

## Digital Learning (Online Learning) among Postgraduate Students: With Reference to the Shri HDDGFGC Paduvalahippe, Hassan District

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### *Abstract*

*The increased use of digital technology has led to tremendous change in the outlook of educational institutions and recent pandemic situation has also demanded to adopt digital learning in all the educational institution worldwide. Present study directs its attention to know the impact of digital learning on higher education focusing on the students' academic performance, student teacher interaction and technical difficulties of PG students of Shri HDDGFGC Paduvalahippe, Hassan Dist. Researcher uses both primary and secondary data for the study and questionnaire as a tool for the data collection and data were analysed using percentile method. The study reveals that, students face technical challenges in the virtual learning, with regard to teacher-student interaction and communication online platform does not offers much scope for learner-instructor interaction and they experience social isolation. Digital learning has become an important means of knowledge and skill acquisition in higher education institutions. Students motivation to learn and contribute to knowledge has been paramount importance in the success of digital learning.*

**Keywords:** Digital learning, postgraduate students, academic performance, student teacher interaction, technical difficulties

### INTRODUCTION

Digital learning is a method of learning by using technology and use of advanced digital tools which enables learner to learn either physical or distance learning. Use of technology in instructional practice for the purpose of acquiring knowledge. Previously online learning was not much popular, after pandemic situation online learning has become common parlance worldwide, especially in the educational institutions and a shift from physical location to a digital one. Covid-19 forced educational institutions to close temporarily and to move to digital distance learning all over the world.

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Teachers in the offline classes usually have opportunities to interact with students, engage them in active learning through discussions, on the other hand student-teacher interaction in the online classes has become a challenge. Initially academic performance and technological difficulties in the virtual learning was a biggest issue among the students and teachers, nowadays challenges to access online learning are less because both learners and teachers have been experienced the

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opportunity of knowing and interacting with educational technology tools such as mobile-based learning, computer-based learning, and web based learning.

### **LITERATURE REVIEW**

Anupama Nayak & Abhinandan Kulal, made a study to analyse the perception of students and teachers about online classes. Two structured questionnaires were used to collect data from teachers and students from Udupi and Dakshina Kannada Districts of Karnataka. Data was analysed using SPSS and the study reveals that, students are happy with online classes and they are of opinion that online classes cannot replace conventional classroom teaching. On the other hand, teachers experience challenges in the online classes due to non-familiarity with the online method and face technical issues in the online teaching method. 2020 [1,2].

A study to understand the impact of online classes on the academic performance of the students has been made. Descriptive analytical method was used in the study. The study reveals that, online learning has both positive and negative influence on the academic performance of the students. Asaad Mubarak Elshareef Mohammed, Nissreen Osman Ahmed, Olga Hassan Mohammed 2021 [3, 4].

Jeffrey L. Helms. 2014, the study tries to find out differences in the students' performance in online and face-to-face classes on the three different sets of variables (i.e., pre-course, course, and post-course variables). The study revealed mixed significant and non-significant results. Performance was not differing much in terms of such variables. Students of online classes had very lower grade point in comparison with those students who have participated in the face to face classes [5].

Kumaran Kanapathipillai and Subaneeswasri Narayanan (2021), conducted a study during pandemic lockdown to understand the role of parental support towards online learning of their children and their academic performance. The researcher used quantitative approach to identify the result. The study covered 7.4 million families of rural areas of Malaysia. Simple random method was used to collect data. Questionnaire were used to collect data. Out of the 650 questionnaires, 437 were collected, but only 426 could be used as the respondents did not fully complete the rest. The study revealed that parents support is crucially important during online learning to improve the academic performance of the students [6].

Mahyoob, M. (2020), carried out a study during online learning in 2020 due to the COVID-19 pandemic, to find out the challenges faced by English language learners in Arts and Science College, Alula, Taibah University, Saudi Arabia, Questionnaire method was used to collect the data and 184 students were used as sample for the study and descriptive statistical method was used to analyse the data. Results of study highlights that, communication, technical and academic aspects are the challenges faced by students. The study also shows that, most of the learners are not happy with online learning method and it has negative impact over their performance [7].

### **Methodology**

Objectives of the study:

- To know the academic performance of the PG students in the online classes.
- To understand the student-teacher interaction in the virtual learning
- To assess the technical challenges in the virtual learning

### **Research Design - Descriptive Method**

In the study, the researcher used a descriptive research design to describe the students' opinions toward online-learning. It is cross-sectional study and the data is collected from participants at a one point of time. In the study, the characteristics of students are quantitative in nature and measured through the Likert scale.

In this study, data has been collected to know the academic performance, student-teacher interaction, social presence and technical challenges in the online classes. It also gives ideas to overcome challenges existing in the virtual learning.

### **Instrument**

In the study, researcher has used google form questionnaire to collect the data. Google form link has sent to the student's personal mail ID, and WhatsApp number, and before collecting the data, researcher has given orientation about the objectives of the study and all the question has been explained to the students.

### **Universe**

Universe of the study covers all the present postgraduate students of Sri HD Deve Gowda Government first grade college.

### **Sampling**

The study covers 1st-year (2nd semester) postgraduate students of MSW, M. Com MSc, and MA History of Sri HD Deve Gowda Government first grade college of the academic year 2022-23.

Simple random method of probability sampling has been employed to collect data. 80 students are taken as a sample for the study.

### **Analysis**

In the study, the data is interpreted through tables and used descriptive statistics through percentage interpretation of the data.

### **Inclusion and Exclusion Criteria**

The study has considered only first-year postgraduate (higher education) students of Sri H. D. Deve Gowda Government First-Grade college who are pursuing in MSW, M. Com, MSc, and MA History courses during the academic year 2022-23. No other students or teachers, other courses, and other colleges are included in this study.

### **Ethical Responsibilities**

The researcher has informed the purpose of the study to all the respondents and encouraged them to participate voluntarily. The researcher also took permission from the college administrator and class teachers before the study.

In the study, every respondent was respected and the data collected has been maintained in confidential manner [8].

The Table 1 highlights the gender of the respondents. About 40.8% of the respondents are boys and 59.2% of the respondents are girls.

The data mentioned in the table indicates the quality of learning in the online learning method. Majority of the respondents (64.5%) agree that, quality of learning in the online classes are effective, 15.8% agree, 10.5% disagree and 9.2% of the respondents strongly disagree with the opinion that quality of learning in the online classes are effective (Table 2).

**Table 1.** Number of respondents.

<b>Gender</b>	<b>No. of responses</b>	<b>Percentage</b>
Male	31	40.8%
Female	45	59.2%
Total	76	100%

**Table 2.** Quality of learning in the online classes are effective.

Quality of learning	No. of responses	Percentage
Strongly agree	12	15.8%
Agree	49	64.5%
Disagree	8	10.5%
Strongly disagree	7	9.2%
Total	76	100%

**Table 3.** Online classes have more impact on my achievement.

Impact on achievement	No. of responses	Percentage
Strongly agree	14	18.4%
Agree	40	52.6%
Disagree	16	21.1%
Strongly disagree	6	7.9%
Total	76	100%

**Table 4.** Online learning has increased my academic performance.

Academic performance	No. of responses	Percentage
Strongly agree	11	14.5%
Agree	40	52.6%
Disagree	18	23.7%
Strongly disagree	7	9.2%
Total	76	100%

**Table 5.** Online learning cause lot of distraction (obstacle to attention).

(obstacle to attention)	No. of responses	Percentage
Strongly agree	14	18.4%
Agree	43	56.6%
Disagree	15	19.7%
Strongly disagree	4	5.2%
Total	76	100%

The information points out that, 18.4% of the respondents strongly agree that online classes have greater impact on their achievement and majority (52.6%) of the respondents agree, 21.6% disagree and 7.9% of the respondents strongly disagree with the above statement (Table 3).

The Table 4 highlights the academic performance of the respondents. About 52.6% agree, 14.5% strongly agree, 23.7% disagree and 9.2% strongly disagree with the above statement.

About 18.4% of the students strongly agree that, online classes cause distraction in the learning process as compare to offline classes, 56.6% of the students agree that, even they also experience distraction in the online classes, 19.7% disagree that, they don't experience any distraction in the online classes and 5.2% strongly disagree with the above statement that, they don't even experience any type of distraction in their online mode of classes (Table 5).

Majority (44.7%) of the respondents agree that, online classes offers them satisfaction in their learning process and 11.8% strongly disagree with the statement and they experience less satisfaction in the online classes and 34.2% disagree with regard to the statement that online classes offers satisfaction and 9.2% strongly disagree that online classes offers satisfaction and they feel offline classes offers them more satisfaction (Table 6).

**Table 6.** Online classes offer satisfaction.

Satisfaction	No. of responses	Percentage
Strongly agree	9	11.8%
Agree	34	44.7%
Disagree	26	34.2%
Strongly disagree	7	9.2%
Total	76	100%

**Table 7.** Online learning provides flexibility in choosing the time and place.

Flexibility in choosing the time and place	No. of responses	Percentage
Strongly agree	15	19.7%
Agree	44	57.9%
Disagree	14	18.4%
Strongly disagree	3	04%
Total	76	100%

**Table 8.** My interaction with fellow classmates are good in online classes.

Interaction with fellow classmates	No. of responses	Percentage
Strongly agree	8	10.5%
Agree	39	51.3%
Disagree	22	28.9%
Strongly disagree	7	9.2%
Total	76	100%

**Table 9.** My interaction with teachers was affected in the online classes.

Interaction with teachers	No. of responses	Percentage
Strongly agree	18	23.6%
Agree	36	47.4%
Disagree	16	21.1%
Strongly disagree	6	7.9%
Total	76	100%

Data highlights the flexibility in the time and place for attending online classes (Table 7).

Majority (51.3%) of the respondents agree that, interaction with fellow classmates are good in online classes and 10.5% strongly agree, 28.9% disagree and 9.2% strongly disagree with the above mention data (Table 8).

Majority (47.4%) of the respondents agree that, their interaction with teachers was affected in the online classes and 23.6% strongly agree with the above statement, 21.1% disagree that, their interaction with teachers was affected in the online classes and 7.9% strongly disagree with the above statement (Table 9).

The Table 9 indicates lack of physical proximity in the online classes so that students fail to interact with teachers as comfortably as in the offline classes and moreover there shall be time constraint in the online classes for the teachers to cover the planned topics and teacher might be scheduled another class or consecutive classes for other batches.

19.7% of the students strongly agree that, discussion, question and answers are as similar as offline classes. About 35.5% of the students agree with the above statement, 25% disagree with the statement and 19.7% strongly disagree with the statement (Table 10).

Majority (57.9) of the students agree that, they experience social isolation in the online classes and 18.4% strongly agree, 17.1% disagree and 6.5% strongly disagree with the above statement (Table 11).

About 36.8% of the students disagree that two-way communication between teachers and students is as same as offline classes and 15.8% strongly agree, 32.9% agree and 14.5% strongly disagree with the above statement (Table 12).

The Table 13 highlights the difficulty in attending online classes due to limited access to the internet. 19.7% of the respondents strongly agree, 61.8% agree, 10.5% disagree and 7.9% strongly disagree with the above fact.

**Table 10.** Discussion, question and answers are as similar as offline classes.

Discussion, question and answers	No. of responses	Percentage
Strongly agree	15	19.7%
Agree	27	35.5%
Disagree	19	25%
Strongly disagree	15	19.7%
Total	76	100%

**Table 11.** I experience social isolation in the online classes.

Social isolation	No. of responses	Percentage
Strongly agree	14	18.4
Agree	44	57.9
Disagree	13	17.1
Strongly disagree	5	6.5
Total	76	100%

**Table 12.** Two-way communication between teachers and students is as same as offline classes.

Two-way communication	No. of responses	Percentage
Strongly agree	12	15.8%
Agree	25	32.9%
Disagree	28	36.8%
Strongly disagree	11	14.5%
Total	76	100%

**Table 13.** I experience difficulty in attending online classes due to limited access to the internet.

Limited access to the internet	No. of responses	Percentage
Strongly agree	15	19.7%
Agree	47	61.8%
Disagree	8	10.5%
Strongly disagree	6	7.9%
Total	76	100%

**Table 14.** I have to go to certain area to able to access the internet faster so that I can attend online classes.

Faster internet	No. of responses	Percentage
Strongly agree	11	14.5%
Agree	41	53.9%
Disagree	13	17.1%
Strongly disagree	11	14.5%
Total	76	100%

**Table 15.** I could not participate effectively in the online classes due to instable internet connection.

Instable internet connection	No. of responses	Percentage
Strongly agree	15	19.7%
Agree	35	46.1%
Disagree	18	23.7%
Strongly disagree	8	10.5%
Total	76	100%

Data indicates the poor internet connection in their places. About 14.5% strongly agree, 53.9% agree, 17.1% strongly disagree 14.5% Strongly Disagree with the statement (Table 14).

19.7% of the respondents strongly agree that, they could not participate effectively in the online classes due to instable internet connection, 46.1% agree, 23.7% disagree and 10.5% strongly disagree with the statement (Table 15).

### Findings

- Majority of the respondents (64.5%) agree that, quality of learning in the online classes are effective.
- About 52.6% of the students agree that, online classes have more impact on their achievement
- Majority of the respondents that is 52.6% agree that online learning has increased their academy performance.
- 56.6% of the students feel that, online learning causes distraction (obstacle to attention)
- About 44.7% of the respondents agree that online class offers them satisfaction and 34.2% of the students disagree with the statement that online classes offers satisfaction.
- Majority of the respondents feel that, online learning provides flexibility in choosing the time and place of learning.
- About 51.3% agree that their interaction with fellow classmates are good and 28% of the respondents disagree with the statement that, their interaction with the fellow classmates are good.
- 23.6% of the respondents strongly agree that their interaction with teachers were affected in the online class and 47.4% agree that their interaction with teachers was affected in the online classes.
- About 19.7% strongly agree that, discussion, question and answer are as similar as off-line classes and 19.7% strongly disagree that discussion, question and answers as similar as off-line class, Majority (57.9%)of the respondents' experience social isolation in the online classes
- About 36.8% of the respondents disagree that, communication between teachers and students is as similar as off-line classes.
- Majority of the respondents 61.8% agree that, they experience difficulty in attending online classes due to limited access to the internet.

- Majority of the respondents 53.9% agree that, they have to go to certain area to able to access the internet connection faster so that, they could attend online classes.
- Majority of the respondents 46.1% agree that they could not participate effectively in the online classes due to instable internet connection.

### Suggestions

Quality of learning and the academic performance of the students in the online classes can be improved by finding various student friendly strategies. Distraction in the online classes can be minimized by the efforts of both students and teachers, by planning the classes well in advance.

Direct interaction (face to face) between students and instructor is not present in the online environment. It is very important to understand how to maintain social presence in the online learning, it is also evident that social isolation is also a problem in the online classes. Encouraging student's interaction with the instructor, collaborative activities in the classes, assignment and certain academic responsibilities to the students can help to overcome the challenges like student-teacher interaction and social presence.

Technical issues are normal occurrence in the virtual classes, limited access to the internet, instable internet connection, lack of technical skills and other difficulties acts as a technical challenge for both instructor and learner. Seeking technical support, joining online platforms, improving computer skills helps to minimize the technical problems.

### CONCLUSION

Online learning has become inevitable in certain situation especially during pandemic. Online learning is now possible because to technological advancements. With the help of technology online education reaching the rural areas but still certain things can be strengthening facilities like improvement in the internet connectivity, bringing change in the attitude of teachers and students are essential to improve the digital and virtual learning. Educational settings are required to provide highest quality training and support to both students and teachers about the usage of online classes and their comfortability.

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