



International Journal of Engineering, Science and Humanities

An international peer reviewed, refereed, open access journal
Impact Factor: 8.3 www.ijesh.com ISSN: 2250 3552

THE EFFECT OF ONLINE EDUCATION ON STUDENTS' SELF- CONCEPT

Mr Ravinder mor

Research Scholar, dept of education, M D University rohtak

Prof jitender Kumar

Dept of education, M D University rohtak

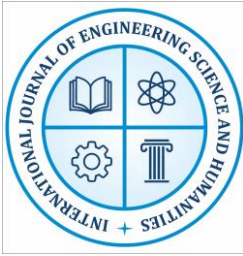
Abstract

Students can study, communicate, and assess themselves in different ways thanks to online education. This research delves at the ways in which students' perceptions of themselves as learners, competent, and confident in their ability to complete academic assignments are shaped by their experiences in digital learning settings. Students' self-perceptions may be bolstered or undermined by the changes brought about by the transition from traditional classrooms to virtual platforms, which impact their feedback, peer engagement, and support experiences. Students' academic confidence may take a significant boost when they have access to varied resources, a personalized learning plan, and the freedom to go at their own pace. However, for younger students or those with less computer literacy, the lack of social connection, lack of real-time assistance, and increased degrees of isolation may lead to anxiety over one's ability. The research emphasizes these contradictory effects and demonstrates how the framework of online learning influences students' self-concepts alongside their intrinsic drive and flexibility. Protecting and enhancing students' self-concept in online contexts requires supportive digital pedagogy, frequent feedback, and chances for meaningful peer engagement, according to the results.

Keywords: Online education, Self-concept, Student perception, Digital learning, Academic self-efficacy,

Introduction

Students can study, communicate, and assess themselves in different ways thanks to online education. Students confront increased learning needs, less face-to-face connection, and more independence as virtual settings replace conventional classrooms. Their sense of academic identity, talents, and capacity to succeed may shift as a result of these changes. Due to the accommodating pace and lack of peer pressure, some students find that taking classes online helps them gain self-assurance. Others may feel unsure of their abilities due to a lack of peer engagement, difficulties with technology, and diminished instructor presence. Because a student's sense of competence impacts motivation, achievement, and sustained interest in learning, it is crucial to comprehend how these contrasting events construct students' self-concept. With the continued global expansion of online and hybrid learning, this subject becomes even more pertinent.



International Journal of Engineering, Science and Humanities

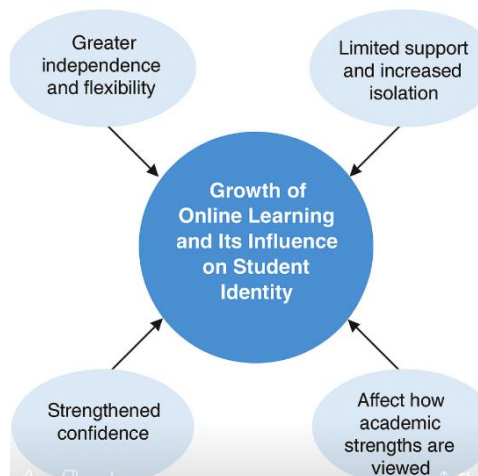
An international peer reviewed, refereed, open access journal
Impact Factor: 8.3 www.ijesh.com ISSN: 2250 3552

• Growth of Online Learning and Its Influence on Student Identity

Students' perspectives on their own learning have been transformed by the fast growth of online education. The transition to online learning has forced students to rethink traditional methods of interacting with course materials, faculty, and classmates. Because of this transformation, adolescents no longer depend on signals like peer comparison, classroom involvement, and face-to-face feedback to gauge their talents. The increased freedom and control that many students felt empowered them to take a more active role in their education and, in some instances, bolster their self-esteem. Some students had trouble seeing their own academic talents because they lacked assistance, felt more alone, or were unsure of how well they were doing. Students' sense of identity is profoundly impacted by online learning due to the fact that it presents both advantages and disadvantages. The ability to successfully traverse digital settings, handle learning obligations, and establish meaningful connections in a virtual world is now strongly tied to students' feeling of competence, motivation, and identity as learners.

• Changing Classroom Dynamics in Virtual Settings

The change to online education has significantly changed the way students and teachers interact. The more casual exchanges that often occur in public places, like as corridors, group conversations, or shared offices, are less common in virtual environments. There may be less opportunity for students to work together on the spot due to the increased use of chat boxes and planned breakout spaces. Since it is more difficult to detect students' body language and the energy in the classroom on a computer, teachers also have fewer indicators to determine involvement. Meanwhile, students who are more reserved may still contribute via written comments on virtual platforms, and students can go over recorded content whenever they choose. Students' academic experiences and sense of self are impacted by these changes because they reimagine their relationships with classmates and their place in the learning community.





International Journal of Engineering, Science and Humanities

An international peer reviewed, refereed, open access journal
Impact Factor: 8.3 www.ijesh.com ISSN: 2250 3552

• Role of Self-Regulation in Shaping Self-Concept

Self-regulation plays a central role in how students understand their own abilities and academic identity. When learners set goals, manage their time and monitor their progress, they begin to build a stronger sense of control over their learning. This sense of control often translates into a more positive self-view, because students can see the connection between their efforts and their outcomes. Strong self-regulation helps students handle setbacks, adjust their strategies and stay motivated, which reinforces confidence in their capability. On the other hand, weak self-regulation can lead to frustration, missed deadlines and negative self-judgments. This is why self-regulation acts as a key mechanism in shaping a student's self-concept, especially in online and independent learning environments where responsibility shifts more heavily to the learner.

Impact of Technology Access and Digital Skills

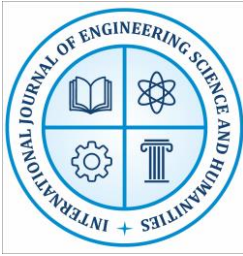
Access to technology has become one of the strongest factors shaping a student's experience in online education. Students with reliable devices, stable internet and the ability to navigate digital tools tend to participate more actively and feel more competent in virtual classrooms. Their digital confidence often translates into stronger academic self-belief because they can complete tasks smoothly and engage with course content without constant technical stress. In contrast, students who face frequent connectivity issues, share devices at home or lack basic digital skills often feel discouraged before the learning even begins. Technical barriers make simple tasks feel overwhelming, which lowers confidence and affects how they see themselves as learners. This gap in digital readiness not only influences performance but also shapes long-term self-concept, creating a divide between students who thrive in online environments and those who struggle to keep up.

Differences in Learners' Adaptability and Confidence

Online learning demands adaptability, and students vary widely in how they adjust to new learning conditions. Some students enjoy the autonomy, flexibility and reduced pressure of virtual platforms, which boosts their confidence and strengthens their sense of independence. They adapt quickly to self-paced study routines and feel empowered when they can manage their progress on their own. Other students find the shift more challenging. Without regular in-person guidance, structured schedules or immediate peer support, they may feel lost or unprepared. This struggle affects their confidence and influences how they perceive their academic ability. The differences in adaptability become more visible over time, shaping how students define their identity as learners. Those who adjust well often report a stronger, more positive self-concept, while those who experience ongoing difficulty may begin to doubt their capabilities.

Effects of Online Assessment and Feedback

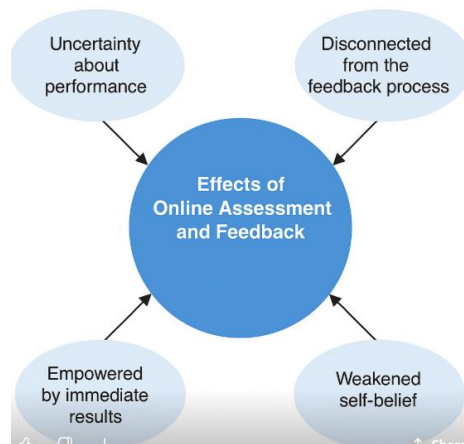
Assessment and feedback function differently in online settings, and this directly affects students' self-concept. In many cases, evaluations rely on digital quizzes, automated scoring and delayed



International Journal of Engineering, Science and Humanities

An international peer reviewed, refereed, open access journal
Impact Factor: 8.3 www.ijesh.com ISSN: 2250 3552

teacher responses, which can make students uncertain about how well they are actually performing. When feedback lacks clarity or personal connection, students may misjudge their strengths or weaknesses. Some students feel empowered by the immediate results and transparent grading systems that digital tools provide, helping them track progress and build confidence. Others feel disconnected from the feedback process, especially when they cannot discuss their mistakes or seek clarification in real time. This disconnect can create confusion about their academic standing and weaken their self-belief. The quality, frequency and format of online feedback play a crucial role in shaping students' understanding of their abilities and, ultimately, their self-concept.



Importance of Teacher Support in Digital Environments

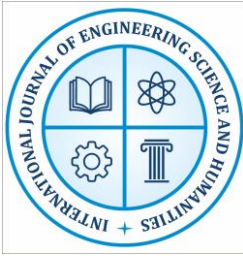
Teacher support becomes even more crucial in online learning because students have fewer informal touchpoints for guidance. Clear instructions, timely feedback and active presence help students feel seen and supported. When teachers create predictable structures and communicate regularly, students are more confident in their abilities and less likely to feel lost. This support strengthens their sense of competence, which directly shapes a healthier self-concept.

Peer Interaction and Social Validation in Virtual Classrooms

Peer interaction plays a major role in how students evaluate their own progress. In virtual classrooms, opportunities for group work or discussion can help recreate the social feedback that students usually receive in person. When learners share ideas, respond to each other and collaborate, they gain reassurance about their understanding. This social validation can boost their confidence and make them feel connected to a learning community, which in turn supports a positive self-concept.

Reduced Social Pressure and Its Benefits for Some Learners

For some students, online settings reduce the social pressure they experience in physical classrooms. Without the constant visibility of peers and the fear of being judged, quieter or anxious students often feel more comfortable participating. The option to respond through chat or



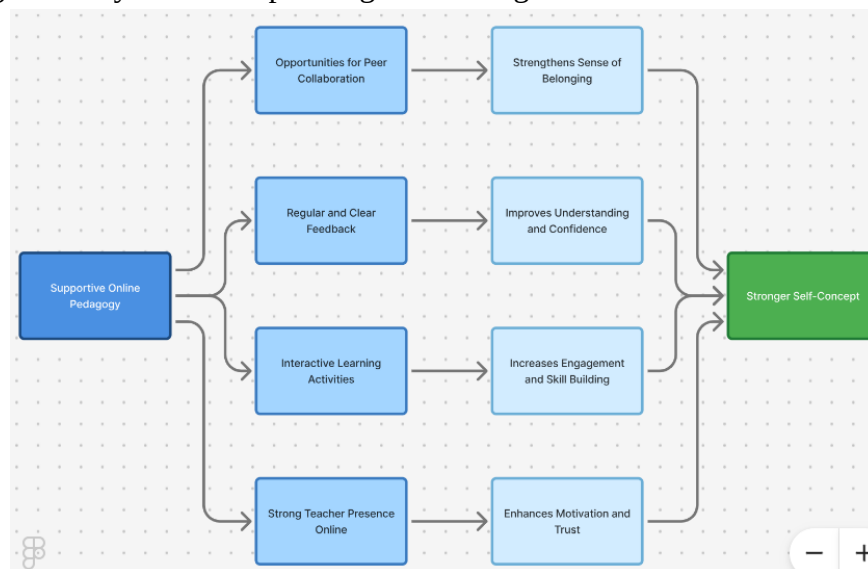
International Journal of Engineering, Science and Humanities

An international peer reviewed, refereed, open access journal
Impact Factor: 8.3 www.ijesh.com ISSN: 2250 3552

asynchronous tasks can lower stress and give them more control. As a result, these learners may develop a stronger sense of capability, improving their overall self-concept.

Need for Supportive Online Pedagogy to Strengthen Self-Concept

A thoughtful online pedagogy is essential for helping students maintain a positive view of themselves. Courses that include clear expectations, meaningful interaction, flexible modes of participation and regular encouragement help students feel confident and capable. When the learning environment is designed to be supportive rather than isolating, students are better able to recognise their strengths and stay motivated. This makes online pedagogy a key factor in shaping and sustaining a healthy self-concept in digital learning contexts.



Conclusion

Students' attitudes toward learning and their perceptions of their own talents have been profoundly impacted by the rise of online education. Alternate means of involvement, personalized routes, and adaptive pace are just a few of the additional possibilities made possible by the move to digital platforms. A lot of students find that these elements help them gain self-assurance and feel more capable. On the other side, there are obstacles that could arise from online learning that have a negative impact on self-concept. Some students may feel uneasy about their progress due to a lack of fast feedback, uneven grades, and few opportunities for peer engagement. Students' perceptions of their own abilities and shortcomings in virtual environments are influenced by factors such as digital access and self-regulation. Students' ability to adjust to online learning and instructors' ability to provide enough assistance determine the extent to which online education influences students' sense of self. Students are more likely to maintain a good self-perception as learners when online courses provide a structured learning environment, prompt feedback, and meaningful



International Journal of Engineering, Science and Humanities

An international peer reviewed, refereed, open access journal
Impact Factor: 8.3 www.ijesh.com ISSN: 2250 3552

engagement. Lack of these supports might lead to the development of self-doubt. Educators and institutions must create learning spaces that foster self-assurance, interpersonal competence, and community pride as the use of online and hybrid models grows. “By bolstering these aspects, we can make sure that online learning not only imparts knowledge but also encourages students to have a positive and resilient view of themselves.

References

- Ackerman, P. L. (2003). Cognitive ability and non-ability trait determinants of expertise. *Educational Researcher*, 32(8), 15–20. <https://doi.org/10.3102/0013189X032008015>
- Ainley, M., & Ainley, J. (2011). Student engagement with science in early adolescence: The contribution of enjoyment to students’ continuing interest in learning about science. *Contemporary Educational Psychology*, 36(1), 4–12. <https://doi.org/10.1016/j.cedpsych.2010.08.001>
- Albayrak, A. S. (2006). *Uygulamalı çok değişkenli istatistik teknikleri*. Asil Yayın Dağıtım.
- Appleton, J. J., Christenson, S. L., Kim, D., & Reschly, A. L. (2006). Measuring cognitive and psychological engagement: Validation of the Student Engagement Instrument. *Journal of School Psychology*, 44(5), 427–445. <https://doi.org/10.1016/j.jsp.2006.04.002>
- Arens, A. K., Jansen, M., Preckel, F., Schmidt, I., & Brunner, M. (2021). The structure of academic self-concept: A methodological review and empirical illustration of central models. *Review of Educational Research*, 91(1), 34–72. <https://doi.org/10.3102/0034654320972186>
- Arseven, A. (1986). Çocukta benlik gelişimine ailenin etkisi ve çocuğun okuldaki başarısı. *Eğitim ve Bilim*, 10(60), 11–17.
- Arslan, B. Z., Bulut, E., Özcan, B., Ural, F., & Yıldırım, F. B. (2023). Academic engagement experiences of pre-service teachers during the Covid-19 online education process. *Journal of Educational Technology and Online Learning*, 6(2), 315–328.
- Bilgin, E., Bulka, Y., & Demirhan, G. (2020). Fiziksel activate düzeyi, fiziksel uygunluk, akademik başarı ve akademik benlik kavramı Arandia ilişkisinin inclines. *Eğitim ve Bilim*, 45(202). <https://doi.org/10.15390/EB.2020.8343>