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**CHALLENGES FACED BY COLLEGE STUDENTS THROUGH ONLINE CLASSES DURING PANDAMIC
(A STUDY WITH SPECIAL REFERENCE TO POLLACHI TALUK)**

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CHALLENGES FACED BY COLLEGE STUDENTS THROUGH ONLINE CLASSES DURING PANDAMIC
(A STUDY WITH SPECIAL REFERENCE TO POLLACHI TALUK)

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ABSTRACT

In effect, students learn how to organize their time, prioritize their assignments and get their homework done. Online learning offers several benefits for students who seek flexibility while attending College. Also, the COVID-19 has changed the education discourse drastically because now the students can find their courses and books online where they can study as per their own schedule. However, there are multiple problems faced by students in online classes. This study aims to analysis the challenges faced by college students through online classes and satisfaction level of the online classes. The objectives of the study are to analyses and measure the satisfaction level of the College students in online classes. to identify the challenges of online classes faced by the College students during pandamic period. The study is based on both primary and secondary data. The primary data is collected by the way of sharing the Google forms to the college students by using well structured Google forms and questionnaire among 165 samples using Random sampling method. The study concluded that the students are facing challenges to study during the lockdown which is causing the passive listening and note taking during the live class and note facing struggles to unloading exam papers thorough internet and environment problems. Also the study concluded that to improve the internet facilities for the online classes.

I. INTRODUCTION.

Classroom learning is a traditional mode of learning in which the learning environment is created within the physical walls of a classroom. As the name suggests, in-classroom learning, both the teacher and student need to be present physically inside the classroom. Classroom teaching teaches students how to develop organizational skills, beginning with the basics, such as arriving to school on time. In effect, students learn how to organize their time, prioritize their assignments and get their homework done. Online learning offers several benefits for students who seek flexibility while attending College. Also, the COVID-19 has changed the education discourse drastically because now the students can find their courses and books online where they can study as per their own schedule. However, there are multiple problems faced by students in online classes. This study aims to analysis the challenges faced by college students through online classes and satisfaction level of the online classes.

II. REVIEW OF LITERATURE

1.Gurjant Singh and Shana Quraishi (2021) in their study entitled that "COVID-19 Lockdown: Challenges Faced by Indian Students" found that most of the students are facing Difficulties in online class during the lockdown period increasing the mental stress.

   2. Brikena Xhaferi and Gezim Xhaferi (2020) in their study entitled that "Online Learning Benefits and Challenges during the COVID19 - Pandemic- Students Perspective from Seeu" stated that there is need to consider on impact of online teaching to the student motivation and the paper raises important questions and also research is needed in order to better evaluate the benefits, challenges, and useful strategies of successful students enrolled in online courses.

   3. R. Radha, K. Mahalakshmi, Dr. V. Sathish Kumar, and Dr .AR. Saravanakumar (2020) in their study entitled that "E-Learning During Lockdown of Covid-19 Pandemic: A Global Perspective" concluded that this study shows that E-learning has become quite popular among the students all over the world particularly, the lockdown period due to the COVID-19 pandemic.

III. STATEMENT OF THE PROBLEM

The problem is stated as to,
1. What is the level of the student's satisfaction about online classes during pandemic?
2. What are the challenges faced by the students during their online classes?

IV. OBJECTIVES OF THE STUDY

This study is undertaken with the following objectives.
● To analyses and measure the satisfaction level of the College students in online classes.
● To identify the challenges of online classes faced by the College students during
pandamic period.

V.METHODOLOGY

The study is based on both primary and secondary data. The primary data is collected by the way of sharing the Google forms to the college students by using well structured Google forms and questionnaire among 165 samples using Random sampling method. The collected data is analyzed and interpreted with the help of the following statistical tools:

➢ Simple Percentage
➢ Chi-square test

VI.SOCIO ECONOMIC PROFILE OF THE SAMPLE STUDENTS

In order to find out the socio economic profile of the sample students they are classified into various categories. This classification is presented in the following pages.

Percentage of respondents = No. of Respondents / Total * 100

6.1 CLASSIFICATION BASED ON AGE

The composition of students includes different age groups. The following table 4.1 explains about the age wise classification of the respondents.

TABLE 1.1

AGE

AGE	NUMBER OF STUDENTS	PERCENTAGE
Below 20	93	56.36
21 - 25	71	43.03
Above 25	1	0.60
TOTAL	**165**	**100**

Source: Primary Data

The above Table 6.1 shows that the classification of students based on AGE. Out of 165 students, 93(56.36%) belongs to the age group of below 20 years, 71(43.03%) belongs to the age group of 21-25 years and 1(0.60%) belongs to above 25 years.

Thus the most of the students belongs to the age group of below 20 years.

6.2. CLASSIFICATION BASED ON GENDER

The students are divided into two categories according to their gender. This classification is shown in table 4.2

TABLE 1.2

GENDER

GENDER	NUMBER OF STUDENTS	PERCENTAGE
Male	65	39.4
Female	100	60.6

TOTAL	165	100

Source: Primary Data

From the above Table 1.2 states that 100 (60.6%) are female and only 65 (39.4%) of them are male students.

It shows that most of the students are female.

6.3. CLASSIFICATION BASED ON AREA OF RESIDENCE

The composition of students is residing in different areas. In order to find the students belonging to different place of residence they are divided into three categories namely rural, Semi Urban, Urban area.

TABLE 1.3

AREA OF RESIDENCE

PLACE OF RESIDENCE	NUMBER OF STUDENTS	PERCENTAGE
Rural	128	77.6
Semi Urban	11	6.6
Urban	26	15.8
TOTAL	165	100

Source: Primary Data

From the above Table 1.3 clearly shows that 128 (77.6%) respondents are belong rural area, 26 (15.8%) respondents are living in Urban areas and remaining 11 (6.6%) respondents are in semi urban area.

It could be inferred from the above Table shows that the majority of the respondents are residing in rural areas.

6.4. CLASSIFICATION BASED ON EDUCATION QUALIFICATION

To find out the classification of students based on their level of education, they are grouped into three categories are as follows.

TABLE 1.5

LEVEL OF STUDY

EDUCATION QUALIFICATION	NUMBER OF STUDENTS	PERCENTAGE
Undergraduate	89	53.94
Postgraduate	72	43.64
Professional	4	2.42
TOTAL	165	100

Source: Primary Data

From table 1.5, it is clear that 89 (53.94%) of the students are undergraduate, 72 (43.64%) students are postgraduate, 4 (2.42%) students belong to the category of professionals.

It could be inferred from the above table that, the majority of the students are belonging to the Undergraduate Level.

6.5 AREA OF RESIDENCE AND LEVEL OF SATISFACTION

To examine if respondents area of residence is associated with level of satisfaction on online classes, the following Hypothesis has been framed and tested.

H0: *Area of residence dose not influence the level of satisfaction on online classes*

TABLE 1.6

AREA OF RESIDENCE AND LEVEL OF SATISFACTION

AREA OF RESIDENCE	SATISFACTION			TOTAL
	LOW	MEDIUM	HIGH	
RURAL	20	87	21	128
	15.6%	68.0%	16.4%	100.0%
SEMI URBAN	3	7	1	11
	27.3%	63.6%	9.1%	100.0%
URBAN	4	20	2	26
	15.4%	76.9%	7.7%	100.0%
TOTAL	27	114	24	165
	16.4%	69.1%	14.5%	100.0%

Pearson chi-square value= 2.529   Table value at 5 percent level= 9.49

Degrees of freedom= 4   Table value at 1 percent level= 13.28

The percentage of respondents who have high level of satisfaction is high among respondents belongs to Rural area while low level of satisfaction with Urban area. Hence, it is observed that respondents belong to Rural area are with high level of satisfaction. However, as the calculated chi-Square value is lesser than the table value at Five percentage level, there does not exists any significant association between area of residence and level of satisfaction. Therefore, the null hypothesis is accepted.

6.6 AGE AND LEVEL OF SATISFACTION

To examine if respondents age is associated with level of satisfaction on online classes, the following Hypothesis has been framed and tested.

H0: *Age dose not influence the level of satisfaction on online classes*

<div align="center">

TABLE 1.7

</div>

AGE AND LEVEL OF STISFCTIN

AGE	SATISFACTION			TOTAL
	LOW	MEDIUM	HIGH	
BELOW 20	12	70	11	93
	12.9%	75.3%	11.8%	100.0%
21-25	14	44	13	71
	19.7%	62.0%	18.3%	100.0%
ABOVE 25	1	0	0	1
	100.0%	.0%	.0%	100.0%
TOTAL	27	114	24	165
	16.4%	69.1%	14.5%	100.0%

Pearson chi-square value= 8.478   Table value at 5 percent level= 9.49

Degrees of freedom= 4   Table value at 1 percent level= 13.28

The percentage of respondents who have high level of satisfaction is high among respondents belongs to below 20 years age group while low level of satisfaction with that age group of above 25. Hence, it is observed that respondents belong to up to 20 years age group is with high level of satisfaction. However, as the calculated chi-Square value is lesser than the table value at Five percentage level, there does not exists any significant association between age and level of satisfaction. Therefore, the null hypothesis is accepted.

6.7 GENDER AND LEVEL OF SATISFACTION

To examine if respondents gender is associated with level of satisfaction on online classes, the following Hypothesis has been framed and tested.

H0: *Gender dose not influence the level of satisfaction on online classes*

TABLE 4.8

GENDER AND LEVEL OF SATISFACTION

GENDDER	SATISFACTION			TOTAL
	LOW	MEDIUM	HIGH	
MALE	10	45	10	65
	15.4%	69.2%	15.4%	100.0%
FEMALE	17	69	14	100
	17.0%	69.0%	14.0%	100.0%
TOTAL	27	114	24	165
	16.4%	69.1%	14.5%	100.0%

Pearson chi-square value=0.115   Table value at 5 percent level= 5.99
Degrees of freedom= 2   Table value at 1 percent level= 9.21

The percentage of respondents who have high level of satisfaction is high among with Female respondents while low level of satisfaction with is high among Male respondents. Hence, it is observed that Female respondents are with high level of satisfaction. However, as the calculated chi-Square value is lesser than the table value at Five percentage level, there does not exists any significant association between gender and level of satisfaction. Therefore, the null hypothesis is accepted.

6.8 EDUCATIONAL QUALIFICATION AND LEVEL OF SATISFACTION

EDUCATIONAL QUALIFICATION	SATISFACTION			TOTAL
	LOW	MEDIUM	HIGH	
UNDERGRADUATE	15	63	11	89
	16.9%	70.8%	12.4%	100.0%
POSTGRADUATE	12	48	12	72
	16.7%	66.7%	16.7%	100.0%
PROFESSIONAL	0	3	1	4
	.0%	75.0%	25.0%	100.0%
TOTAL	27	114	24	165
	16.4%	69.1%	14.5%	100.0%

Pearson chi-square value= 1.606   Table value at 5 percent level= 9.49
Degrees of freedom= 4   Table value at 1 percent level= 13.28

The percentage of respondents who have high level of satisfaction is high among respondents undergraduate while low level of satisfaction with professional. Hence, it is observed that respondents belong to Undergraduate are with high level of satisfaction. However, as the calculated chi-Square value is lesser than the table value at Five percentage level, there does not exists any significant association between Educational qualification and level of satisfaction. Therefore, the null hypothesis is accepted.

VII.FINDINGS AND SUGGESTION OF THE STUDY

❖ Most (56.36%) of the students belongs to the age group of below 20 years.

❖ Majority of the students (60.6%) female.

❖ Most (76.97%) of the students are belongs to rural area.

❖ Most of the student's education qualification, which is undergraduate 53.94%.

❖ Most of the students (32.73%) are commerce.

i. **AREA OF RESIDENCE**

   Chi-Square result discloses that there does not exsists any significant association between area of residence and level of satisfaction on online classes.

ii. **AGE**

   Chi-Square result discloses that there does not exsist any significant association between age and level of satisfaction on online classes.

iii. **GENDER**

   Chi-Square result discloses that there does not exists any significant association between gender and level of satisfaction on online classes.

iv. **EDUCATION QUALIFICATIONAL**

   Chi-Square result discloses that there does not exists any significant association between educational qualification and level of satisfaction on online classes.

v. **DOMAIN OF STUDY**

   Chi-Square result discloses that there does not exists any significant association between domain of study and level of satisfaction on online classes.

FACTORS ASSOIATED WITH CHALLENGES

i. **AREA OF RESIDENCE**

   Chi-Square result discloses that there does not exists any significant association between area of residence and challenges on online classes.

ii. **AGE**

   Chi-Square result discloses that there does not exist any significant association between age and level of challenges on online classes.

iii. **GENDER**

   Chi-Square result discloses that there does not exist any significant association between gender and level of challenges on online classes.

iv. **EDUCATION QUALIFICATIONAL**

   Chi-Square result discloses that there is the significant association between educational qualification and level of satisfaction on online classes.

v. **DOMAIN OF STUDY**

   Chi-Square result discloses that there does not exist any significant association between domain of study and level of challenges on online classes.

VIII. SUGGESTIONS OF THE STUDY

Based on the findings of the study and the opinion given by the students at the time of data collection, the following suggestions are:

➢ Don't give us classes online for more than 4 hours. We had so many problems using mobile continues.

➢ Online education is one of the most important Covid-19 pandemic times. So in that situation we had a virtual study platform, I agreed online education is good.

➢ Making an interaction with the staff and students will improve it

➢ Online class is tense; offline is best, eye paining.

➢ Provide a fair and appropriate time schedule for students.

X.CONCLUSION

The study concluded that the students are facing challenges to study during the lockdown which is causing the passive listening and note taking during the live class and note facing struggles to unloading exam papers thorough internet and environment problems. Also the study concluded that to improve the internet facilities for the online classes.

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