



# A STUDY ON EFFECTS OF ONLINE CLASSES ON THE PERSONALITY OF STUDENTS

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## ABSTRACT

The purpose of the present study was to study the effects of online classes on personality of students. The descriptive survey design was used in the present study. A total sample of 200 upper primary school students was selected by using a random sampling technique. A self-developed personality test has been used to collect the data. The findings of the present study revealed that there was found significant difference in the effects of online classes on personality of boys and girls & government and private school students, whereas there was no significant difference in the effects of online classes on personality of urban and rural students.

**Keywords:** Online Classes, Mental Health, Upper Primary Students

## INTRODUCTION

The world has recently faced the outbreak of Corona pandemic and still has not come over this. The pandemic has completely affected the society from political, social, economic and

cultural point of view. This virus spreads rapidly due to gathering of crowds and coming in contact with people. The central and state governments took several preventive measures during the Corona epidemic to prevent the spread of the epidemic on education. With the knock of Corona virus, the government announced the closure of all educational institutions in the country. The lockdown attracted the attention of all sections of people on online education. Online education is such a new education method in which teachers and children do not need to sit in the class room, but can take their education through internet through laptop, desktop, tablet or smartphone devices sitting in their homes. The best thing about this system is that you can take classes from any teacher sitting anywhere. With the closure of schools in colleges, the Ministry of Human Resource Development has made several arrangements including online educational channels through Direct to Home. Students are using online teaching learning system during lockdown through WhatsApp, Zoom Meet, Webex Meet, Google Meet, YouTube Live, Facebook Live etc. Efforts

have been started to increase the access of children to learning platforms for secondary and higher education during Covid-19 in the Central and State Government.

Lockdown has opened the doors for digital revolution in the education world. Lockdown played an important role in the expansion of Digital India by the Central Government. Now with the expansion of digital learning, the distance between scholars, teachers and students living in remote areas has also reduced. Due to this, the increasing demand for digital content will provide employment opportunities on a large scale in the country. Covid-19 has further strengthened the concept of 'Global Village'. During the lockdown in the global pandemic, the whole world was imprisoned in their homes. Efforts were made to ensure access of students and parents to e-learning platform, digital library and education channels for online education across the country so that the education of students is not interrupted during the lockdown.

Online education can get education in a better convenient way by sitting at home and connecting with the teacher through apps like zoom meet, google meet etc. Online education system is cheaper and easier than school education system. In this, the transportation and other expenses of going to school and coaching and coming back are reduced. Also, it reduces the other expenses of the school. Due to online education, the time of children has been saved as a lot of time had to be spent from going to the school bus to coming back home. Most of the time the children used to go to school in the bus itself. The children also got an opportunity to spend more time with their families. With online education, children are also getting knowledge of technical information which is the need of the present digital era. Education-related knowledge is becoming available to children through online medium with more content through videos, which is making it easier for children to prepare and understand. In offline education, children used to hesitate to express themselves. Online education has reduced it to a great extent. In the online education system, the teacher tries to do

his best because in this teaching system, along with the student and the teacher, the parents also keep an eye, they can see whether the child is getting good education from the teaching work or not.

## **JUSTIFICATION OF THE PROBLEM**

The justification of the problem proves the usefulness of the problem. The results of any research affect the principles of education. Because whenever any research is done. So, to justify the usefulness of that study, it is necessary to clarify how it will affect the research. In the presented research work, the effect of online education on the academic achievement of the students is studied. At present, due to the lockdown implemented from time to time and social distance in the era of Corona epidemic, there were many challenges before various educational institutions. For this, experts have suggested online education as the only way to continue the education system in this era of the current pandemic. Classrooms are the natural option in the present circumstances to run the classroom teaching smoothly. In such a time, connecting with the students has become the need of the hour. Social inequality and digital devices remain a big challenge in front of online education because it is mandatory to have internet smartphone laptop or tablet computer in online education. But social and equality and about 70 percent of the population of our country lives in rural areas. Where facilities like internet and smartphone are available is a common challenge. Due to this, most of the students are not getting the benefits of online education.

Online education has done a light work in the education sector and its biggest benefit was given to those people who ever left their studies in the middle due to some reason and today again through online education they can fulfill their studies and their dreams. To what extent technology should be used in education, due to the use of technology in education, health related problems in students, in which eye diseases are rapidly pushing towards diseases

and other people. Because in online classes, 3 to 4 hours are spent in class on mobile and 2 to 3 hours in doing homework through mobile computer. How harmful this situation can be for children. Due to this technology in education, the health of the students is being affected, which is affecting the educational achievement of the students. So, how has this change in the online education sector affected the academic achievement of the students. This topic has been selected to see this important change. The present study is sufficiently novel from the point of view of research. proves its validity.

## REVIEW OF LITERATURE

- Zhonggen (2021) – Impact of gender, education level and personality on online learning outcomes during the COVID-19 pandemic. This study aims to examine how the effectiveness of online learning can be improved during this special time. With a mixed design, this study showed the effects of educational level, gender, and personality traits on online learning outcomes. Graduate students (N=599) outperformed undergraduates (N=553) in online learning and learners (N=1152) with strong personality traits such as agreeableness, honesty and openness to new experiences.) outperformed those with strong extroversion. Hyperneurosis. Future research will focus on how to improve interpersonal relationships, encourage learners to post words in online discussion forums, build a scaffold for online learning, improve the quality and dynamism of online content, and improve the quality and dynamism of online content. Or you can do blended learning as well as traditional face-to-face learning.
- Sun, Tianyue (2020) – Preliminary Investigation of Online Learning: Impact of Class Approach and Student Personality. This study attempts to answer two of her research questions: (2) Which types of students (i.e. Big Five personality traits and procrastination) are best suited for each of these approaches? Data is valid. As the results show, the effects of different online learning approaches on school performance are not significant. In live classes, those who rate engagement highly are more likely to achieve better learning outcomes, and those who are more conscientious are less likely to achieve better learning outcomes. For recorded courses, people with a high degree of agreement, or those who take the exam seriously and feel they have completed the course on time, are more likely to learn well, whereas open-minded people are more likely to learn. less likely to learn. Taken together, the results of this study have educational implications. Finally, we discuss some limitations of this study and suggest directions for future research.
- Bhagat, Kaushal kumar (2019) – Effects of personality on students' perceptions of online learning. The purpose of this exploratory study was to examine the impact of five personality traits (extraversion, agreeableness, conscientiousness, neuroticism, and intelligence/imagination) on students' perceptions of online learning. A total of 208 Taiwanese students (male = 96, female = 112) who had experience of online courses participated in an online survey using a bulletin board system. The Mini-International Personality Item Pool and student perceptions to online learning tools were used to measure individual characteristics and student perceptions, respectively. Researchers analyzed the obtained data using hierarchical regression analysis. The results showed that two personality traits (conscientiousness and intelligence/imagination) had a significant positive impact on students' perceptions of online learning, whereas neuroticism had a significantly

negative impact on online course participants. shown to have given. These results demonstrate that students with different personality traits have different preferences and experiences with online courses.

1. There is no significant difference in the effects of online classes on the personality of government and private school students on the basis of their gender and locale.

### OBJECTIVE OF THE STUDY

1. To study the effects of online classes on the personality of government and private school students on the basis of their gender and locale.

### CONCEPTUAL HYPOTHESES OF THE STUDY

#### DATA ANALYSIS AND INTERPRITATION Operational Hypothesis 1 -

### RESEARCH METHODOLOGY

This study is based on the descriptive survey method. A total of 200 students of upper primary level from Jaipur district have been selected as a sample of the study by using the random sampling technique. A self-developed "Personality Test" has been used to collect the data. The mean, standard deviation, and t-test were used to analyse the data.

There is no significant difference in the effects of online classes on personality of government and private school students

Table : 1

Significant difference in the effects of online classes on personality of government and private school students

Group	N	Mean	SD	t-value		Level of significance	Result
				Cal.	Tab.		
Government School Students	100	26.61	5.38	3.52	1.97	0.05	Rejected
Private School Students	100	28.99	4.09				

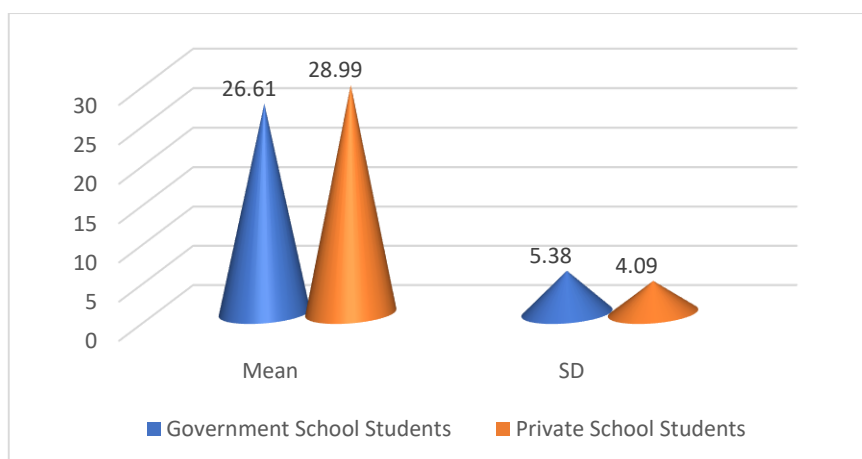
#### Analysis and Interpretation –

It is notable from the above table that the obtained mean value of government and private school students are respectively 26.61 and 28.99. Whereas SD of same group is 5.38 and 4.09. With the help of mean and SD the t-value for the difference in the effects of online classes on personality of government and private school

students was found 3.52, which is significant at 0.05 level of confidence and 198 degree of freedom. Therefore, the formulated null hypothesis, “There is no significant difference in the effects of online classes on personality of government and private school students” is rejected at 0.05 level of confidence.

Graph : 1

Significant difference in the effects of online classes on personality of government and private school students



Operational Hypothesis 2 – There is no significant difference in the effects of online classes on personality of boys and girls.

Table : 2

Significant difference in the effects of online classes on personality of boys and girls

Group	N	Mean	SD	t-value		Level of significance	Result
				Cal.	Tab.		
Boys	100	27.14	5.76	2.36	1.97	0.05	Rejected
Girls	100	29.26	6.89				

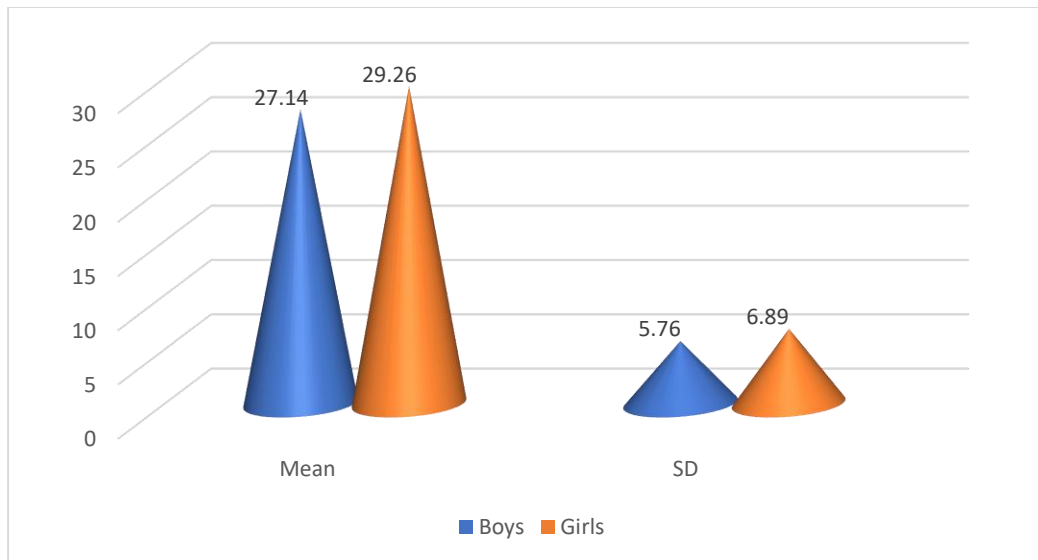
### Analysis and Interpretation –

It is notable from the above table that the obtained mean value of boys and girls are respectively 27.14 and 29.26. Whereas SD of same group is 5.76 and 6.89. With the help of mean and SD the t-value for the difference in the effects of online classes on personality of

boys and girls was found 2.36, which is significant at 0.05 level of confidence and 198 degree of freedom. Therefore, the formulated null hypothesis, “There is no significant difference in the effects of online classes on personality of boys and girls” is rejected at 0.05 level of confidence.

Graph : 2

Significant difference in the effects of online classes on personality of boys and girls



Operational Hypothesis 3- There is no significant difference in the effects of online classes on personality of urban and rural students.

Table : 3

Significant difference in the effects of online classes on personality of urban and rural students

Group	N	Mean	SD	t-value		Level of significance	Result
				Cal.	Tab.		
Urban Students	100	27.74	4.23	1.76	1.97	0.05	Accepted
Rural Students	100	26.64	4.56				

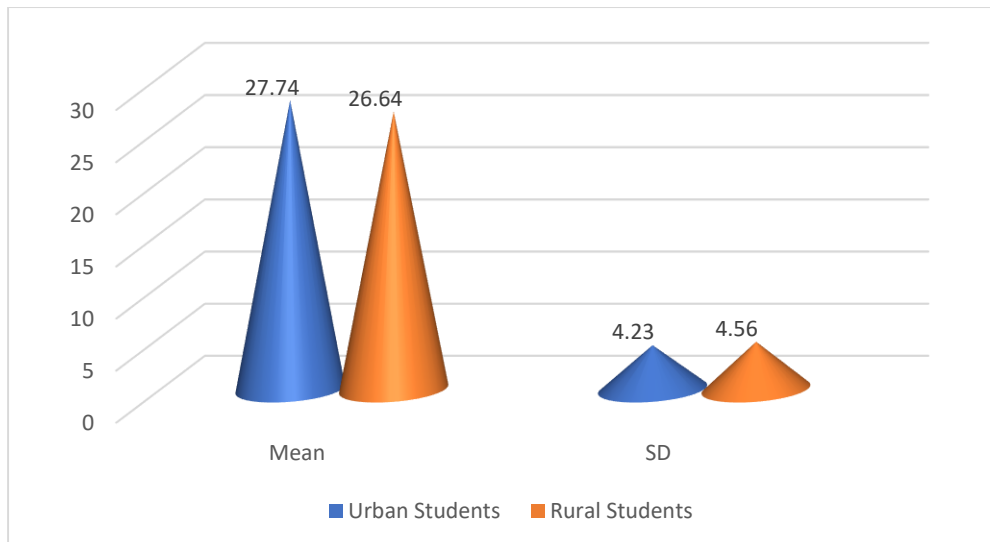
**Analysis and Interpretation –**

It is notable from the above table that the obtained mean value of urban and rural students are respectively 27.74 and 26.64. Whereas SD of same group is 4.23 and 4.56. With the help of mean and SD the t-value for the difference in the effects of online classes on personality of

urban and rural students was found 1.76, which is not significant at 0.05 level of confidence and 198 degree of freedom. Therefore, the formulated null hypothesis, “There is no significant difference in the effects of online classes on personality of urban and rural students” is accepted at 0.05 level of confidence.

Graph : 3

Significant difference in the effects of online classes on personality of urban and rural students



## CONCLUSION

From the above fact we can say that in view of the present circumstances, there is a great need for online classes. In online classes, students at the comfort of their home and at a convenient time can learn their lessons. Endless repetitions, online worksheets, immediate answer to the queries at any hour are the major advantages of online classes. There are many challenges in online classes in India but the various efforts

have been made by the government for the education of students for online class. The present study revealed that there was found significant difference in the effects of online classes on personality of boys and girls & government and private school students, whereas there was no significant difference in the effects of online classes on personality of urban and rural students.

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