

Effect of E-Learning in Secondary Education and Covid-19 Outbreak: Challenges, Difficulties, Opportunities to Students, Teachers and Parents in Hyderabad, Telangana India.

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ABSTRACT

The world today is facing the biggest public health risk which is leading to one of the largest and the quickest reorganization of the world order. By the end of March 2020, the epidemic had spread to over 185 countries and resulted in the closure of over 90 percent of all schools, colleges and universities impacting close to 1.38 billion students. Looking above the points researchers study the Effect of E-Learning in Secondary Education and Covid-19 Outbreak: Challenges, Difficulties, Opportunities to Students, Teachers and Parents in Hyderabad, Telangana India. After gone through the various places and institutes in Hyderabad for more than 6 weeks with Structure Questionnaires forms to know the opinion and effect of coronavirus among the secondary education student, teacher and parents. The researcher randomly selected the N=100(students) age 12-16 years N=100(parents) N= 100(teachers) total sample N=300. The researcher gone through the questionnaire regarding the E learning and its advantages ,challenges ,and difficulties among secondary education students age 12 to 16 years effect due to the corona virus .at the end the research find the E learning effects and its advantages during the pandemic learning give the alternate ways to continue the education but beside its difficult the students to understand the concepts compare to conventional education. Parents find the difficulty in mental development, physical development and leadership qualities in their children's and teacher find indiscipline's in children and some teachers are less updated to technology hence find difficulty in conducting the on-line classes.

Keywords : E-learning, difficulties, challenges, opportunities, mental & Physical development

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Introduction

Arfan Shahzad, Rohail

Hassan, AdejareYusuffAremu & Arsalan Hussain (2020) In response to the emerging and ever solution to the COVID-19 outbreak. This study proposes a theoretical framework based on literature and model to determined E-learning portal success. The study compared males and females to E-learning portal usage. The study objective is to check the difference between male and female E-learning portals' accessibility among the students' perspective. The study included service quality, system quality, information quality, user satisfaction, system use, and E-learning portal success. The empirical data of 280 students participated from the different universities of Malaysia through google surveys analyzed using the Partial Least Squares Structural Equation Modelling. The study further divided the full model into two domains, which are female and male. In the male model, information quality and system quality have direct relationships with user satisfaction. Information quality also supported the relationship with system use. At the same time, there is a positive relationship between user satisfaction and E-learning portals. Likewise, in the female model, E-service quality and Information quality both are supported by system use and user satisfaction. Similarly, system quality has a positive relationship with user satisfaction, and user satisfaction has a positive relationship with E-learning portals. The study will be further helpful for the Malaysian universities policy-makers such as top management, ministry of higher education, Malaysian universities union in designing the policies and programs on E-learning Portal Success in the country. The findings of the study reveal that males and females have a different level of in terms of usage of towards E-learning portals in Malaysian Universities.

COVID-19 is an emerging, rapidly evolving situation.(2020)[Shivangi](#) [Dhawan](#)^{1,2}Educational institutions (schools, colleges, and universities) in India are currently based only on traditional methods of learning, that is, they follow the

traditional set up of face-to-face lectures in a classroom. Although many academic units have also started blended learning, still a lot of them are stuck with old procedures. The sudden outbreak of a deadly disease called Covid-19 caused by a Corona Virus (SARS-CoV-2) shook the entire world. The World Health Organization declared it as a *pandemic*. This situation challenged the education system across the world and forced educators to shift to an online mode of teaching overnight. Many academic institutions that were earlier reluctant to change their traditional pedagogical approach had no option but to shift entirely to online teaching-learning. The article includes the importance of online learning and Strengths, Weaknesses, Opportunities, & Challenges (SWOC) analysis of e-learning modes in the time of crisis. This article also put some light on the growth of EdTech Start-ups during the time of pandemic and natural disasters and includes suggestions for academic institutions of how to deal

Suryaman et al. / COVID-19 PANDEMIC AND HOME ONLINE LEARNING SYSTEM: DOES IT AFFECT THE QUALITY OF PHARMACY 2020 .The purpose of this study is to identify and obtain information about the impact of the Covid-19 pandemic on the learning process. This research uses the literature study method which is an analysis that aims to describe the main content based on the collection of information obtained. The information in question originates from various scientific articles related to the implementation of online learning during the COVID-19 pandemic. The scientific articles in question are articles obtained from reputable national journals and international journals indexed by Scopus. The data and information that have been obtained are then collected, analyzed, and concluded so as to get a recommendation as a literature study. Conclusion The results of this study are that there are several obstacles experienced by students, teachers and parents in online teaching and learning activities, namely mastery of technology is still lacking, additional internet quota costs, additional work for parents in

assisting children in learning, communication and socialization between students. , teachers and parents are reduced and working hours are unlimited for teachers because they have to communicate and coordinate with parents, other teachers, and school principals. The COVID-19 pandemic affects many things including educational life, parents of students, students and the learning process, as a teacher who has the responsibility to educate students cannot stop. Teachers must find appropriate ways to promote the learning process academically and socio emotional. Teachers must be able to manage classrooms in classrooms an

2)METHODOLOGY-

The world today is facing the biggest public health risk which is leading to one of the largest and the quickest reorganization of the world order. By the end of March 2020, the epidemic had spread to over 185 countries and resulted in the closure of over 90 percent of all schools, colleges and universities impacting close to 1.38 billion students. Looking above the points researchers study the Effect of E-Learning in Secondary Education and Covid-19 Outbreak: Challenges, Difficulties, Opportunities to Students, Teachers and Parents in Hyderabad, Telangana India. After gone through the various places and institutes in Hyderabad for more than 6 weeks with Structure Questionaries forms to know the opinion and effect of corona virus among the secondary education student, teacher and parents. The researcher randomly selected the N=100(students) age 12-16 years N=100(parents) N= 100(teachers) total sample N=300.The researcher gone through the questionnaire regarding the E learning and its advantages ,challenges ,and difficulties among secondary education students age 12 to 16 years effect due to the corona virus .at the end the research find the E learning effects and its advantages during the pandemic learning give the alternate ways to continue the education but beside its difficult the students to understand the concepts compare to conventional education. Parents find the difficulty in mental development, physical development and leadership qualities in

their children's and teacher find indiscipline's in children and some teachers are less updated to technology hence find difficulty in conducting the on-line classes.

2.1 DIFFICULTIES IN E-LEARNING

There are a number of areas of potential risks for global education. Here are 4 negative impacts of Covid-19 on education:

- **Journey of students for education**

Colleges in numerous nations, for example, Australia, UK, New Zealand, and Canada are exceptionally subject to the development of understudies from China and India.

Numerous guardians will try not to send understudies to another country for advanced education because of high danger from the pandemic.

- **loss of interest in studies**

The abrupt move to internet learning with no arranging - particularly in nations like India where the spine for web-based learning was not prepared and the educational program was not intended for such an arrangement - has made the danger of the vast majority of our understudies turning out to be uninvolved students and they appear to lose revenue because of low degrees of capacity to focus.

Added to this is that we might be leaving a huge extent of the understudy populace immaculate because of the advanced separation that is essential for some agricultural countries including India.

We are presently starting to understand that internet learning could be dull as it is making another arrangement of inactive students which can present new difficulties.

2.2 Unprepared teachers

Internet learning is an uncommon sort of technique and not all instructors are acceptable at it or if nothing else not every one of them were prepared for this abrupt progress from vis-à-vis figuring out how to web based learning.

Subsequently, the vast majority of the educators are simply directing talks on video stages, for example, zoom which may not be genuine internet learning without a committed online stage explicitly intended for the reason.

- **Changing arrangement of understudy enlistment**

Colleges, universities and schools overall are confronting a significant danger nearby understudy enrolment and maintenance.

The danger of losing understudies is high to the point that they should re-take a gander at their confirmation rehearses, affirmation rules and the general enlistment measure itself which will incorporate, new techniques for effort and application measure itself. positive changes in training

2.3 OPPORTUNITIES IN E-LEARNING

Any change that is so disruptive is also likely to bring with it some new opportunities that will transform the higher education system worldwide and especially in a country like India which is planning to bring about a planned reform in this sector.

- **Rise in Blended Learning**

Universities, colleges and schools will shift to a model of blended learning where both face-to-facedeliveries along with an online model will become a norm. This will require all teachers to become more technology savvy and go through some training to bring themselves to the level that would be required.

- **Learning management systems to be the new norm**

A great opportunity will open up for those companies that have been developing and strengthening learning management systems for use by universities and colleges.

This has the potential to grow at a very fast pace but will have to be priced appropriately for use by all institutions.

- **Improvement in learning material**

There is a great opportunity for universities, colleges and schools to start improving the quality of the learning material that is used in the teaching and learning process.

Since blended learning will be the new format of learning there will be a push to find new ways to design and deliver quality content especially due to the fact that the use of learning management systems will bring about more openness and transparency in academics.

- **Rise in collaborative work**

The teaching community to a large extent has been very insulated and more so in a country like India. There is a new opportunity where collaborative teaching and learning can take on new forms and can even be monetized.

Finally, it is expected that there will be a massive rise in teleconferencing opportunities which can also have a negative impact on the travel.

A large number of academic meetings, seminars and conferences will move online and there is a possibility that some new form of an online conferencing platform will emerge as a business model.

2.4 CHALLENGES IN E-LEARNING:

Distance learning or we can say digital education is increasingly dependent on reliable power and ubiquitous Internet connectivity, which can be a far-fetched thing for small towns and villages.

Secondly, e-learning encounters fragmented and impersonal experiences. In addition, due to the lack of a learning atmosphere, students may be distracted by game consoles, social media at home, and may not feel taking online courses.

2.5 COVID-19 IMPACT ON CONVENTIONAL EDUCATION:

Therefore, the coronavirus outbreak has forced experts to rethink the conventional mode of education. Digital education seems to be a viable solution while minimizing the infection of students. Eminently, it has also made digital education a central issue.

Worldwide, digital education has had some success but for India, we have a long way to go before we consider e-learning as mainstream education. In the future, digital education may be integrated into mainstream education.

The ongoing threat of coronavirus continues to intensify, killing more than 10,000 people worldwide. With the World Health Organization announcing this as a pandemic, the central and state governments have left no stones unturned to curb the spread of the COVID-19 infection.

The government has issued directives restricting public gatherings, ordering malls, movie theatres, gyms and educational institutions (except those conducting exams) to shut down until further notice.

As per the UNESCO report, it estimates that a coronavirus pandemic will adversely affect 290 million students in 22 countries.

E-learning as hope for students amid COVID-19 outbreak

TOOLS

3.1 TABLE-1 FEEDBACK FROM SECONDARY EDUCATION AGE 12-16 YEARS STUDENTS (N=100)

E LEARNING ASPECTS	AGREE	STRONGLY AGREE	DISAGREE
UNDERSTANDING CONCEPTS	20	15	65

2.6 Instrument development

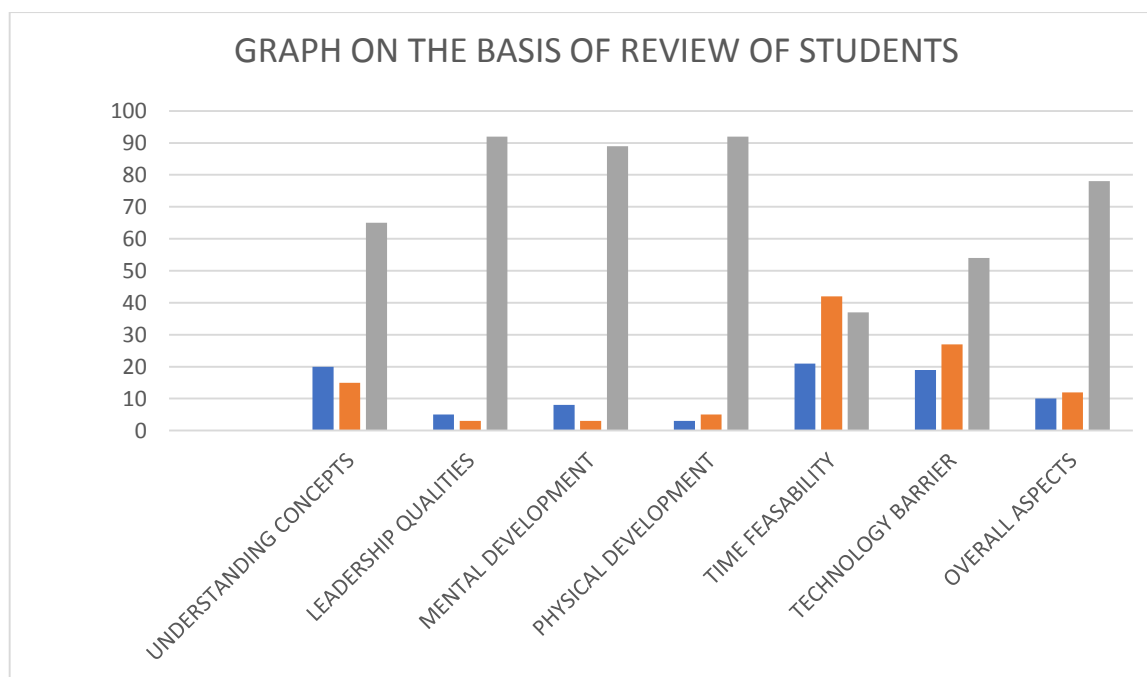
Based on previous research, study the Effect of E-Learning in Secondary Education and Covid-19 Outbreak: Challenges, Difficulties, Opportunities to Students, Teachers and Parents in Hyderabad, Telangana India. the current study has developed a survey instrument. The questionnaire was adopted/adapted and reworded in the form of E-learning. In the study adopted the survey method, make the Questionnaire form which contain short ended closed questions regarding the 1) Effective of E learning 2) Mental development 3) Physical developments 4) Behaviour 5) Education concepts understanding 6) job satisfaction 7) Technology Barrier and 8) Leadership Qualities. We visited the students about age 12-16 years students, teachers and parents in Hyderabad district to collect the primary data. due the covid 19 Pandemic it affects each and everyone

3. Results and Discussion

The data given in the table I II III are results of the data taken from the secondary education students, parents, and teachers we collected the data personally by visiting schools in Hyderabad by consulting 100 students and 100 teachers and 100 parents. Based upon their review we formed the given tables. The questionnaire which was mainly based upon Understanding Concepts, Leadership Qualities, Mental Development, Physical Development, Time Feasibility, teaching assessment and evaluation control over the students . while obtaining the data we followed all the protocols given by the Indian government

RESULTS

LEADERSHIP QUALITIES	5	3	92
MENTAL DEVELOPMENT	8	3	89
PHYSICAL DEVELOPMENT	3	5	92
TIME FEASIBILITY	21	42	37
TECHNOLOGY BARRIER	19	27	54
OVERALL ASPECTS	10	12	78



3.2 TABLE 1 EXPLANATION – This feedback is developed after taking the feedback from Secondary Education Students (N =100) from schools of Hyderabad based on online education. And the results we obtained after reviewing are 20% of students admit that they understand concepts and 15% of the students are strongly agree that they understand concepts taught to them via online lecture platforms and 65% of the students fail to agree that they hardly received any education from online education methods. Coming to the other variable that we reviewed i.e.,

development of leadership qualities we received lot of negative feedback from students only 5 students agree and hardly 3 students completely agree, majority of the students fail to agree. Students on mental development 8% of them are satisfied and 3% of them are completely agree and majority of 89% disagree. 3% of students are satisfied and 5% of them strongly approve and 92% disagree that they hardly received any Physical development. The only positive feedback given by majority of the students was on time feasibility 21% agree and 42% completely agree

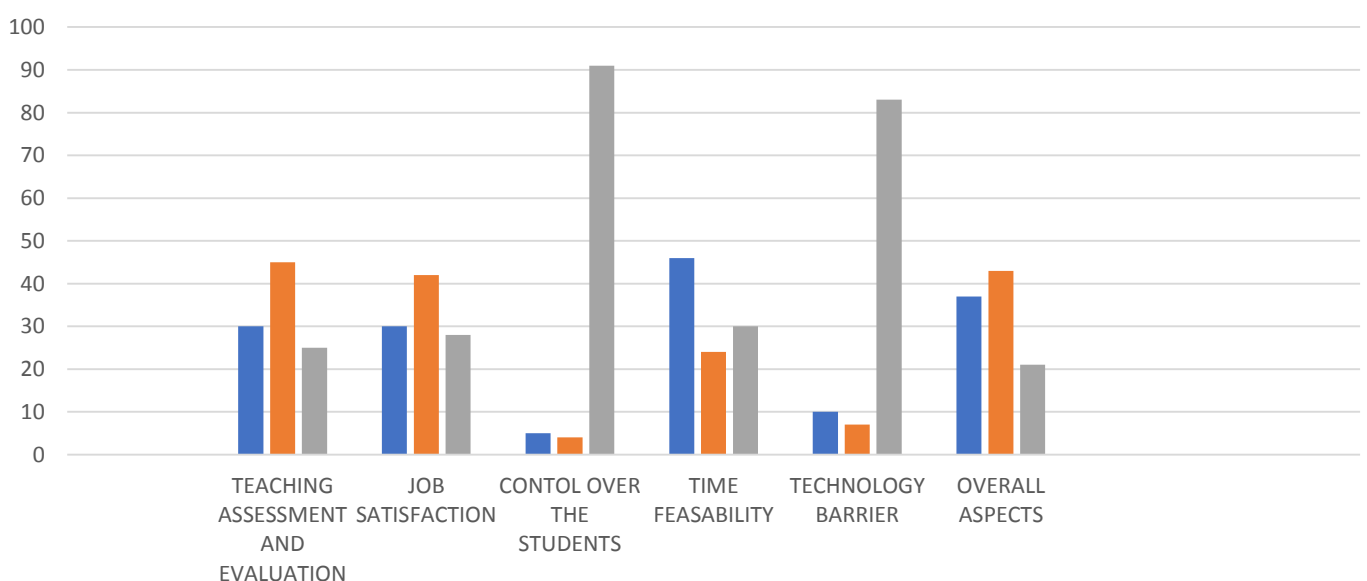
and 37% does not agree. 19% of the students agree that they had problem handling with the gadgets used to communicate their teachers and 27% of the student completely agree that they had technology as a barrier between students and faculty and 54%

of the students disagree that they did not have any problem with the gadgets they used. On the whole 10% of the students are satisfied and 12% of the students strongly approve and 78% fail to agree.

TABLE-2 FEEDBACK FROM TEACHERS ON THE ANALYSIS OF TEACHING AND ASSESSMENT (N=100)

E LEARNING ASPECTS	AGREE	STRONGLY AGREE	DISAGREE
TEACHING ASSESSMENT AND EVALUATION	30	45	25
JOB SATISFACTION	30	42	28
CONTOL OVER THE STUDENTS	5	4	91
TIME FEASABILITY	46	24	30
TECHNOLOGY BARRIER	10	7	83
OVERALL ASPECTS	37	43	21

Graph representing feedback from teachers

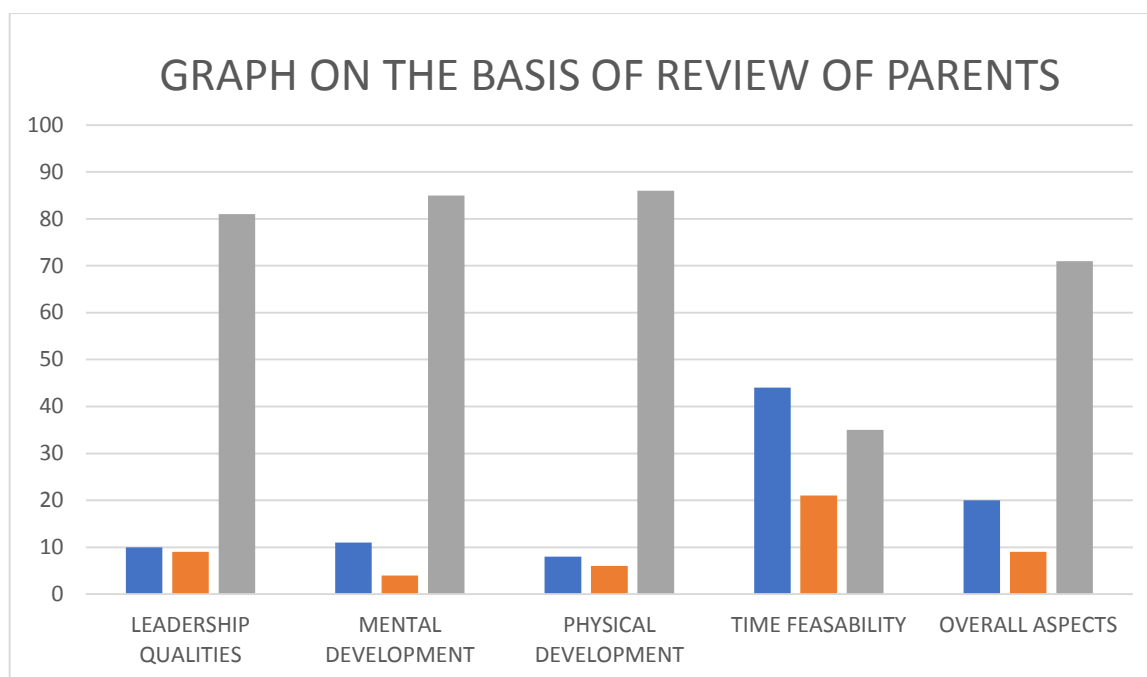


This feedback is developed after taking the feedback from teachers (N =100) from schools of Hyderabad based on online education. And the results we obtained after reviewing are 30% of teachers satisfied and 45 % of them completely agree with the teaching and 25% of the teachers were hardly able to educate their students. Job satisfaction of the 30% teachers was satisfied and 42 % of the teachers are completely satisfied and 25 % were not satisfied. Coming to the teachers having control over the students 5% teacher agree that they had control over the students and 4% of

the teachers had full control on their student and majority of 91% had no control on students. 46% of the teachers have good feedback on time management and 24 completely satisfied with time feasibility and 30% of the teachers had difficulties managing time. 10% of the teachers had no issues with new methods and the gadgets used and 7% of the teachers were completely able to handle the technology required to teach students. Comparing all the aspects 37% of the are satisfied with the online education and 43% strongly approve and 21% fail to agree.

3.3 TABLE-3 FEEDBACK FROM PARENTS ON STUDENT BEHAVIOUR AND DEVELOPMENT (N=100)

E LEARNING ASPECTS	AGREE	STRONGLY AGREE	DISAGREE
UNDERSTANDING CONCEPTS	15	10	75
LEADERSHIP QUALITIES	10	9	81
MENTAL DEVELOPMENT	11	4	85
PHYSICAL DEVELOPMENT	8	6	86
TIME FEASABILITY	44	21	35
OVERALL ASPECTS	20	9	71



This feedback is developed after taking the feedback from parents (N =100) from schools of Hyderabad based on online education. And the results we obtained after reviewing are 15% of parents admit that their children understand concepts and 10% of the parents are completely in agreement that they understand concepts taught to them via online lecture platforms and 75% of the parents fail to agree that they hardly received any education from online education methods. Coming to the other variable that we reviewed i.e., development of leadership qualities we received lot of negative feedback from parents only 10 parents agree and hardly 9% parents completely agree, majority of the parents (81%) fail to agree. Parents of mental development 11% of them are satisfied and 4% of them are completely agree and majority of 85% disagree. 8% of parents are satisfied and 6% of them strongly approve and 86% disagree that they hardly received any Physical development. The only positive feedback given by majority of the parents was on time feasibility 44% agree and 21% completely agree and 35% does not agree. On the whole 20% of the parents are satisfied and 9% of the parents strongly approve and 7% fail to agree.

4. Conclusion

The world today is facing the biggest public health risk which is leading to one of the largest and the quickest reorganization of the world order. By the end of March 2020, the epidemic had spread to over 185 countries and resulted in the closure of over 90 percent of all schools, colleges and universities impacting close to 1.38 billion students. The speed of the spread of the epidemic, the closure of higher education institutions and the transition to online teaching was so swift that it hardly gave any time to plan and to reflect on the potential risks or the potential opportunities that such a sudden change could bring. Given such a situation it is important to look at the impact and reflect on what has transpired and what is likely to happen as we move forward in the field of global education.

After the study and analysis of the data showing the effects of E learning among the Secondary education students, teachers and parents. It's concluded that E leaning helps to many students and teachers not only in India in the whole world. E leaning gives the alternative ways to continue the education during the pandemic situation. E-learning Enormous platform where everyone accessible to use technology not only in the education field but also help many software

employees to carried out their out work at home itself.

It is also concluded that Effect of E-learning has disadvantage to the teachers and students, the results showed that there is effect in Mental development, Physical development, behaviour and leadership qualities has been not improved in the children. The above all qualities is very essential to the students to survive and live healthy life in the society. whereas teachers and parents find indiscipline in their children. the objective of the study to acquired life skills, healthy habits cognitive and physical development and also concluded to adopt the E-Learning to continue their studies in the pandemic.

It is to conclude that there is ample evidences that physical activity has a positive impact on cognitive skills leading to improve academic performance through enhanced concentration and attention as well as improved classroom behaviour-students (children) perform better academically where they are physically fit. The brain gets revitalized and they are able to perform more efficiently unfortunately this pandemic shown a negative impact on student education.

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