of responses to the fourth question

The majority of participants (45.9percent) agree with this statement, (30.6percent) says that YouTube videos also provide good content to the students. (23.5percent) says that attainment of technical knowledge is the main purpose of the students.

Figure 5.8- Representation of responses to the fifth question in a pie chart

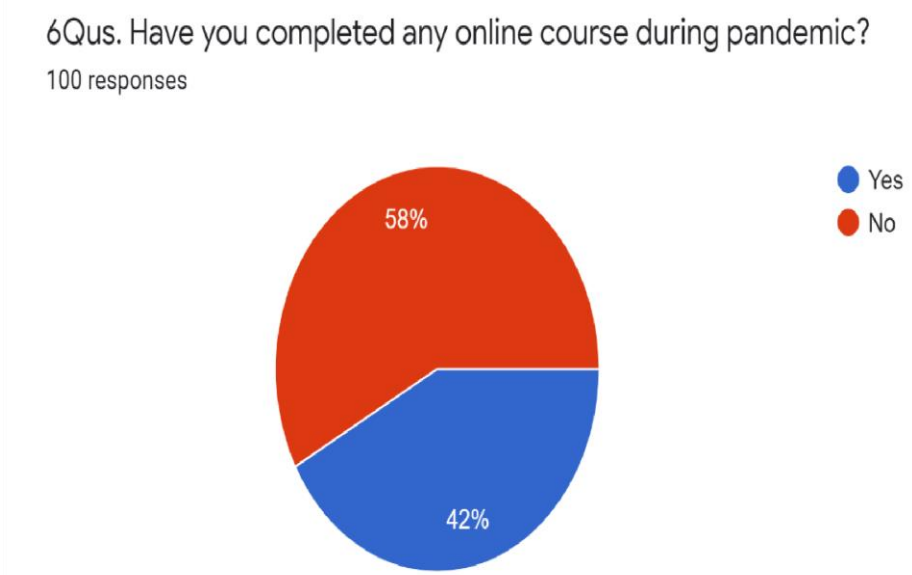


Serial no.	Option	Percentage
1	Yes	43%
2	No	29%
3	To some extent	28%
	Total	100%

Table 5.8- Representation of responses to the fifth question

The majority (43percent) agree that the e-learning plays a significant role in the future of students. (28percent) agrees with this statement to some extent and (29percent) disagree with this statement.

Figure 5.9- Representation of responses to the sixth question in a pie chart

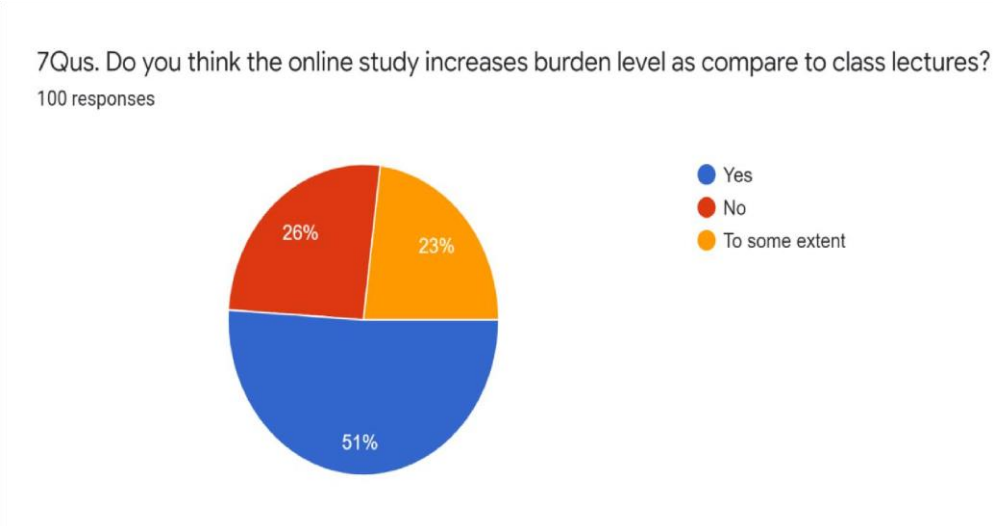


Serial no.	Option	Percentage
1	Yes	42%
2	No	58%
	Total	100%

Table 5.9- Representation of responses to the sixth question

The majority of (58 percent) participants have not attended any type of online course. There are (42 percent) students who have attended online course.

Figure 5.10- Representation of responses to the seventh question in a pie chart

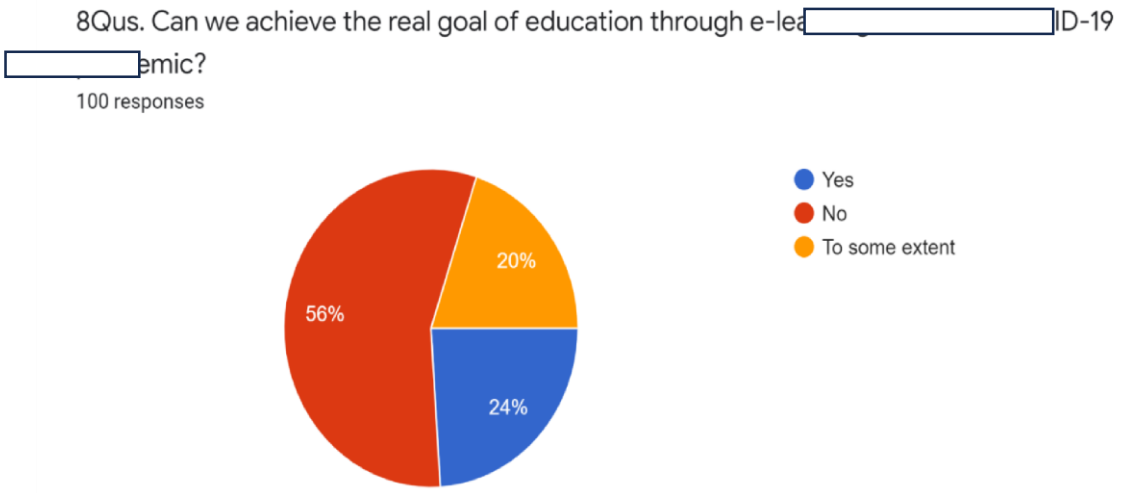


Serial no.	Option	Percentage
1	Yes	51%
2	No	26%
3	To some extent	23%
	Total	100%

Table 5.10.- Representation of responses to the seventh question

The majority of (51percent) participants agree with this statement, (23percent) agree with this statement to some extent and (26percent) fully disagree with this statement.

Figure 5.11- Representation of responses to the eighth question in a pie chart



Serial no.	Option	Percentage
1	Yes	24%
2	No	56%
3	To some extent	20%
	Total	100%

Table 5.11- Representation of responses to the eighth question

The majority of the participants (56percent) strongly agree with this statement, (24percent) fully disagree with this statement and (20percent) agree with this statement to some extent.

Figure 5.12- Representation of responses to the ninth question in a pie chart

Figure 5.13- Representation of responses to the tenth question in a pie chart

Qus. 9 What according to you should be done to make online study more effective?

As per feedback received, majority of students were satisfied with the teacher's knowledge of subject and their art of teaching. The mode of teaching is new but almost all the teachers were able to conduct classes comfortably.

3.1 Results and Discussion

The survey results provided clear evidence to support the first two hypotheses while refuting the third.

3.2 E-learning Flexibility and Platform Usage

The first hypothesis, concerning the flexibility of e-learning, was supported. A total of 80% of respondents either agreed (41%) or agreed "to some extent" (39%) that e-learning is flexible 2. This flexibility is further highlighted by the finding that 40% of respondents valued the ability to attend classes from anywhere, while 60% cited the experience as a "new experience" 3.

Regarding the platforms used, Zoom was the dominant tool, utilized by 62% of participants, followed by Google Meet at 35%, and WhatsApp at 3% 4. The primary source of information was "Easy access of information" (45.9%), followed by "YouTube videos" (30.6%), and "Attainment of technical knowledge" (23.5%) 5.

3.3 Challenges and Health Concerns

The second hypothesis, regarding the direct effect of virtual study on student health, was also supported. A majority of 51% of respondents reported experiencing health issues due to online study, with an additional 23% reporting issues "to some extent" 6. This suggests that prolonged exposure to digital devices is a significant concern.

Furthermore, technical issues were the most significant problem faced by students during online classes. A staggering 72% of respondents cited "Technical Issues" as their main problem, far outweighing "Notification" (8%) and "Noise" (1%) 7.

3.4 Perceived Future Role of E-learning

The third hypothesis, which posited a significant future role for e-learning, was not supported by the findings. While 43% of participants agreed that e-learning plays a significant role in the future, 29% disagreed, and 28% agreed "to some extent" 8. The conclusion of the original dissertation noted that 57% of participants believed there was "no significant role of e-learning in the future" due to the problems faced 9. This finding suggests that while e-learning is a necessary tool, the negative experiences with health and technical issues tempered optimism about its long-term, significant role.

4. Conclusion

The study confirms that the rapid adoption of online learning provided students with much-needed flexibility and a new experience in education. However, this transition was not without significant drawbacks. The most critical challenges identified were the high prevalence of technical issues (72%) and the direct negative impact on student health (51% fully agree). These challenges have led to a cautious outlook on the future of e-learning, with a majority of respondents not foreseeing a significant long-term role for it. To make online study more effective, the study suggests that a stable network connection and a focus on addressing the physical and mental well-being of students are paramount.

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