

## Online Learning and Its Effects on English Language Skills among Higher Education Students Amid the Covid-19 Lockdown

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### Abstract

The first quarter of 2020 due to COVID-19 pandemic brought a closure to all schools, colleges and universities all around the world. It flipped the traditional learning process. All higher educational institutions have no option but to make use of online learning, the only way out to continue with the academic activities. This paper examines whether the students are satisfied with the sudden plunge into online learning of English language skills. Objectives of the study were, to know the perceptions of the students from the responses given: by the male and female students, by examining their location, by finding out the students economic background, towards learning by the teachers IT background, and by comparing their previous exam scores. The study was conducted in an Engineering college in Visakhapatnam City and respondents were I/IV B.Tech., students. The descriptive Survey method was used. The population of the study was 300 students and 130 (43%) as sample, was selected by the probability sampling technique. Frequency and percentage used for analysing the data. The major findings of the study: Relating to learning process, teaching process, and understanding of the concepts in online system in COVID-19 pandemic were recorded.

**Keywords:** COVID-19, Lockdown, Online learning, English Language Skills, Higher Education

### 1.0 Introduction

The world today is going through a changed and fearful time brought about by the COVID-19 pandemic. The UNESCO Director General said, “Never before have we witnessed educational disruption on such a large scale. This Corona Virus is similar to SARS

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as it can be fatal as it can be easily transmitted. The academic calendar has been disrupted globally and school, colleges and universities had to be closed and students had to return to their homes to isolate and quarantine with their families” (UNESCO, 2020). Examinations have been mostly cancelled and the continuation of the coming semesters is still in disarray. Educators and leaders around the world are grappling with the uncertainty of the future semesters. So, the decisions made on account of the COVID-19 lockdown for higher education must be accurate and reasonable, as it forever makes an indelible mark in history.

Students, being the most vulnerable, all educational institutions were closed around the world since the end of March 2020 and UNESCO (2020) reported that 91% of the enrolled learners have been affected around the world. Academic leaders are promoting online education as a way out to this crisis. (UNESCO,2020)The World Bank is actively working with the Ministries of Education in several countries to utilize educational technologies and provide remote learning opportunities to students during the COVID-19 pandemic. Even though many top universities around the world have been gradually moving in the past decade from the traditional face to face classes to online programs the sudden and unprecedented closure of campuses across India and other parts of the world has enhanced the digital delivery of learning. Along with this, there were the teething problems for both the teachers and learners despite the recent advancements in the use of technology. Educational institutes all over the world, even in the developing countries, embraced the sudden shift to online learning with sophistication and effectiveness (Murphy,2020). As it is reported by UNESCO (2020), more than a billion learners in 165 countries are affected by the lockdown.

Education moulds a person and Higher Education provides the pathway to reach the destiny. Any calamity that occurs in the world will always impact education. Surely, the COVID-19 virus has its footprints on education in general and higher education in particular. The deadly pandemic brought the higher education institutions all over the world to respond and think of alternative methods of learning. The sudden and scary scenario paved a way for traditional classroom learning to step into the digital world or remote learning or online learning. This shift does not need face to face interaction between the teacher and students and thus prevents and controls the spread of the virus according to the government guidelines. It is an advantage for the students as it allows them to learn at their convenience in the comfort and safety of their homes and yet be virtually connected. The use of a desktop, laptop or smartphone and the internet forms the major component of this learning methodology. There are various apps that the students can use such as WhatsApp, Video conferencing, Zoom, etc. Thus, online learning has proved to be the best and effective method of growth in all sectors, especially, during this lockdown. Its partners include Google, Microsoft, Facebook and Zoom alongside influential international organizations the OECD and World Bank, all now aligned to the common mission of extending online education globally.

In the sudden closure of all educational institutes, UGC, the apex body of higher education in India, has ordered online learning to keep the academic momentum of the nation going. Alternatives and suggestions were given to affiliated universities and colleges to effectively engage the teachers and learners in academic activities. The Secretary of Higher Education (MHRD), has given the notice that all teaching and learning should utilize the current lockdown period digitally, and effectively utilize the UGC's e-learning platforms.

The Indian government directive brought a sudden, disruptive shift to bring all existing courses online. Online courses generally need a complete design with lesson plan, audio and video teaching materials. Along with that, there should be the technology support teams. With the sudden emergence of the COVID-19, most faculty members were caught unawares and faced challenges of unpreparedness and of lack of online teaching experience and technological support. Apart from these challenges, most of the difficulties are the students' lack of self-discipline, suitable learning materials and supportive environment when they are self-isolated at home.

Online learning can be defined as "learning using electronic technology for explicit purpose of learning". Online learning has been around for the past decade or more and it is being recognized globally as a cost-effective method to deliver knowledge and good results to a large group. The 21<sup>st</sup> century has seen great progress and development of technology that led to better online learning around the world. Learners can communicate virtually with their teachers and their peers through Internet technology. In fact, this current crisis of the pandemic lockdown, learning hasn't come to a halt but rather learning is transferred virtually using multiple media platforms. Online learning is a best way in the present crisis to transfer knowledge without the physical presence to a virtual classroom scenario. It is vital that the virtual class compensates the traditional classroom by creating a comfortable and a supportive and comfortable environment to participate.

### **1.1 Objectives of the Study**

The purpose of this study is to identify the perceptions and the effects of online classes in English language skills during the COVID-19 lockdown of I/IV B.Tech., students of an Engineering college in Visakhapatnam city. For this purpose, the following objectives were drawn.

- To know the perceptions of the students from the responses given by the male and female students of I/IV B.Tech., in an Engineering college at Visakhapatnam city.
- To know the perceptions of students by examining their location of I/IV B. Tech., in an Engineering college at Visakhapatnam city.
- To know the perceptions of students by finding out the students' economic background of I/IV B.Tech., in an Engineering college at Visakhapatnam city.
- To know the perceptions towards learning by the teachers' IT background of I/IV B.Tech., in an Engineering college at Visakhapatnam city.

- To know their perceptions to online learning by comparing responses to their previous exam scores/IV B.Tech., in an Engineering college at Visakhapatnam city.

### 1.2 Research Questions of the Study

- Are there any differences in the perceptions of the male and female students?
- Are there any differences in the perceptions of students depending on their area of living?
- Are there any differences in the perceptions of students depending on their economic background?
- Are there any differences in the perceptions of students towards teachers' IT background?
- Are there any differences in their perceptions to online learning by comparing responses to their previous exam scores?

### 1.3 Significance of the Study

This study has made a few recommendations that will pave the way for the institutional authorities, policymakers and academicians for online learning. There should be: a uniform academic plan for all colleges and universities to continue learning process during this pandemic; good infrastructure in all educational institutions that regulates all digital learning in any future emergencies; teachers must have specific IT training in preparing digital material and learning management to conduct online learning. Finally, there should be a resilient education system which ensures online learning is blended with the regular face to face learning.

### 1.4 Operational Definitions of Key Words

- **Lockdown:** For people to stay in place as a requirement in response to a risk.
- **COVID-19:** Otherwise called the Corona virus which is deadly to humans.
- **Higher Education:** Types of education given after passing secondary school.
- **Online learning:** Education that takes place over the internet.

## 2.0 Literature Review

Cathy Mae Toquero (2020) conducted a study entitled “Challenges and Opportunities for Higher Education amid the COVID19 Pandemic: The Philippine Context”. The major objectives of the study were: to know how higher education is affected, to know how it can respond to future challenges and to know the need for alternative solutions. The method of the study was observation method. The study was conducted in College of Education, Mindanao State University, General Santos City, Philippines. The major finding of the study was to recommend to educational institutions to produce studies to proliferate and document the impact of the pandemic to the educational system and there is also a greater need for educational institutions to strengthen the practices in the curriculum and make it more responsive to the learning needs of the students even beyond the conventional classrooms.

John Demuyakor (2020) conducted a study entitled “Coronavirus (COVID-19) and Online Learning in Higher Institutions of Education: A Survey of the Perceptions of Ghanaian International Students in China”. The major objectives of the study were: to investigate the level of satisfaction of online learning in higher educational institutions and to know how Ghanaian international students are coping with these new initiatives. The method of the study was a purposive online survey. The study was conducted in WeChat group of Ghanaian students who are participating in online learning in various higher educational institutions of China. The major findings of the study suggest that the implementation of online learning programs was a very great idea as the majority of the sampled students supported the initiative. The study also revealed that students have adequate knowledge of the COVID-19 pandemic. Another finding that came up during the research is the high cost of participating in online learning. However, our results showed that students outside China due to the COVID-19 spend so much money to buy internet data for online learning. Last but not the least, the study discovered that internet connectivity was very slow for students leaving within the dormitories of various universities in China. The findings from this study will be of much benefit to university administrators and management in taking future emergency decisions concerning the implementation of online learning programs for student’s different backgrounds.

### **3.0 Research Design**

#### **3.1 Method of Research**

The study was conducted in an Engineering College at Visakhapatnam city, and respondents were I/IV B.Tech. students. Descriptive Survey method was used as a research method.

#### **3.2 Population, Sampling Technique and Sample**

The population of the study was 300 I/IVB.Tech., students studying in an Engineering College at Visakhapatnam city, Andhra Pradesh State, India. The population frame was carefully prepared.

Out of 300 of population, 130 (43%) were selected as sample by the probability sampling technique, more specifically simple random sampling method by using random number table (RNT) in the study. Out of the sample of 130 students, 40 (31%) were boys and 90 (69%) were girls according to gender of the students; 91 (70%) belong to rural area and 39 (30%) belong to urban area according to their area of living of the students; 26 (20%) were rich, 65 (50%) were middle class and 39 (30%) were poor according to income of the parents of the students: 26 (20%) were above average, 78 (60%) were average and 26 (20%) were below average students according to the average of previous semesters’ scores of the students. Details are embodied in the following table.

**Table 1:Detailsof the Sample**

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VARIABLE	CATEGORY	FREQUENCY	PERCENTAGE	TOTAL PERCENTAGE
Gender of the Students	BOYS	40	31	100
	GIRLS	90	69	
Area of the Students	RURAL	91	70	100
	URBAN	39	30	
Economic Status of the Parents of the Students	RICH	26	20	100
	MIDDLE CLASS	65	50	
	POOR	39	30	
Learning Ability of the Students	ABOVE AVERAGE	26	20	100
	AVERAGE	78	60	
	BELOW AVERAGE	26	20	

### 3.3 Data Collection Tool

Researcher-developed questionnaire in English was used as data collection tool. The questionnaire contained both open ended items and closed ended items. There were 30 items in the questionnaire. There were seven open ended items, which were used to collect demographic data of the students and 23 closed ended items with five point Likert scale were used to collect opinions of the students, out of which seven items related to teaching process, seven items related to learning process, seven items related to level of understanding of the concepts, and the remaining two items related to effect of teaching relating with IT knowledge of teachers who were teaching the concepts, through online.

### 3.4 Validity and Reliability of the Research Tool

The validity of the questionnaire was calculated by Content Validity Ratio (CVR) method developed by Lawshe in 1975, and it was found that every item is essential. Pilot test was conducted with 30 students other than the sample, and the reliability was calculated by split-half method using Cronbach alpha. The value obtained is 0.85 which is above 0.65, so the researcher used it for data collection.

### 3.5 Method of Data Collection

The questionnaire was prepared in the form of Google forms and disseminated to sample students, and the responses were automatically collected in the Google forms.

### 3.6 Tools of Analysis

Frequency and percentage were used as tools for analysing the data.

## 4.0 Analysis and Interpretation of Data

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#### **4.1 Perceptions of the Students Based on Gender towards Online Teaching-Learning System of Education**

In accordance with the gender of the students, relating to learning process in online system in COVID-19 pandemic, out of 40 boys 20 (50%) strongly agreed, 18 (45%) agreed and two (5%) disagreed with online learning process being good enough to learn the contents in the English language. Out of 90 girls 40 (45%) strongly agreed, 28 (31%) agreed, 10 (11%) undecided and 12 (13%) disagreed with online process being good enough to learn the contents in the English language.

In accordance with gender of the students, relating to learning process in online system in COVID-19 pandemic, 95% of boys, 76% girls agreed and 22% of girls were in the undecided stage. This shows more percentage of boys have positive attitude than girls, and boys were more cognizant than girls with online process as good enough to learn the contents in the English language.

Relating to teaching process in online system in COVID-19 pandemic, out of 40 boys, 30 (75%) strongly agreed, 10 (25%) agreed and no one disagreed with online learning process being good enough to learn the contents in the English language. Out of 90 girls 40 (45%) strongly agreed, 28 (31%) agreed, 20 (22%) undecided and two (2%) disagreed with online process as good enough to learn the contents in the English language.

In accordance with the gender of the students, relating to teaching process in online system in COVID-19 pandemic, 95% of boys, 76% girls agreed, and 22% of girls were in the undecided stage. This shows more percentage of boys have positive attitude than girls, and boys were more cognizant than girls with the position that online process is good enough to learn the contents in the English language.

Relating to understanding of the concepts in online system in COVID-19 pandemic, out of 40 boys 30 (75%) strongly agreed, eight (20%) agreed and two (5%) disagreed with online process as good enough to learn the contents in the English language. Out of 90 girls 50 (56%) strongly agreed, 18 (20%) agreed, 20 (22%) were undecided and two (2%) disagreed with online learning process as good enough to learn the contents in the English language.

In accordance with gender of the students, relating to understanding of the concepts in online system in COVID-19 pandemic, 95% of boys, 74% girls agreed, and 22% of girls were in the undecided stage. This shows more percentage of boys have positive attitude than girls, and boys were more cognizant than girls with online process as good enough to learn the contents in the English language.

Relating to the effect of teaching connecting with IT knowledge of teachers who were teaching the concepts in online system in COVID-19 pandemic, out of 40 boys 30 (75%)

strongly agreed, 10 (25%) agreed and no one disagreed with online process as good enough to learn the contents if the teacher has good knowledge in IT would be effective in the learning of English language. Out of 90 girls 42 (47%) strongly agreed, 28 (31%) agreed and 20 (22%) undecided with online learning process as good enough to learn the contents if the teacher has good knowledge in IT would be effective in the learning of English language.

In accordance with the gender of the students, relating to IT knowledge of teachers who were teaching the concepts in online system in COVID-19 pandemic, 100% of boys, 78% girls agreed, and 22% of girls were in the undecided stage. This shows more percentage of boys have positive attitude than girls, and boys were more cognizant than girls with online process as good enough to learn the contents in the English language.

#### **4.2 Perceptionsofthe Students Based on Areaof the Studentstowards Online Teaching-Learning Systemof Education**

In accordance with the area of living of the students, relating to learning process in online system in COVID-19 pandemic, out of 91 rural students 20 (21%) strongly agreed, 18 (19%) agreed 12 (15%) undecided, 30 (33%)strongly disagreed and 11 (12%) disagreed with online learning process as good enough to learn the contents in the English language. Out of 39 urban students 20 (51%) strongly agreed, 19 (49%) agreed, and no one disagreed with online process as good enough to learn the contents in the English language.

In accordance with area of living of the students, relating to learning process in online system in COVID-19 pandemic, only 40% of rural students, 100% urban students agreed, and 15% of rural students were in the undecided stage. This shows more percentage of urban students have positive attitude than rural students, and urban students were more cognizant than rural students with online process as good enough to learn the contents in the English language.

Relating to teaching process in online system in COVID-19 pandemic, out of 91 rural students 20 (22%) strongly agreed, 18 (20) agreed and 53 (58%) disagreed with online process is good enough to learn the contents in the English language. Out of 39 urban students 30 (77%) strongly agreed, nine (23%) agreed, no one disagreed with online learning process as good enough to learn the contents in the English language.

In accordance with the area of living of the students, relating to teaching process in online system in COVID-19 pandemic, only 42% of rural students, 100% urban students agreed, and 58% of rural students disagreed. This shows more percentage of urban students have positive attitude than rural students, and urban students were more cognizant than rural students with, online process as good enough to learn the contents in the English language.



Relating to understanding of the concepts in online system in COVID-19 pandemic, out of 91 rural students 10 (11%) strongly agreed, 18 (20%) agreed, 30 (33%) strongly disagreed and 33 (36%) disagreed with online process as good enough to learn the contents in the English language. Out of 39 urban students 32 (82%) strongly agreed, seven (18%) agreed and no one disagreed with online learning process as good enough to learn the contents in the English language.

In accordance with the area of living of the students, relating to understanding of the concepts in online system in COVID-19 pandemic, 31% of rural students, 100% urban students agreed, and 69% of rural students disagreed. This shows more percentage of urban students have positive attitude than rural students, and urban students were more cognizant than rural students with online process as good enough to learn the contents in the English language.

Relating to effect of teaching connecting with IT knowledge of teachers who were teaching the concepts in online system in COVID-19 pandemic, out of 91 rural students 83 (91%) strongly agreed, eight (9%) agreed, with online learning process as good enough to learn the contents to learn the contents if the teacher has good knowledge in IT would be effective in the learning of English language. Out of 39 urban students 30 (77%) strongly agreed, 9 (23%) agreed and no one disagreed with online learning process as good enough to learn the contents to learn the contents if the teacher has good knowledge in IT would be effective in the learning of English language.

In accordance with the area of living of the students, relating to IT knowledge of teachers who were teaching the concepts in online system in COVID-19 pandemic, 100% of rural students and 100% urban students agreed. This shows all students agreed with teachers should have IT knowledge who were teaching the concepts in online system, then only online process is successful to learn the contents in the English language.

#### **4.3 Perceptions of the Students Basing on Economic Status of the Parents of Students towards Online Teaching-Learning System of Education**

In accordance with the economic status of the students, relating to learning process in online system in COVID-19 pandemic, out of 26 students who belong to rich all 26 (100%) strongly agreed, and no one disagreed with online process as good enough to learn the contents in the English language. Out of 65 middle income students 40 (62%) strongly agreed, 20 (31%) were agreed, and five (7%) were disagreed with online learning process as good enough to learn the contents in the English language. Out of 39 poor students all 39 (100%) disagreed with online learning process as good enough to learn the contents in the English language.

In accordance with the economic status of the students, relating to learning process in online system in COVID-19 pandemic, 100% of students with rich background, 93% of

students with middle income background and 0% of students with poor background agreed. This shows more percentage of rich and middle income background of students have positive attitude with the position that online process is good enough to learn the contents in the English language, whereas poor income background students strongly disagreed with the position that online process as good enough to learn the contents in the English language.

Relating to the teaching process in online system in COVID-19 pandemic, out of 26 students who belong to rich 20 (77%) strongly agreed, six (23%) agreed and no one disagreed with online process is good enough to learn the contents in the English language. Out of 65 middle income students 40 (62%) strongly agreed, 15 (23%) agreed, and 10 (15%) disagreed with online learning process as good enough to learn the contents in the English language. Out of 39 poor students all 39 (100%) disagreed with online learning process is good enough to learn the contents in the English language.

In accordance with the economic status of the students, relating to teaching process in online system in COVID-19 pandemic, 100% of students with rich background, 85% of students with middle income background and 0% of students with poor background agreed. This shows more percentage of rich and middle income background of students have positive attitude with online process is good enough to learn the contents in the English language. Whereas poor income background students strongly disagreed with the position that online process is good enough to learn the contents in the English language.

Relating to the understanding of the concepts in online system in COVID-19 pandemic, out of 26 students who belong to rich 20 (77%) strongly agreed, six (23%) agreed and no one disagreed with online process is good enough to learn the contents in the English language. Out of 65 middle income students 40 (62%) strongly agreed, 20 (31%) agreed, and five (7%) disagreed with online learning process is good enough to learn the contents in the English language. Out of 39 poor students all nine (23%) agreed and 30 (77%) disagreed with the position that online process is good enough to learn the contents in the English language.

In accordance with the economic status of the students, relating to the understanding of the concepts in online system in COVID-19 pandemic, 100% of students with rich background, 96% of students with middle income background and only 23% of students with poor background agreed. This shows more percentage of rich and middle income background of students have positive attitude with online process is good enough to learn the contents in the English language, whereas poor income background students strongly disagreed with, online process is good enough to learn the contents in the English language.

Relating to the effect of teaching connecting with IT knowledge of teachers who were teaching the concepts in online system in COVID-19 pandemic, out of 26 students who belong to rich all 26 (100%) strongly agreed, and no one disagreed with online process is good enough to learn the contents if the teacher has good knowledge in IT would be effective in the learning of English language. Out of 65 middle income students 40 (62%) strongly

agreed and 25 (38%) agreed with online learning process is good enough to learn the contents to learn the contents if the teacher has good knowledge in IT would be effective in the learning of English language. Out of 39 poor students all 39 (100%) agreed with online learning process is good enough to learn the contents to learn the contents if the teacher has good knowledge in IT would be effective in the learning of English language.

In accordance with the economic status of the students, relating to IT knowledge of teachers who were teaching the concepts in online system in COVID-19 pandemic, 100% of students with rich background, 100% of students with middle income background and 100% of students with poor background agreed. This shows all students of the sample irrespective of their parents' economic status strongly disagreed with the position that online process is good enough to learn the contents in the English language if the teachers have IT knowledge who were teaching the concepts in online system

#### **4.4 Perceptions of the Students Based on Learning Ability of the Students towards Online Teaching-learning System of Education**

In accordance with the ability in academic achievement of the students, relating to learning process in online system in COVID-19 pandemic, out of 26 above average students 20 (77%) strongly agreed, six (23%) agreed and no one disagreed with the position that online learning process is good enough to learn the contents in the English language. Out of 78 average students 40 (51%) strongly agreed, 38 (49%) agreed, no one disagreed with the position that online learning process is good enough to learn the contents in the English language. Out of 26 below average students 20 (77%) strongly disagreed and six (23%) disagreed with online learning process is good enough to learn the contents in the English language.

In accordance with ability in academic achievement of the students, relating to learning process in online system in COVID-19 pandemic, 100% of students with above average in academic achievement, 100% of students with average in academic achievement, and 0% of students with below average in academic achievement, agreed. This shows more percentage of above average and average of students have positive attitude with, online process is good enough to learn the contents in the English language, whereas, below average students strongly disagreed with online process is good enough to learn the contents in the English language.

Relating to teaching process in online system in COVID-19 pandemic, out of 26 above average students 20 (77%) strongly agreed, six (23%) agreed and no one disagreed with the position that online learning process is good enough to learn the contents in the English language. Out of 78 average students 40 (51%) strongly agreed, 38 (49%) agreed, no one disagreed with the position that online learning process is good enough to learn the contents in the English language. Out of 26 below average students 20 (77%) strongly

disagreed and six (23%) disagreed with the position that online learning process is good enough to learn the contents in the English language.

In accordance with ability in academic achievement of the students, relating to teaching process in online system in COVID-19 pandemic, 100% of students with above average in academic achievement, 100% of students with average in academic achievement, and 0% of students with below average in academic achievement agreed. This shows more percentage of above average and average of students have positive attitude with, online process is good enough to learn the contents in the English language, whereas below average students strongly disagreed with online process is good enough to learn the contents in the English language.

Relating to understanding of the concepts in online system in COVID-19 pandemic, out of 26 above average students 22 (85%) strongly agreed, four (15%) agreed and no one disagreed with online learning process is good enough to learn the contents in the English language. Out of 78 average students 30 (38%) strongly agreed, 48 (62%) agreed no one disagreed with online learning process is good enough to learn the contents in the English language. Out of 26 below average students 20 (77%) strongly disagreed and six (23%) disagreed with online learning process is good enough to learn the contents in the English language.

In accordance with ability in academic achievement of the students, relating to understanding of the concepts in online system in COVID-19 pandemic, 100% of students with above average in academic achievement, 100% of students with average in academic achievement, and 0% of students with below average in academic achievement, agreed.

This shows more percentage of above average and average of students have positive attitude with online process is good enough to learn the contents in the English language. Whereas, below average students strongly disagreed with online process is good enough to learn the contents in the English language.

Relating to effect of teaching connecting with IT knowledge of teachers who were teaching the concepts in online system in COVID-19 pandemic, out of 26 above average students 23 (88%) strongly agreed, three (12%) agreed and no one disagreed with online learning process is good enough to learn the contents if the teacher has good knowledge in IT would be effective in the learning of English language. Out of 78 average students 50 (64%) strongly agreed, 28 (36%) agreed and no one disagreed with online learning process is good enough to learn the contents in the English language. Out of 26 below average students 20 (77%) strongly agreed and six (23%) agreed with online learning process is good enough to learn the contents to learn the contents if the teacher has good knowledge in IT would be effective in the learning of English language.

In accordance with ability in academic achievement of the students, relating to IT knowledge of teachers who were teaching the concepts in online system in COVID-19 pandemic, 100% of above average students in academic achievement, 100% of average students in academic achievement and 100% of below average students in academic achievement agreed. This shows all students of the sample irrespective of their ability in academic achievement strongly agreed with online process is good enough to learn the contents in the English language if the teachers have IT knowledge who were teaching the concepts in online system.

## **5.0 Summary and Conclusion**

### **5.1 Summary**

This paper aimed to examine whether the students in a private higher education institution are satisfied with the sudden plunge in online learning for English language skills. The main objectives of the study were: to know the perceptions of the students from the responses given by the male students and female students, to know the perceptions of students by examining their location, to know the perceptions of students by finding out the students economic background, to know the perceptions towards learning by the teachers IT background, and to know their perceptions to online learning by comparing responses to their previous exam scores. Five research questions were framed, and the study was conducted in an Engineering college at Visakhapatnam city, and the respondents were I/IV B.Tech. students. Descriptive Survey method was used as a research method. The population of the study was 300 and the sample of 130 means 43% of population was selected by the probability sampling technique, more specifically simple random sampling method by using Random Number Table (RNT). Researcher-developed questionnaire in English was used as data collection tool. The questionnaire was prepared in the form of Google form and disseminated to sample students, and the students returned the forms through internet after furnishing their responses. Frequency and percentage were used as tools for analysing the data. Five research questions were framed and answered by findings of the study.

### **5.2 Findings of the Study**

- Relating to learning process in online system in COVID-19 pandemic, more percentage of boys have positive attitude than girls, and boys were more cognizant than girls with the position that online process is good enough to learn the contents in the English language.
- Relating to teaching process in online system more percentage of boys have positive attitude than girls, and boys were more cognizant than girls with the position that online process is good enough to learn the contents in the English language.
- Relating to understanding of the concepts in online system more percentage of boys have positive attitude than girls, and boys were more cognizant than girls with the position that online process is good enough to learn the contents in the English language.

- Relating to IT knowledge of teachers who were teaching the concepts in online system more percentage of boys have positive attitude than girls, and boys were more cognizant than girls with the position that online process is good enough to learn the contents in the English language.
- Relating to learning process in online system more percentage of urban students have positive attitude than rural students, and urban students were more cognizant than rural students with the position that online process is good enough to learn the contents in the English language.
- Relating to teaching process in online system more percentage of urban students have positive attitude than rural students, and urban students were more cognizant than rural students with the position that online process is good enough to learn the contents in the English language.
- Relating to understanding of the concepts in online system shows more percentage of urban students have positive attitude than rural students, and urban students were more cognizant than rural students with the position that online process is good enough to learn the contents in the English language.
- Relating to IT knowledge of teachers who were teaching the concepts in online system shows all students agreed with teachers should have IT knowledge who were teaching the concepts in online system, then only online process is successful to learn the contents in the English language.
- Relating to learning process in online system shows more percentage of rich and middle income background of students have positive attitude with the position that online process is good enough to learn the contents in the English language, whereas poor income background students strongly disagree with the position that online process is good enough to learn the contents in the English language.
- Relating to teaching process in online system shows more percentage of rich and middle income background of students have positive attitude with the position that online process is good enough to learn the contents in the English language. Whereas poor income background students were strongly disagree with the position that online process is good enough to learn the contents in the English language.
- Relating to understanding of the concepts in online system, more percentage of rich and middle income background of students have positive attitude with the position that online process is good enough to learn the contents in the English language. Whereas poor income background students strongly disagree with the position that online process is good enough to learn the contents in the English language.
- Relating to IT knowledge of teachers who were teaching the concepts in online system shows all students of the sample irrespective of their parents economic status strongly disagree with the position that online process is good enough to learn the contents in the English language if the teachers have IT knowledge who were teaching the concepts in online system



- Relating to learning process in online system shows more percentage of above average and average of students have positive attitude with the position that online process is good enough to learn the contents in the English language, whereas below average students were strongly disagree with the position that online process is good enough to learn the contents in the English language.
- Relating to teaching process in online system shows more percentage of above average and average of students have positive attitude with the position that online process is good enough to learn the contents in the English language, whereas below average students were strongly disagree with the position that online process is good enough to learn the contents in the English language.
- Relating to understanding of the concepts in online system more percentage of above average and average of students have positive attitude with the position that online process is good enough to learn the contents in the English language, whereas below average students strongly disagree with the position online process is good enough to learn the contents in the English language.
- Relating to IT knowledge of teachers who were teaching the concepts in online system shows all students of the sample irrespective of their ability in academic achievement were strongly agree with the position online process is good enough to learn the contents in the English language if the teachers have IT knowledge who were teaching the concepts in online system.

### 5.3 Conclusion

There are differences in the perceptions of the male and female of I/IV B. Tech., in an Engineering college at Visakhapatnam city. More percentage of boys have positive attitude than girls, and boys were more cognizant than girls with the position that online process is good enough to learn the contents in the English language.

There are differences in the perceptions of I/IV B.Tech., students in an Engineering college at Visakhapatnam city, depending on their area of living. more percentage of urban students have positive attitude than rural students, and urban students were more cognizant than rural students with the position that online process is good enough to learn the contents in the English language.

There are differences in the perceptions of I/IV B.Tech., students in an Engineering college at Visakhapatnam city, depending on their economic background. more percentage of rich and middle income background of students have positive attitude with the position that online process is good enough to learn the contents in the English language, whereas poor income background students were strongly disagree with, online process is good enough to learn the contents in the English language.

There are no differences in the perceptions towards teachers' IT background of I/IV B.Tech., students in an Engineering college at Visakhapatnam city. Relating to IT knowledge of teachers who were teaching the concepts in online system shows all students of the sample irrespective of their ability in academic achievement were strongly agree with the position that online process is good enough to learn the contents in the English language if the teachers have IT knowledge who were teaching the concepts in online system.

Finally, there are no differences in their perceptions to online learning by comparing responses to their previous exam scores.

#### 5.4 Suggestions for Further Research

- More studies should be conducted to effectively respond to the threat of the pandemic. Universities need to reassess the curricular interventions to gear for readiness towards online learning. Likewise, campus medical health representatives can develop health management protocols and tools to ensure that stakeholders follow environmental health practices even outside the academia.
- Studies should be conducted not only with the academic implications, so as to strengthen policy implications to craft environmental policies which can strengthen the health management systems in the university.
- Researchers should keep in mind there are numerous gaps remains in the scientific community as to the impact of COVID-19 to higher education.
- Future studies should evaluate the impact of the COVID-19 pandemic to the educational system and gather scientific evidences on how the educational institutions can effectively respond to another future virus outbreak.

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