A Study on Talent Acquisition Practices Followed in Star-Rated Hotels at Kerala

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Abstract

The transition to online education has resulted in considerable challenges and transformations for engineering students. This study looks at the main challenges that engineering students in Kanyakumari District encounter when it comes to online learning, as well as the impact on their academic performance, engagement levels, and interaction with teachers. A quantitative research approach is used, with standardized questionnaires distributed to 450 students across various years of study. Differences and connections among critical variables are assessed using statistical analyses such as t-tests, ANOVA, and Pearson correlation. The findings show that technological concerns, distractions at home, and self-discipline challenges have a substantial influence on pupils, with male students reporting more difficulty. The ANOVA results demonstrate that first-year students perform better academically, have a longer attention span, and are more engaged than second-year students, implying that motivation declines with time. Pearson correlation analysis reveals a significant positive association between teacher communication, classroom engagement, and peer contact, underscoring the value of an interactive learning environment. The study indicates that, while online learning is flexible, it also has drawbacks that can hinder students' performance and participation. To improve engineering students' online learning experience, recommendations include enhancing digital infrastructure, introducing interactive teaching methods, and boosting peer collaboration.

Keywords

Online Learning for Engineering Students, Academic Performance, Student Engagement, Teacher Interaction, Challenges of E-Learning.