Negative Impact of Online Learning Process During the COVID-19: A Study Based on G.C.E. (A/L) And G.C.E. (O/L) Students, Bt/Bc/Kawaththamunai Al-Ameen Maha Vidyalaya.

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Abstract- Education has been influenced by the COVID-19 pandemic. During school closures, online teaching and learning have become a new routine that may lead to changes in lifestyles and affect students' learning process. Therefore, this study was to understand the potential Negative impact of online learning in learning process of students between G.C.E. (A/L) and G.C.E. (O/L) from Bt/Bc/Kawaththamunai Al-Ameen Vidyalaya. Data was collected using questionnaire, interviews from 65 students, 10 teachers and 15 parents related to negative impact of online learning. Data were analyzed with MS-Word, 2013 and MS-Excel, 2013. The results of the research, online learning has negative impacts despite the positive impact. The findings from this study can help the learning process and also students can understand the basic problems of online education with new mode of teaching. Therefore, identified problems must be taken into the consideration in designing future online classes during school closure.

Indexed Terms- COVID-19, Online Learning, School Closure, Students, Impact.

I. INTRODUCTION

Nowadays, education influenced every human's life. The success of life and the future of life depend on education. The Government of Sri Lanka has a major role in improving the quality of education in Sri Lanka. Which is one of the leading countries in providing free education from village to cities.[1] Novel coronavirus (Covid-19) outbreak declared as a global pandemic in March, 11, 2020.[2] The Covid-19 virus affected various areas, such as social, economic, tourism and including education on 2020. As a result of the Covid-19, all indoor and outdoor activities were suspended, including education. Following that, Government, Health ministry and Ministry of Education released policies to close schools, institution and private educational sectors. All school closure from March, 12, 2020 to February 2, 2021, about 150 countries partially closed, another 10 kept schools fully opened. Briefly, more than 200 countries.[3]

Students believe that, COVID-19 can spread directly or indirectly from one person to another person. Each country and WHO[4] requested to follow policies and orders to protect from the virus. Educators, students, families and researchers were adapting in online platforms to learning and teaching process during the Covid-19. Government ordered to close temporally all schools from 12th March including the private tuition classes and tutorials. Online learning is a familiar to the developed countries before the Covid-19 pandemic situation. Students used to develop e-learning, but most of the undeveloped and developing countries used to online learning process as a new tool to improve their schooling and educational curriculum during the Covid-19 outbreak. Result of this research analysis impact of online learning process during the Covid-19: a study based on G.C.E. (A/L) and G.C.E. (O/L) Students, Kawaththamunai Al-Ameen Vidyalaya.

Therefore, students and educators were learnt from home. Importantly, secondary school students above the grade 7th to grade G.C.E. (A/L) students should

participate in online learning in Al-Ameen Maha Vidyalaya. Student's use of the Internet network in the learning process is known as online learning. Online learning and teaching had some advantages. Although they faced some disadvantages by the online learning process. Therefore, this study evaluate "Negative Impact of online learning process during the Covid-19: a study based on G.C.E. (A/L) and G.C.E. (O/L) Students, Kawaththamunai Al-Ameen Maha Vidyalaya." Study area are in the heart of Kawaththamunai. Which is a rural area of the Koralaipattu West Divisional Secretariat in Batticaloa, Sri Lanka. Al-Ameen Vidyalaya is a one and only secondary school in Kawaththamunai, which has 717 students including primary and secondary students, 28 teachers.

II. LITERATURE REVIEW

Researcher examined about Students faced challenges in rural secondary school, Bangladesh. Student's dissatisfaction, feeling helpless, and no well-planned actions has found that as challenges and Researcher recommended how to resolve the quality of online education in rural schools.[5] This research indicates the differences between physical classroom learning and online learning. Which encouraged to learning activities during the Covid-19 situation. However, most of the G.C.E. A/l Students faced many challenges by online learning including, low income families and unhealthy students, connection problems, Internet problems, low income to get electronic devices and smartphones for the online learning. Therefore, Student's economic status and health affected by online learning on art students in Puttalam, Kalpittiya Maha Vidyalaya. [6]

Researcher attempted to give an insight into the impact of COVID-19 on the teaching and learning process of students in South Eastern University of Sri Lanka. Research found the several challenges in terms of online delivery, problems related to practical test via online mode, assessment, examinations and supervision of project. Researcher highlighted issues in online teaching and learning environment and a lack of online teaching in learning skill among staff and students. Therefore, Researchers argues the university should focus on hybrid education system to address the issues of online mode of education.[7]

The challenges faced Pakistan students during online learning environment and evaluated the effectiveness of online learning in Pakistan from student's perspective. Most of the students had not proper Internet facility, educators faced a lot of issues: healthy, physically and mentally. Researchers suggested developing and encourage to online learning activities by the academic institution.[8] According to this research highlighted the challenges faced by students and teachers during COVID-19 in learning and teaching at undergraduate and graduate levels. The results of the research indicated students and teachers faced a lot of problems during the online learning and teaching in Pakistan. Such as low amount of budget allocation for education, lack of technical skills, installation issues, logging issues and audio and video problems etc. Researchers suggested to this problem which can be solved by arguing trainings, technical skills and development of information technology.[9]

III. STATEMENT OF THE PROBLEM

Due to the COVID-19 outbreak, Students and teachers adapt to online platform. Online learning and online platform helped to develop and continue the education performance. However, it causes the negative impact during the COVID-19. This research tried to identify the situation in Kawaththamunai, Al-Ameen Vidyalaya during the COVID-19, and addressed negative impact of the online learning process during the Covid-19 pandemic lockdown. It was including educational, physical health, mental health and economic issues. Therefore, most of the students did not interest their study, and they got low marks, lack of concentration, low attendance, stress, discontinue their study than pre-COVID-19. This study also examined the G.C.E. (A/L) and G.C.E. (O/L) student's activities and effectiveness in Al-Ameen Vidyalaya.

IV. OBJECTIVE OF THE STUDY

- The main Objective, to evaluate the Negative Impact of COVID-19 on learning process: on G.C.E. (A/L) and G.C.E. (O/L) Students during the Covid-19.

- Specific Objectives are, to compare the students' teachers' performance before and after the covid-19.
- To identify recommendation for success of online mode of learning in the future.

V. METHODOLOGY

This study was designed by the quantitative research methodology. Impact of online learning and solutions were also identified based on previous studies. The research tools used for analyzing the data which collected from different sources.

5.1 Sample

The sample of the study included 65 students: 31 female and 34male participants. The participants included G.C.E (A/L) and G.C.E (O/L) students between 2020 and 2022, 10 teachers and 10 parents. All the students participated in the survey from BT/BC/Kawaththamunai, Al-Ameen Maha Vidyalaya.

5.2 Data collection method

Data will be collected in both secondary and primary sources by researcher and literature review will be carried out using secondary data collection. Primary data including, questionnaire and interviews. Secondary data including related journal, reports and search engines used for this research.

VI. FINDINGS AND DISCUSSION

According to the records of the school, there are 717 students in Al-Ameen Vidyalaya. Researcher selected 65 sample from grade 13, 12 and 11 students. Below the chart show the participants of the study who were studied in online mode during the COVID-19 pandemic. Main purpose of using this technology is to increase the learning. Positive aspect of online classes majority found it to be time saving, as it could be done from the comfort of the home in pandemic. Other positive things reported were: faster completion of syllabus, recording of

Figure 4.1 Participant of online learning
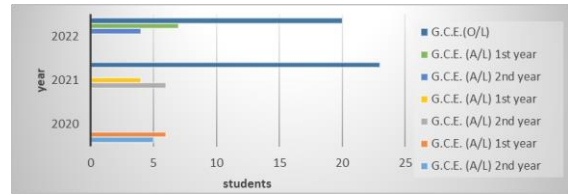
Source: Questionnaire, developed by researcher

classes helped in referring to study and revise it later. Classes can be attended anywhere, anytime thus, giving flexibility and online learning will be as a tool for online courses in future studies and personal development. Use of anything is bad and good, so that is the case with technology. Many students and teachers reported through the questionnaire online classes may lead to many issues including educational issues, Physical issues, mental issues and Economic issues. Such as many diseases and health issues due to longer screen time, body pain due to wrong posture and even short memory owing to constant availability of information at the click of a button. This study determines negative impact of online learning process during COVID-19. Few impacts are given below:

6.1 Educational Issues

Educational issues are considered as a main impact of online learning process during the COVID-19. Such as get low marks, low attendance, lack of interaction, limited student's opportunity. It could be causing an important imbalance in student's education and personal development.

- Attendance of the students during online classes

Many of the students attend their classes were not sure whether the student was present behind the screen. Teachers did not always have video access to keep a check. Sometimes video access in not possible due to poor connectivity. As per Students Figure 4.2 survey results, low attendance problem stands. 25% respondents were participated in online classes above 80% of attendance, Most of the respondents did not attend classes continuously who were 50% and 10% of attendance. Low attendance in classes has been always a problem of many students
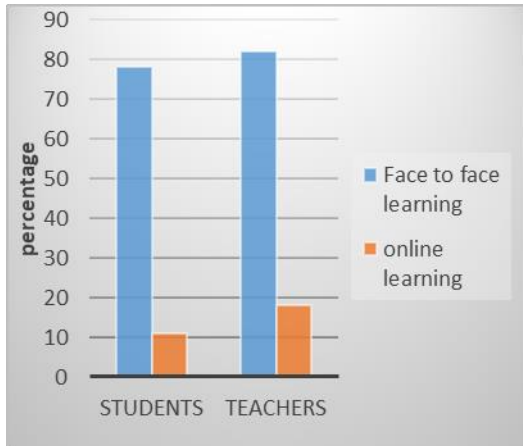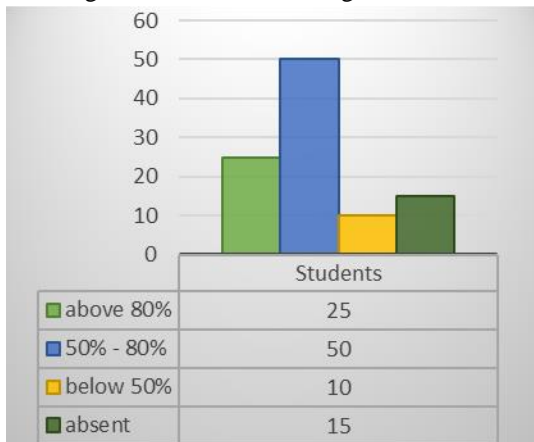
Figure 4.2 Students and Teachers

Figure 4.3 Online Learning Attendance

Source: Questionnaire, developed by researcher

who indicated connection problems, devices problems. 15% of students discontinue their study during the COVID-19 pandemic situation.

• Lack of Student and Teachers interaction

Students and teachers were also asked to respond to the learning process between face-to-face learning and online learning. The results of students and teachers responses are presented in Figure 4.4 Online learning is less preferred by students and teachers when compared to face-to-face learning. Because Students interact with teachers and friends directly. This did not happen in online learning, teachers were very limited and even rare because interactions are only done with the teacher.

Figure 4.4 Interaction between students and teachers
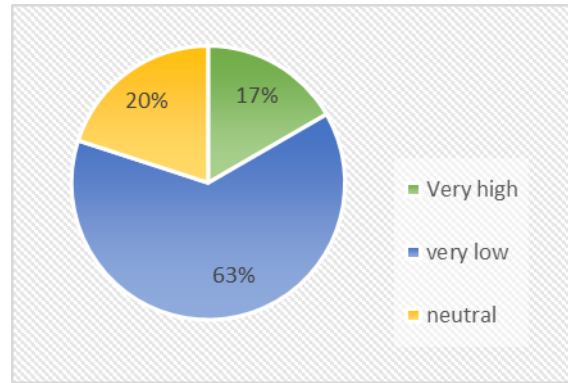
Source: developed by Researcher

The pie chart illustrate the percentage of students who were reported about interaction between student and teachers in online learning process during the COVID-19 pandemic situation. Majority of the students 63% reported that very low interaction in online classes than face-to-face classes. Very high and neutral in teachers and students interactions which indicated 17% and 20% of students. When teacher read and explained the particular lessons, most of the students listen it and did not ask any doubts about the particular lesson.

Moreover, students did not response, when teacher clarify their understanding. Because few students hesitated to ask doubts and reply to any questions.

• Impact on Students skill/ limited student's opportunities

Learning has been carried out on all four language skills including listening, reading, speaking and writing in face to face learning process. When it compare with online learning which was effective on listening and reading skills but low ineffective on speaking and writing skills. Speaking skills learning includes the ability of students to convey intentions such as ideas, thoughts and contents using oral language but speaking skills limited in online learning. School environment not only improve learning activates but also improve their extracurricular activities such as English and Tamil language skills, acting, leadership, indoor outdoor games.

Before the COVID-19, Majority of the students were participated in extracurricular activities such as, Tamil and language days competitions, interschool sports,

zonal, province, national competitions. Which developed their skills but during the COVID-19, physical competitions was postponed and few of them was limited in online by pandemic and social distance. Therefore, student's skills also limited by COVID-19 pandemic.

6.2 Physical Health Issues

Most of the teachers and students did not consider their eye and body discomfort and keep the distance between them and digital screen at less than 50 cm. 46% of students reported effects of online teaching using a computer/tablet/phone on their eye health. 23% reported headache. Neck pain and inability to focus reported 21% and 10%.Various symptoms such as eye discomfort, headache, dryness, redness, inability to focus, and neck and shoulder pain. Usage duration, number of breaks, screen brightness, distance from the screen, and sitting posture, have been influenced in physical health issues by online learning during the Covid-19

Figure 4.5 Physical Health
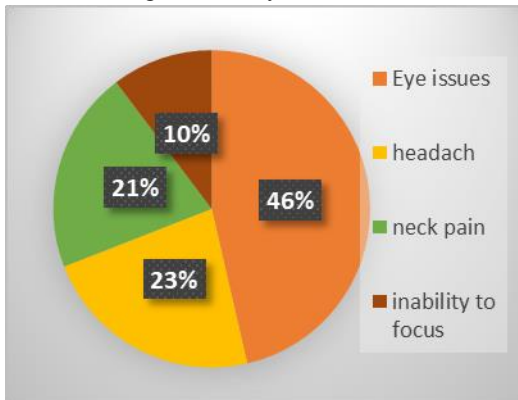
Source: questionnaire, developed by researcher

Students' and teachers' positions and distance in online learning during the COVID-19 pandemic, in Al-Ameen Maha Vidyalaya. About 60% of the teachers and 76% students keep a distance between them and the digital screen display while using the device of less than 50cm, while 40% teachers and 24% students keep a distance of 50cm As for screen brightness while using the device, Most of them was used average brightness, only few of them was used low brightness, And Considering the position of the eyes towards the screen, it was straight ahead among 70% users, down a little among 20%, and a little higher among 10%.

6.3 Mental Health Issues

Online classes in the long-run may lead to many issues like, eye strain and pain, ear pain, backache, headache. Through questionnaire, reveal that 68% of students declared feeling stress during the COVID-19 pandemic, while about 32% declared no feeling of stress. The number of online tasks disturbed students' minds and the workload they faced due to the increased hours spent on online learning platforms. Such as, Pressure from having too many online tasks, limited and weak internet connection, unfamiliarity with the study environment and study practices in their home. Students declaring that they were able to control their stress while studying online.

• Academic Workload

Students indicated that their academic workload increased as a result of the online learning. Before the online learning, mostly school was influenced as a learning environment to the students who got most of the work such as practical, exercise, assessment, test, group work, presentations at school environment. But during the COVID-19, home was as a learning environment with online tools in online learning process. Teachers have to more effort to teach in online platform. Below, the pie chart indicated that student's perspective about work load during the COVID-19 pandemic.

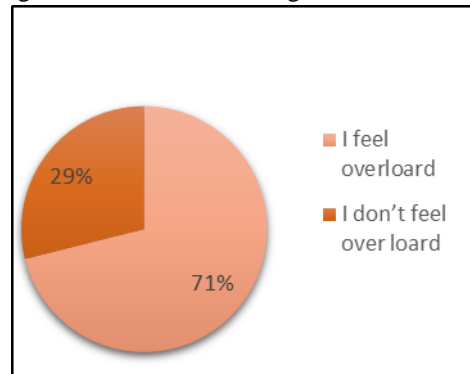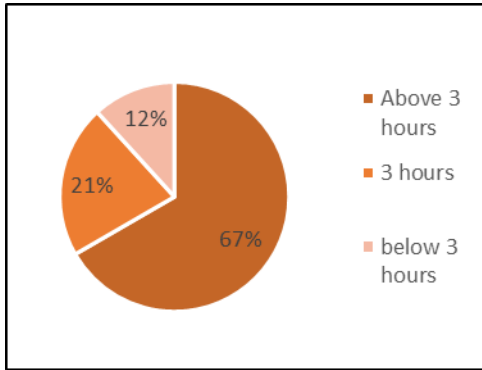Figure 4.6 work overloading in online learning

Figure 4.7 Daily time duration of online time duration
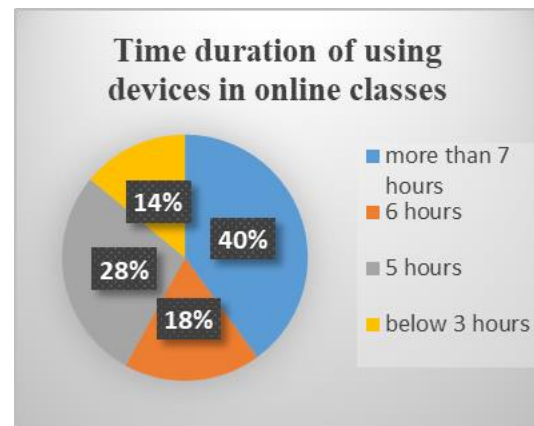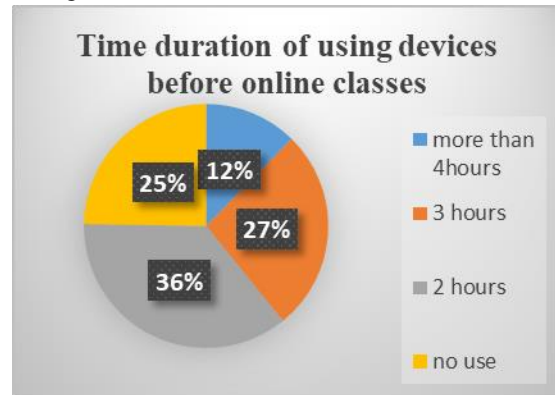

Source: Questionnaire, developed by researcher

As the figure demonstrates through the questionnaire, more than two-thirds of students 68% who took part in this research feel overloaded when following up with their online learning, while 32% of the students declared no feelings of overload feeling. Students had to attend more than three classes per day and each class was minimum one hour. Therefore, C.C.E O/l and A/l students had to spend minimum 3 hours in online platform. After that, students had to do lesson's or unit's exercises and assessment and also who had to revise previous session and prepare for next day lessons. Students felt that when classes are taken through online mode, few teachers did not teach effectively, they run through the syllabus and students feel they are being overloaded with information. Work overload and increasing stress levels among students by having too many online tasks and considered receiving too much information from the online learning.

• Increase time spend online and social media
Comparing Figures 4.8 highlighting major percentage values, it is apparent that number of hours students spent in smartphones or online devices before COVID-19. More than 4 hours per a day, almost 12% of students spend their time in social media and learning activities. 3 hours and 2 hours per a day, 27% and 36% students spend their time between 3 hours and 2 hours. 25% of students did not spend their time with smart phones due to do not have smartphones in their home.

In summary, least of hour students spent in their smartphones before COVID-19. On other hand, most

of the hours students spent in their smartphones during the COVID-19 lockdown

Figure 4.8 Time duration about online classes

Source: Questionnaire, developed by researcher

has changed in their time duration of usage of smartphones. For example, as shown in Figure 40%, 28% and 14 of students reported through the questionnaire, Most of the students spend 7, 6, and 5 hours with smartphones. Likewise, online learning, note the previous lessons, chatting with friends, and using social Medias. Spending more time in Electrical online devices cause to health and mental issues.

6.4 Economic Impact on Students
Bt/Bc/Al-Ameen Maha Vidyalaya is situated in Kawaththamunai village. Most of the parents works as a primary economic activity who are the middle- and lower-class parents. Families have been separated, public spaces have been closed, and economic activity was disrupted by the pandemic. Schools were using the Internet as a medium of instruction. However, students of all levels are not getting equal benefits.

High cost of internet data packages and lack of smartphones, which was a gap between rich and poor students. Based on the socio-economic condition of Kawathemunai, online classes have become a blessing for the students. However, students in rural areas are not able to participate in online classes properly. Few students did not have smartphones.
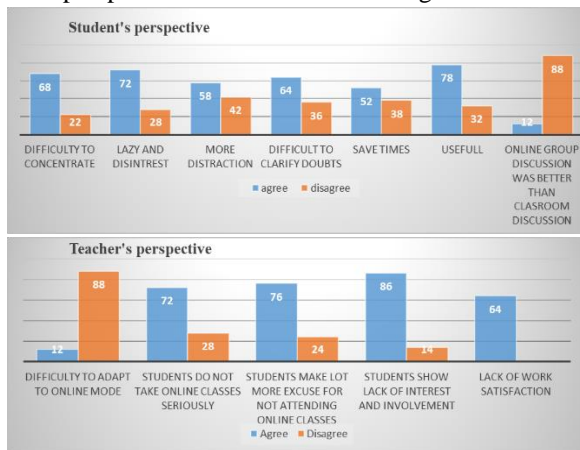
The spread of information technology has not been equal among all. Device problems have become one of the problems in online classes. Most of the students come from middle class, and lower-class families. Considering that many families did not have online features and knowledge, the majority of primary and secondary level students are being deprived in their studies in rural areas. Also, few students, who were not able to come under the class because they did not have own smartphone or laptop. Therefore, students buying devices through lending, then the realization is that the burden of repaying the loan by them and as a result majority of students are not interested. Considering the socio-economic situation during the pandemic, male students are moving away from education to help their families. During the

Figure 4.9 and 4.10. Students and Teacher's perspective about Online Learning material

Source: Questionnaire and interview

COVID-19, Majority of the students continued their G.C.E. Advance Level studies in same school, Bt/Bc/Al-Ameen Maha Vidyalaya. And also few Students continue their study (A/L) in other schools. Few of them drop out and married due to economic crisis and family economic issues. Over all, the students' and teachers' perspective were identified as face-to-face learning better than online learning in learning process.4.9 and 4.10 figures illustrate the Students' and Teachers 'Perspective about online learning.

VII. RECOMMENDATION

- Students' behaviour and academic performance are affected by the quality of the relationship between students and teachers. Teachers should build a relationship of respect and affection between the teachers and students with friendship, positive attitude, the ability to listen and be heard, and the ability to compliment genuinely.

- The size of online classes' impact on students' interest. Long duration of online classes will create uninteresting, boring and laziness. Therefore, online classes should be small to allow for building the social relationship between students and teachers.

- The interviewees believe that social isolation was very important part in negative impact, teachers must focus on student's activities that decrease social isolation, such as encouraging students to share student's opinion, personal experience and motivate the students to learn and speak in front of the online class. Which stimulates the communication and interaction between the students during COVID-19.

- School should provide opportunities for students to become comfortable with the medium before they take online classes.

- Teachers should monitor students lively in video during the attendance, test, assignment and individual exercises spread among students.

- The interviewees asserted that few students were very low during the online education, therefore teachers should take more care in student's learning activities.

- Student's mental health should be taken into consideration and various suitable measures should be taken by teachers to relieve their mental stress during the COVID-19crisis, to ensure that the students could regularly, effectively and actively participate in their online learning sessions.

- Government should provide cheaper or even free internet packages during the pandemic and should identify poor children in rural area.
- Provide accessible online resources such as e-books and instructional videos for practical lessons.
- Provide online quizzes and assignments after every lesson to measure the percentage of students' understanding.
- Students feel that learning through online learning is less conducive in developing students' language skills. Therefore, students and teachers should consider their language skills to developed their self-study and self-motivation.
- The ability of teachers should carry out their role as facilitators is provide facilities for students in the teaching and learning process, guide students who experience difficulties during the teaching and learning process, and provide good examples to students.
- School offer online courses or programs should make an effort to present to the skill development and personal development. Online courses or programs should provide incentives to classroom-based courses for the online environment.

CONCLUSION

This study found that the COVID-19 epidemic lockdown affected the academic performance of different grades in various participants which was conducted to gain a deeper understanding of Impact of Online Learning Process during the Covid-19: A Study Based on G.C.E. (A/L) and G.C.E. (O/L) Students, Kawaththamunai Al-Ameen Vidyalaya. Which showed that COVID-19 pandemic lockdown effected the academic performance of most participant with educational level in online education head negative as well as positive impact. The study suggest some future studies suggest how to deal with online education during the school closure. Students feel that it is difficult to acquire practical skills only through online education. Improvements can be made by making online learning more accessible, provide internet, providing brief information, involve and motive students, train to the teacher, ensure every student has a device, take some initiative to more attractive on online learning in the rural area.

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