

“A STUDY ON TECHNOLOGY ENHANCED EDUCATION IN THE POST-COVID ERA”

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ABSTRACT

The COVID-19 pandemic has triggered profound transformations in the global education landscape. With the imperative to curb virus transmission, educational institutions worldwide were compelled to halt in-person classes, thrusting online education into the forefront as the sole mode of instruction. This abrupt transition has presented an unprecedented challenge for students and educators alike. Consequently, online education has surged in popularity among students.

1. INTRODUCTION

This study aims to investigate student attitudes towards online education in the aftermath of COVID-19. It seeks to scrutinize students' perceptions regarding the quality and efficacy of online learning, its capacity to meet educational objectives, and its influence on academic performance. Additionally, the study will delve into the hurdles students encounter in the online learning environment and their recommendations for enhancing the online educational experience.

Prior research has yielded varied conclusions regarding the effectiveness of online education. While some studies suggest parity between online and traditional in-person instruction, others contend that online education falls short. Furthermore, factors like student motivation, engagement, and self-regulated learning have emerged as critical determinants of online learning effectiveness.

2. RESEARCH METHODOLOGY

Result Analysis

The evaluation of outcomes in a study on online education post-COVID should aim to provide a comprehensive understanding of the research inquiries and objectives. It should be conveyed succinctly and clearly, incorporating both descriptive and inferential statistical analyses alongside qualitative insights.

Data Collection

After pinpointing a research problem and crafting the research design, the next step is data collection. When selecting a data gathering strategy for the study, the researcher should contemplate two types of data: primary and secondary.

Primary Data

In this study, the survey approach is utilized to gather primary data as it aims to identify areas for development based on the skills needed for the recruitment team. Primary data is information gathered directly from individuals with the intention of aiding the study.

Primary sources of data include:

- ❖ Personal interviews
- ❖ Questionnaire technique
- ❖ Questionnaire: Survey among officials and employees of MONARCH
- ❖ Personal Interviews with company representatives regarding recruitment and selection practices in the organization

Secondary Data

In addition to primary data collection methods, secondary data are also utilized to gather information about the names, positions, and profiles of employers within the organization. Secondary data refers to information obtained by individuals other than the current researcher and can be either internal or external to the company. These data can be accessed online or through previously recorded or published materials.

Secondary sources of data include:

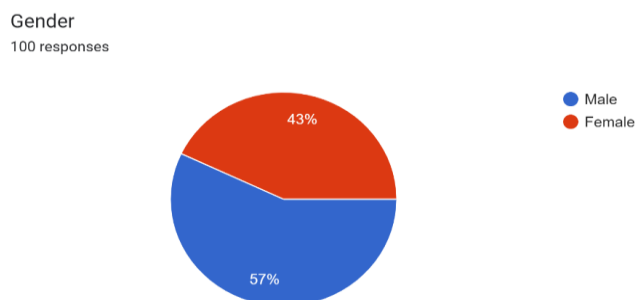
- ❖ Company brochures
- ❖ Internet
- ❖ Websites

- ❖ Organizational Reports & Records
- ❖ Business magazines
- ❖ Journals

3. DATA ANALYSIS AND INTERPRETATION

Interpretation based on responses

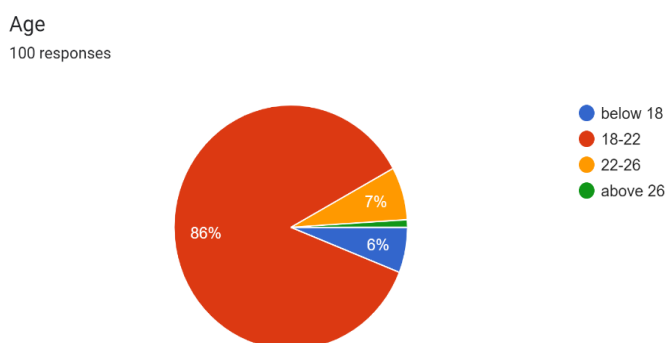
GENDER:



INTERPRETATION

100 responses have been collected from the students out of which 43% are females and 57% are males. Hence, more males have responded to the questionnaire.

AGE

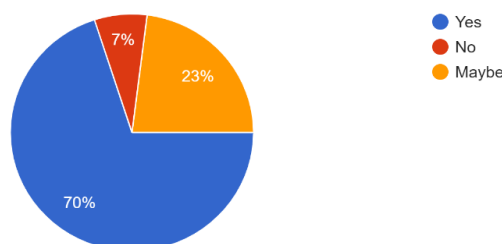


INTERPRETATION:

100 responses have been collected from the students out of which 86% are of 18-22 ages, 7% are of 22-26 ages, 6% are below 18 ages and 1% are of above 26 ages.

Introducing Intervals and Live Online Developmental Criticism for Enhanced Learnig

Interim presentation and live online formative feedback will be helpful for your learning experience.
100 responses



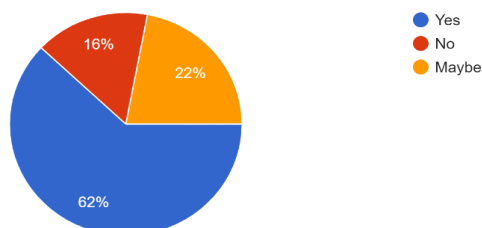
INTERPRETATION:

From 100 responses collected from the students, according to 70% respondent satisfied with the statement that interim presentation and online formative feedback will be helpful for your learning experience.

Students participating in live online sessions should be encouraged to keep their cameras on throughout the duration of the session.

Students attending live online sessions should be expected to switch on their cameras for the duration of the session.

100 responses



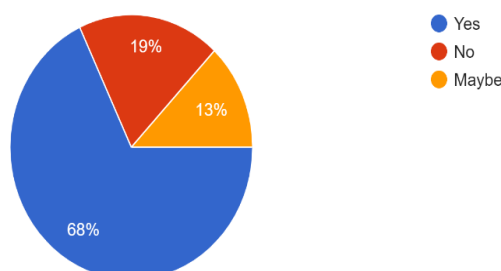
INTERPRETATION:

From 100 responses collected from the students, out of which 62% is satisfied with this statement, 22% maybe satisfied with this statement and 16% is not satisfied with this statement. Hence, we can conclude that in online session students must switch on their cameras.

The computer and technology at your disposal are sufficient for engaging in online learning.

Your computer and the technology you used are good enough for online learning

100 responses



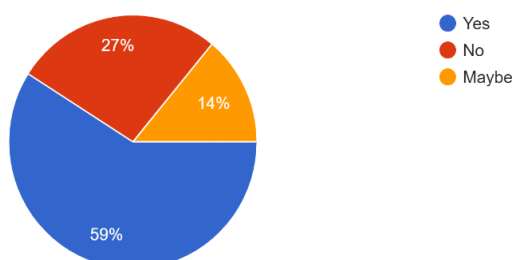
INTERPRETATION:

Based on data from 100 student responses, 68% expressed satisfaction with the statement, 19% indicated dissatisfaction, and 13% were unsure. Therefore, it can be inferred that the computer and technology meet the requirements for online learning.

Your living space or home environment has been suitable for online learning.

Your accommodation/home environment has been appropriate for online learning

100 responses

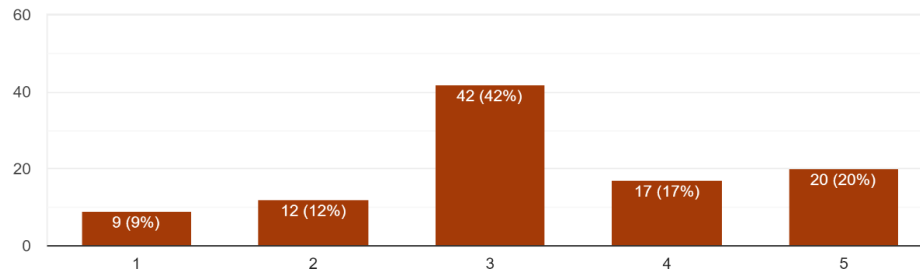


INTERPRETATION:

Out of 100 student responses, 59% expressed satisfaction with the statement, 27% indicated dissatisfaction, and 14% were unsure. Therefore, it can be concluded that the home environment has been suitable for online learning.

What level of satisfaction did you experience regarding the quality of online learning

How satisfied were you with the quality of the online learning
100 responses

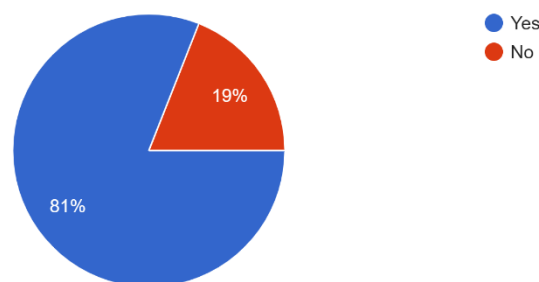


INTERPRETATION:

Out of 100 responses gathered from students, 42% of respondents indicated they were neither particularly satisfied nor dissatisfied with the statement, while 20% expressed being highly satisfied with the quality of online learning.

Participating in live online lectures is deemed more beneficial compared to viewing pre-recorded lectures.

Attending live online lectures will be more helpful than watching pre-recorded lectures.
100 responses

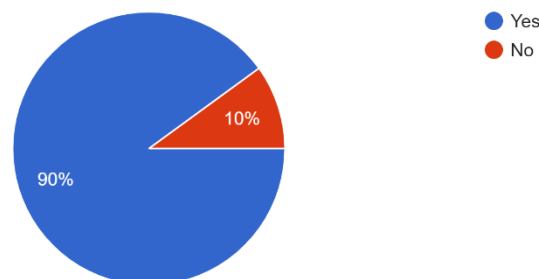


INTERPRETATION

Out of 100 student responses, 81% expressed satisfaction with the statement that attending live online lectures would be more beneficial than watching pre-recorded lectures.

Do you believe that concerns related to COVID-19 affect your capacity to learn and study effectively?

Do you think that COVID-19 concerns impact your ability to learn/study?
100 responses



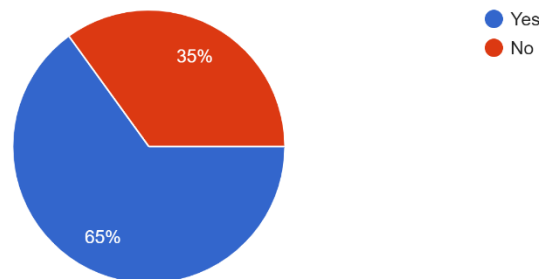
INTERPRETATION

From 100 responses collected from the students out of which 90% are satisfied with a statement that covid19 impact our ability to learn/study

Do you perceive your peers as being actively involved during virtual classroom sessions?

Do you think your peers were engaged during virtual classroom sessions?

100 responses



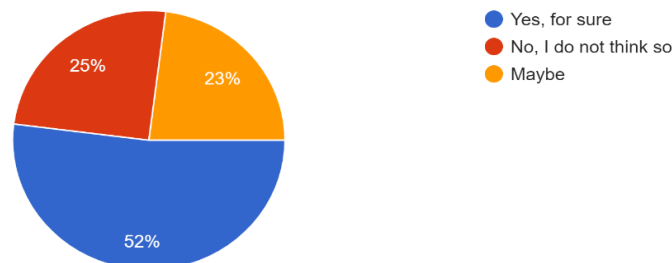
INTERPRETATION

From 100 responses collected from the students out of which 65% respondent think that our peers were engaged during virtual classroom sessions and 35% respondent are not satisfied with this statement.

Do you believe that online learning will continue to be prevalent even after the conclusion of the COVID-19 pandemic?

Do you think online learning is a trend even after the COVID-19 epidemic is over?

100 responses



INTERPRETATION:

From 100 responses collected from the students out of which are satisfied with the statement that online learning is a trend even after the covid-19 epidemic is over

4. CONCLUSION

The onset of the COVID-19 pandemic has prompted a notable transition towards online education as a substitute for conventional classroom-based learning. This shift has introduced several advantages, including enhanced flexibility, accessibility, and convenience. Nevertheless, it comes with its drawbacks, such as reduced social interaction, technical challenges, restricted resource access, limited feedback, and a lack of individualization. To ensure optimal learning outcomes, it is crucial to tackle these limitations and devise strategies to elevate the standard of online education

5. SUGGESTIONS

To enhance the quality of online education, the following recommendations are proposed:

1. **Foster Social Interaction:** Online education providers should explore avenues to boost social engagement among students, such as virtual discussions, collaborative projects, and peer-to-peer interaction.
2. **Ensure Technical Support:** Institutions must guarantee that students have access to reliable technology and offer technical support to address any potential issues promptly.
3. **Expand Resource Accessibility:** Efforts should be made to broaden students' access to pertinent learning materials, including e-books, online libraries, and other educational resources.
4. **Enhance Feedback Channels:** Institutions should establish efficient feedback mechanisms to ensure students receive timely evaluations on their assignments and assessments.

5. Personalize Learning: Utilizing technology, institutions should tailor learning experiences to accommodate individual learning styles, preferences, and capabilities.
6. Promote Collaborative Learning: Institutions should promote collaborative learning environments by facilitating group projects and assignments that encourage teamwork and shared learning experiences.
7. Facilitate Communication: Effective communication channels should be established between students and instructors, enabling students to seek clarification, ask questions, and receive feedback on their learning progress.

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