

**CHAPTER-II**  
**REVIEW OF RELATED**  
**LITRATURE**

## CHAPTER II

# REVIEW OF RELATED LITERATURE

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### 2.1 INTRODUCTION

The phrase review of literature consist of two words, Review and Literature. The term “review’’ means to view carefully repeatedly and literature means the knowledge, information related to that field.

The Review of the literature in educational Research provides us with the means of getting the information in our particular field of knowledge. New researcher learnt what are the studies already undertake and what remains still to be studied, he/she cannot develop a research project that will contribute to further knowledge in our field. Thus, the Literature in any field forms the foundation upon which all the future work must be built. If we fail to build this foundation of knowledge provided by the review of the literature, our work is likely to be shallow and nave. Although the importance of a thorough review of literature is obvious to everyone, because the insight and knowledge gained by the review inevitably lead to a better designed project and greatly improve the chances of obtaining important and sufficient result.

The review of related literature is a key step in the research process. According to Wood and Haber (1995) literature review is an extensive, systematic and critical method reviewing the most important published scholarly literature on a particular topic. The major purpose of reviewing the literature is to determine what has already been done that relates to one’s problem. Another important function of review is that, it points out research strategies, specific procedures and necessary instruments that have and have not been found to be productive, in investigating one’s problem. Familiarity with previous research also facilitates interpretations of the results of the study. Finally, these reviews give information that can either support or challenge the conclusions of the investigator’s research and therefore provide clues for later research. This chapter present a review of studies of online learning initiate in Demonstration

Multipurpose School as student's perspective during coronavirus pandemic.

## **2.2 Online Learning during the Coronavirus Pandemic**

Due to the unprecedented situation generated by the Coronavirus pandemic, the impact of the pandemic on education, universities, teachers and students became a subject of great interest for researchers. Investigating student's perception about online learning during the Coronavirus, All showed that students had a positive attitude towards E-learning, considering it helpful and useful in the time of the crisis created by the pandemic. A study involving 993 universities around in country revealed that institutions were affected by the pandemic in terms of research conferences, international mobility and education delivery most universities stating that they had to adopt online learning and had to face many challenges the most important being access to technology and teachers ability to deliver online courses.

Even though some universities had used E- learning as an additional method before the Coronavirus pandemic most of them were not ready for a full online experience. Thus, in order to continue to properly deliver education, optimization of the E- learning process is necessary. This optimization should also take into account student-teacher interaction and the language used in the communication between students and teachers should be clear but it should also contain specific terms for their field of study.

Furthermore Sun et al., in their study on students experience during online courses showed that students believe teachers should know how to adapt their lectures to the online environment not just simply transfer online the information that was usually taught in the traditional way and that they should give an adequate number of projects and assignments.

Moreover, Huang et al., identified seven important aspects that stand at the basis of online education and that have an essential role in optimizing learning in special circumstances like the ones created by the Coronavirus pandemic. These aspects involve managing and developing internet

infrastructure in order to avoid interruptions, especially during video-conferences, using friendly tools that help students assimilate and understand information, providing reliable, interactive and diverse electronic resources using social networks to build online communities for students in order to reduce feelings of isolation, using various effective techniques such as debates or learning based on discovery and experience providing services that help students and teachers learn about the latest policies adopted by universities and the government and encouraging collaboration between these institutions.

### **2.3 E-Learning is School Education**

Now a days, the school education system is in a continuous process of change, universities having to keep pace with the needs, desires and requirements of students. Thus, information technologies and e-learning systems are seen as essential factors in carrying out the activity of school, these institutions investing more and more in online systems and devices. However in the technology era, one of the main challenges of schools is the integration of innovative e-learning systems so as to reinforce and support both teaching and learning.

Due to its complexity, multiple definitions are proposed for the concept of e-learning. In a simple way, e-learning means using information and computer technologies and systems in order to build and design learning experiences. Similarly, Elm aria Engel Brecht describes e-learning as a concept that uses electronic media represented by the internet CD-s, mobile phones or even television in order to provide distance learning and teaching. In short e-learning refers to transferring knowledge and education by utilizing various electronic devices and the concept can be better understood when is integrated into a context in which technology is used in order to meet people's need to learn and evolve.

Early forms of distance education date back to 1840, when Isaac Pitman used mail and a shorthand technique in order to teach and collaborated with students and it is taught that the term e-learning began to be used in the educational field in the mid- 1990s. Taking the previously mentioned

aspects into account, this type of online learning can be viewed as a natural development of the concept of distance learning. A more complex and inclusive definition states that e-learning can be considered a particular form of teaching and learning, that integrates electronic resources and mediums whose role is to foster development and to make education and training more qualitative. E-learning is also viewed as a system used for formal teaching or a network where information is sent through electronic resources to a large audience. The main elements that ensure the functioning of such systems are computers and the internet.

Offering a wide range of possibilities for sharing information and uploading documents with different formats, E-learning has certain features that facilitated and nurture the teaching-learning process. Because it is a web-based system, the installation of additional tools is not required and once uploaded, the content is available for users at any time. In this regard the variety of technological tools that are available today allowed the development of many types of E-learning. Some of these types were identified by Horton and are represented by individual courses, that people take on their own without having classmates, virtual classes that are constructed similarly to a traditional face to face course, learning games, where the process of understanding and assimilating information is done through activities that are simulated, blended learning that combines traditional and online classes, mobile learning or knowledge management , which refers to the online distribution of documents and materials that are meant to educate not just individuals but large numbers of people, communities and organizations. Thus being a complex process, E-learning includes elements such as technological tools and design, e-learning platforms, content and users /participants. E-learning differs from traditional or other methods of learning because, according to Oye Et al. it does not only focus on instruction but also on learning that is adjusted to individuals. In other words while traditional education is more teacher-centred, with the development of e-learning a shift towards a student-centred education can be seen.

Difference between traditional and online learning may also be acknowledged in terms of principal sources of information, assessment or quality of education. While in traditional education students are evaluated only by teachers, who also represent their main source of information and the quality of education is dependent on teacher's knowledge and skills in online learning the education may be done with the help of tools and systems, students can procure information from various documents uploaded on the platform and the quality of education is influenced by the level of training that teachers have in using technology and also their teaching style. Cheung and Cable identified and described eight principles that stand at the core of effective online teaching such as encourage contact between students and faculty, collaborative learning, quick feedback, active learning, task time- encourage students to allocate more time for completing tasks, high – expectations – the teacher should communicate their expectations in order to encourage and motivate students, diversified learning and technology application.

Considering that the evolution and use of systems and technologies favoured the development and expansion of educational opportunities, the use of E- learning in school education and student's perception of the usefulness of this type of learning became subjects of interest for many researchers.

Relevant in researching the use of E-learning is the Technology Acceptance Model (TAM), which proved to be helpful in analysing and comprehending the way students intend to use E- learning. The model was developed by **Fred Davis**, who believed that the extent to which people accept the integration of technology can be an essential factor for the success of information systems. The model provides information and explains the relations behind the features of a system, the way people behave while using it and the attitude that people may have towards using the system – which is influenced by perceived usefulness and ease of use.

A study focusing on student's perception on the implementation and integration of E-learning platforms, while using TAM model as a

theoretical background, revealed that all students were of the belief that the E-learning module they took was useful and easy to use stating that they understood information and navigated and accessed documents effortlessly. A similar study based on the TAM model and developed at the **University of Jordan**, confirmed that both perceived usefulness and ease of use directly influence the attitude that students have towards using E- learning. Furthermore TAM was also used to investigate teacher's perception of E- learning, a study showing that together with their previous experience the perception teachers had regarding E- learning affected their behaviour and the way they actually use it.

With regard to the use of E-learning in school education, generally the classes provides results in favour of its usefulness, effectiveness and positive influence on student's performance. According to a study on the impact of E-learning on students and teachers most of the respondents, represented by teachers believe in the potential of E-learning to enhance the educational process and affirm that it improve collaboration and communication with students and that it offers flexibility and helps students to better understand the class. Investigating student's attitude towards E-learning, **Dookhan revealed** that their attitude was positive and that it improves when they perceive that E- learning systems are easy to access. Another study pointed out that, when used as an additional method to traditional classes, E- learning enhanced students learning experience and increased their engagement with the lectures. A research focused on comparing traditional with online learning showed that a high percentage of the students who completed the survey stated that they have assimilated more information in face-to-face classes than online but they positively perceived their overall online experience even though they have encountered difficulties while using E-learning platforms.

However, while most studies highlight positive attitudes towards E-learning, similar studies concluded that students were of the opinion that online courses do not have the same value as courses taught in the classroom and that students would rather accept blended learning a

combination of online and face to face classes, rather than only online learning.

Rapid developments in technology in technology have made distance education easy (Mc. Brien et al. 2009). ‘Most of the terms (online leaning, open learning, web-based learning, computer- mediated learning, blended learning, m-learning for ex.) have in common the ability to use a computer connected to a network that offers the possibility to learn from anywhere, anytime in any rhythm, with any means’. Online learning can be termed as a tool that can make the teaching- learning process more student-centred, more innovative and even more flexible. Online learning is defined as ‘learning experiences in synchronous or asynchronous environments using different devices (e.g., mobile phones, laptops, etc.) with internet access. In these environments students can be anywhere (independent) to learn and interact with instructors and other students ’’ (Singh & Thurman.2019). The synchronous learning environments is structured in the sense that students attend live lectures, there are teal- time interactions between educators and learners and there is a possibility of instant feedback, whereas asynchronous learning environments are not properly structured. In such a learning environment, learning content is not available in the form of live lectures or classes, it is available at different learning systems and forums. Instant feedback and immediate response are not possible under such an environment (Littlefield.2018). Synchronous learning can provide a lot of opportunities for social interaction (Mc. Brien et al., 2009). Amidst this deadly virus spread such online platforms are needed where (a) video conferencing with at least 40 to 50 students is possible, (b) discussions with students can be done to keep classes organic, (c) internet connections are good, (d) lectures are accessible in mobile phones also and not just laptops, (e) possibility of watching already recorded lectures and (f) instant feedback from students can be achieved and assignments can be taken (**Basilaia et al., 2020**).

## 2.4 Online Teaching is No More an Option, It is a Necessity

The major part of the world is on quarantine due to the serious outbreak of this global pandemic COVID-19 and therefore many cities have turned into phantom cities and its effects can be seen in schools, colleges and universities too. Betwixt all this online teaching and online learning can be termed as the panacea for the crisis. The Corona Virus has made institutions to go from offline mode to online mode of pedagogy. This crisis will make the institutions, which were earlier reluctant to change, to accept modern technology. This cat-a-strophe will show us the lucrative side of online teaching and learning. With the help of online teaching modes, we can sermonize a large number of students at any time and in any part of the world. All institutions must scramble different options of online pedagogical approaches and try to use technology more aptly. Many universities around the world have fully digitalized their operations understanding the dire need of this chaos. Therefore, the quality enhancement of online teaching-learning is crucial at this stage. Online education in Chinese universities has increased exponentially after the Covid-19 outbreak. There was an overnight shift of normal classrooms into e-class rooms, this is educators have shifted their entire pedagogical approach to tackle new market conditions and adapt to the changing situations. During this tough time, the concern is not about whether online teaching-learning methods can provide quality education, it is rather how academic institutions will be able to adopt online learning in such a massive manner (Carey, 2020).

Resistance to change will not help and educational unit across the world. They will be judged on their pace to adapt to the changes in such a short period and their ability to maintain the quality. The reputation of educational units is on stake and under scrutiny. How well they behave and how well they maintain their quality of education amidst this crisis shows their adapting capabilities. The shift from face-to-face lectures to online classes is the only possible solution. Indeed, academic institutions would not be able to transform all of their college curricula into an online resource overnight. Distance, scale and personalized teaching and learning

are the three biggest challenges for online teaching. Innovative solutions by institutions can only help us deal with this pandemic (**Liquori & Winkler, 2020**). There is a requirement of a quick shift to online learning mode, therefore, the products by Google can be really useful under such problematic situations, they are (a) Gmail, (b) Google Forms, (c) Calendars, (d) G-Drive, (e) Google Hangouts, (f) Google Jam board and Drawings, (g) Google Classroom and (h) Open Board Software (not a Google product, helps in recording meetings in the form of files). These tools can successfully be used as an alternative for face-to-face classes (**Basilaia et al .., 2020**).

## **2.5 Problem Associated With Online Teaching and Learning**

There are number of technologies available for online education but sometimes they create a lot of difficulties. These difficulties and problems associated with modern technology range from downloading errors, issues with installation, login problems, problems with audio and video and so on. Sometimes student finds online teaching to boring and unengaging. Online learning has so much of time and flexibility that students never find time to do it. Personal attention is also a huge issue facing online learning. Students never find time to do it. Personal attention is also a huge issue facing online learning. Students want two-way interaction which sometimes gets difficult to implement. The learning process cannot reach its full potential until students practice what they learn. Sometimes, online content is all theoretical and does not let students practice and learn effectively. Mediocre course content is also a major issue. Students feel that lack of community, technical problems and difficulties in understanding instructional goals are the major barriers for online learning (**Song et al., 2004**). In a study, students were found to be not sufficiently prepared for balancing their work, family and social lives with their study lives in an online learning environment. Students were found to be not sufficiently prepared for balancing their work, family and social lives with their study lives in an online learning environment. Students were also found to be poorly prepared for several e-learning competencies and academic-type competencies. Also, there is a low-level preparedness

among the students concerning the usage of Learning Management Systems (**Parkes et al., 2014**).

## **2.6 Possible Solutions for Problems**

A lot of issues are attached to online education but we cannot ignore the perks of it in times of such crisis. We can always have solutions to fix these difficulties. Technical difficulties can be solved through prerecording video lectures, testing the content and always keeping Plan B ready so that the teaching- learning process cannot be hampered. Online courses should be made dynamic, interesting and interactive. Teachers should set time limits and reminders for students to make them alert and attentive. Efforts should be made to humanize the learning process to the best extent possible. Personal attention should be provided to students so that they can easily adapt to this learning environment. Social media and various group forums can be used to communicate with students. Communication is the key when it gets difficult to try reaching out to students via texts, various messaging apps, video calls and so on content should be such that enable students for practice and also hone their skills. The quality of the courses should be improved continuously and teachers must try to give their best. Online programs should be designed in such a way that they are creative, interactive, relevant, student-centred, and group- based (**Partlow & Gibbs, 2003**). Educators must spend a lot of time in making effective strategies for giving online instructions. Effective online instructions facilitate feedback from learners, make learners ask questions and broaden the learner horizon for the course content (Keeton, 2004). Institutions must focus on pedagogical issues and emphasize collaborative learning, case learning and project- based learning through online instructions (**Kim & Bonk, 2006**).

The challenge to educational institutions is not only finding new technology and using it but also reimagining its education, thereby helping students and academic staff who are seeking guidance for digital literacy.

## 2.7 Conclusion of Review of Related Literature

School education institute have only one platform for giving education for learners, this is online teaching – learning process. Where each and every educational activity are running by school management. E-learning is very useful during COVID – 19 pandemic, without online teaching – learning no one students get the benefit of education. Due to the second wave of corona pandemic still school institution are closed, there for all teaching – learning process are done by online platform. These aspects involve managing and developing internet infrastructure in order to avoid interruptions, especially during video-conferences, using friendly tools that help students assimilate and understand information, providing reliable, interactive and diverse electronic resources using social networks to build online communities for students in order to reduce feelings of isolation, using various effective techniques such as debates or learning based on discovery and experience providing services that help students and teachers learn about the latest policies adopted by school and the government and encouraging collaboration between these institutions.

In this teaching process many time every one suffering for technical issues. Technical issues are still the issues most difficult to solve, due to the capacity of the servers owned by school. Surely, school institution have made efforts in order to solve these problems and improve the way the online teaching platform work. Student’s technical problems remain poor internet connections, signal loss, lack of adequate digital devices, especially for students living in rural areas or students from families with low incomes. Many issues are still available then also in school institution are providing education to the students with the help of online teaching learning process.

There for online learning platform are effective during in COVID -19 pandemic, this is new change in educational institution where each and every traditional methods of teaching left over the pandemic situation. Moreover every one learning how to learn in online platform and using for academic achievement, class work, project and also for examination

purpose. However online teaching- learning is effective process for students during pandemic.