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## The Study Of The Impact Of E-Learning On The Social Skills Of Undergraduate Students

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### Abstract

The aim of this study is to do research of the impact of e-learning on the social skills of undergraduate (UG) students. A significant amount of discussion, resources, and concern has been put forth into the development of e-learning skills. Numerous researchers have explored the pedagogical foundations of e-learning, while others have investigated the academic outcomes of students using online resources compared to those who have studied the same courses through traditional methods. However, there appears to be limited research on the impact of e-learning skills on social skills of undergraduate students who utilize e-resources. This paper reviews the existing literature on the social implications of this new learning environment and suggests areas for further research.

**Keywords:-** e-learning, social-skills, undergraduate students

### Introduction

This paper examines the impact of e-learning on the social skills of undergraduate students. After the review of the related literature, it was concluded that the earlier studies in the field of e-learning were mainly focussed on studying the impact of e-learning on the academic achievement of students. Thus, the need to explore other areas of e-learning arises. In comparison to the classroom learning, e-learning has many advantages. It is self-paced, interactive, and convenient. It can be accessed from anywhere and at any time. It gives flexibility to learners to learn at their convenience. Through e-learning the students interact and communicate with a more diverse group of learners, as compared to traditional mode of learning. With the use of e-learning the geographical barrier is no more present thus, allowing students to connect and develop their social skills on emotional (nonverbal) and social (verbal) level.

#### **1.1. E-LEARNING**

E-learning is commonly referred to use of networked information and communication technology in teaching and learning. E-Learning is the application of electronic systems such as internet, computers, multimedia to reduce the amount of expenses and enhance the learning experience.

E-Learning is utilizing electronic technologies to get access educational curriculum. Presently, e-learning is inspiring the world societies at large. In this perturbed era, it is hard to get education in formal mode due to social, economic, or interconnected problems in the society. But everyone has an urge to continue their education within possible means. E-learning makes education flexible because there is no limitation of time and space. So, e-learning makes learning easier.

E-learning provides opportunity to record the content and use it later at your own time and pace. There is no limitation of time schedule and physical presence. E-learning provides opportunity to be in-touch with teachers or institution from any part of the globe. They can also watch relevant videos or listen to lectures of

different teachers from any other part of the world. Means they have more variety and many chances to enhance their knowledge.

## 1.2 SOCIAL SKILLS:

Social skills pertain to the way an individual interacts and communicates with others as a member of the society. Social skills can be categorised into three classes – skills in conveying, skills in interpreting, skills in controlling, the exchange of interpersonal information. Moreover, these three communication skills act in two main areas – emotional and social.

To provide a view of the basic social skill dimensions undertaken in this research paper, all the dimensions are discussed below:

- **Emotional expressivity (EE).**

Emotional expressivity describes an individual's capability to spontaneously and accurately express their emotions and convey nonverbal attitudes and interpersonal cues. People proficient in EE are often lively and energetic and may be seen as emotionally intense. Those high in EE can emotionally engage others because of strong transmission of emotions. However, they may struggle with emotional control, owing to their spontaneous nature.

- **Emotional Sensitivity (ES).**

Emotional sensitivity involves the ability to perceive and interpret the nonverbal emotional signals of others. Individuals with high ES are attentive and observant of others' nonverbal emotional cues. They can quickly and effectively decode emotional communication, which might make them more susceptible to experiencing the emotions of others empathetically.

- **Emotional Control (EC).**

- The ability to regulate one's emotional expressions and nonverbal displays is referred to as EC. A person with high EC is adept at portraying emotions on demand and can use conflicting emotional signals to conceal their true feelings. Such people tend to display their strong, felt emotions moderately. Thus, preventing the display of spontaneous and extreme emotional states.

- **Social Expressivity (SE).**

Social expressivity refers to the ability to communicate verbally and engage in social interactions. Individuals high in SE appear outgoing and sociable, easily initiating conversations. They can speak spontaneously, sometimes without closely monitoring their words.

- **Social Sensitivity (SS).**

The skill of understanding verbal communication and the norms of appropriate social behaviour is termed SS. Socially sensitive individuals are attentive observers and listeners. Due to their understanding of social norms, they may be overly concerned with their own behaviour and that of others. In extreme cases, this concern can lead to self-consciousness and social anxiety, inhibiting social interaction.

- **Social Control (SC).**

Social control is the ability to present oneself effectively in social situations. Those with high SC are tactful, socially adept, and confident. They can play different social roles and adapt their behaviour to fit the social context, demonstrating social sophistication and wisdom.

## 1. The research methodology:

Research Methodology involves the systematic procedures by which the investigator starts from initial identification of the problem to conclusion. The methodology consists of procedures and techniques for conducting a study. Thus, methodology gives the best way to seek out the actual result of the problem. Considering the nature and objectives of the present study, “**The Descriptive Survey Method**” was used to study the impact of e-learning on social skills of UG students. In the present study, the population considered was undergraduate level students. All students of UG courses of MMH College Ghaziabad district, Uttar Pradesh, were involved as a target population of this study. Simple random sampling technique was used for the data collection from the respondents. In the process of sample selection 100 students at UG level were selected.

## 2. Hypothesis:

Keeping in the view the objectives of the study and review of literature, following hypotheses were framed for this research study: -

1. There is no significant impact of e-learning on the social skills of undergraduate students.
  - 1.1. There is no significant impact of e-learning on EE of undergraduate students.
  - 1.2. There is no significant impact of e-learning on ES of undergraduate students.
  - 1.3. There is no significant impact of e-learning on EC of undergraduate students.
  - 1.4. There is no significant impact of e-learning on SE of undergraduate students.
  - 1.5. There is no significant impact of e-learning on SS of undergraduate students.
  - 1.6. There is no significant impact of e-learning on SC of undergraduate students.

## 3. Data collection

After selection of the college, investigator made a visit to the college. 100 UG students were randomly selected and were handed the Attitude towards E-learning Scale and the Social Skills Inventory. The procedure to fill out the inventories was made clear to all of them. The investigator collected all the inventories and thanked them for their cooperation.

The inventories collected were scored as mentioned in the prescribed procedure and the data obtained were recorded for analysis and interpretation.

## 4. Results:

Analyzing the data collected by Attitude towards e-learning scale the findings were that level of e-learning of UG students is average.

- The mean score of level of e-learning of undergraduate students is 213.53.
- The SD for the same group is 18.75 and the median is 211.

In this context, the level of e-learning was explored. 55 students were on average level of social skills 40 students were on low level of social skills and 5 students were on high level of social skills.

To study the social skills of UG students, The Social Skills Inventory was applied and the results were

- The mean score of SC was 46.93, the highest score of all the social skills.
- The mean score of EE was 44.53.
- The mean score of EC was 43.67.
- The mean score of SS was 43.64.
- The mean score of SE was 42.07.
- The mean of ES was 41.92, the lowest score of all the social skills.

From this, it was found that the EE and SC skills are comparatively good of the UG students. The EC and SS skills are comparatively moderate of the undergraduate students and the ES and SE skills are comparatively low.

In this context, the social skills were explored. There were six dimensions of social skills in which 77 students were on average level of social skills 20 students were on low level of social skills and 3 students were on high level of social skills.

It was found that there was no significant impact of the level of e-learning on the social skills of UG students. The t-value was found to be 0.063 which was not significant at 0.05 and 0.01 level of significance. Hence, the hypothesis was accepted.

### **5. Implications:**

The findings of the study have practical implications to parents, teachers, and guidance counsellors. Special focus should be laid to assure that students are having high level of e-learning skills. Teachers and parents should provide students the right environment to achieve high level of e-learning. Prominence should be given on providing necessary resources so that students may perceptibly use e-Learning material in their teaching-learning process. To remove the inhibition or fear of using technology, various workshops, seminars, and training programs should be conducted. Focus should be laid to assure that students gradually develop high level of social skills. The teachers, parents and counsellor of the school should work together to create awareness in students regarding their social skills. Parents should further collaborate with the concerned teachers in recognizing social skills of students. They should present a positive and healthy domain for their children to acquire social skills. It will give a boost and enhance the level of self-concept and social competence when students receive the much-needed support and constructive feedback from teachers and parents.

### **7. Further suggestions:**

The present study is conducted on a small sample. For a more comprehensive supposition, studies can be undertaken covering a different sample. There is scope for comparative studies based on gender, sex as well as age. The research can be carried out separately on boys and girls as they have different cognitive abilities. The present study has been conducted on undergraduate level of students. Students of primary, secondary, and higher secondary level can also be considered in future. The study is confined to government aided college of Ghaziabad city, other studies could also be conducted on UG students from private and government of other cities of the country and outside of the country. Only to two variables, i.e., e-learning, and social skills have been studied. It is recommended that in future studies, other probable variables can be considered like teaching practices, stress, creativity, learning styles etc.

### **7. Conclusion:**

Based on analysis of data and interpretation of results conclusion were drawn as:

1. UG students have average level of e-learning skills. Only some students have high or low level of e-learning skills.
2. UG students have average level of social skills. Only some students have high or low level of social skills.
3. UG students have high level of EE.
4. UG students have high level SC.
5. UG students have average level of EC.

6. UG students have average level of SS.
7. UG students have low level of the ES.
8. UG students have low level of SE.
9. There is no significant impact of e-learning on social skills of UG students.
10. There is no significant impact of e-learning on any dimension of social skills.

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