A Study on Students Perception on Online Learning during COVID-19 crisis

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Abstract

COVID -19 crisis has disturbed the life of people from corner to corner in the country. With escalation in the number of the cases in India, universities were forced to close down the campuses. However, this did not stop the teaching learning and the world moved to online platforms to deliver education. As a result, to meet the needs of all stages of education from school to university level, online education has come out as an option to the face to face classes. The universities were not prepared this switch or to move online for classes and as a result their online teaching-learning process evolved slowly. During this time many online platforms offered free access to conduct online classes like Zoom, Google meet etc. A survey will be conduct with UG (Under Graduate) and PG (Post graduate) students in university of Haryana about their opinion on different aspects of online education during the ongoing pandemic. As we are dealing with Digital natives, using digital platforms becomes a natural choice. From this paper researcher wants to examine the benefits or side effects of online learning from the student's perspective. This hypothesized that varieties in ways of online teaching like, interactive power point presentations, Blended classes, after class MCQ's session, feedback system etc. will make students more aware, comfortable and this will also improve student's attendance during class. Blogs, discussion boards, Wikipedia and 3Dimentional virtual worlds could be used to engage students in their learning.

Keywords: online classes, offline classes, online study material, technical glitches, blended learning, and online learning platforms

Introduction

With the rapid rise in high-tech revolution in the past decade, e-study is going to be used widely. Under the risk of COVID-19 online learning has been switched rapidly and ably to fill the gap created by adjourned classroom learning. Regions those affected by Corona virus started locking themselves to counter the risk of being COVID positive. Universities shut down immediately, students were sent home back without any arrangements to persist their learning. This conjecture's that this would pass shortly and students come back to their institutions but as the

figures of COVID increasing the threat of corona virus is also increasing from one region to another and by this way it's clear that this lockdown is not going anywhere soon. To persist the education schools, universities and other learning institutes are doing tough efforts to provide online classes to their students so that they can resume their classes without wasting time. Obviously teaching centres are not that much familiar with e-learning platform tools like Zoom meeting, Google meet etc. but they are trying to cope with this by taking training sessions, demo classes etc. to learn such tools. There are various factors on which online learning can be assed like interactivity, online presence, blended learning, satisfaction etc.

This assumes that there is less interactivity in online learning as comparison to offline learning. This is just because absence of physical presence, lack of interactivity etc. But, E- learning has been foster as being more economical and suitable for students in comparison to the traditional classroom classes. In fact E-teaching provides opportunities to learners to continue their education. Blended learning is also an important tool in online education while its effect on student as well as on teachers is yet to be explored. Researcher investigated some previous researches regarding student's perception on online learning and found that "no statistically significant difference in learning preferences was found between enrolled students in two different learning modes (online/face to face), Spielman and pangelinan". One another research suggests that "undergraduate Psychology students at Australian university preferred to complete activities face-to-face rather than online but their study fall out with online and offline activities can lead to similar levels of academic performance but students prefer to do written activities online but discussion face to face this shows their different satisfaction level, Kemp and Grieve". Online learning is growing rapidly but still remains at its starting stage of development. Therefore teachers those engage in online learning require more thoughtful of how students observe and reply to the elements of blended learning. Importance of this paper depends on investigate the Haryana university student's perception on online learning during COVID-19 crisis. More specifically the aim of this research was to study UG and PG student's perception on online learning in terms of online presence, communication and liking.

Review of literature

Today technological innovations make it convenient for everyone to design the web study material but before designing the same it is very important to keep in mind the perception and preferences of learners. To make online course learning effective and productive always needs to think from the learner's side. Due to pandemic COVID-19 online learning is the only medium for students to continue their study.

Moore confirmed that interactivity is one of the main factor of teaching and learning. Interaction is the most important thing when it comes to learning sitting in traditional classrooms or even in learning through internet. Warner et al. (1998) suggests the opinion of readiness for online learning. The thought was clarified by various researchers like McVay(2000,2001) developed a tool which assess students manners and view point like futurist. Thereafter, Smith et al.(2003)

direct an exploratory study to validate the McVay(2000) survey for E-readiness and as a result he talked about two factors one is ease with online learning and secondly self-management of learning.

Effort to reinforce the productivity of E- learning needs to identify the perception of the digital natives. uniformity in program design Swan et al. 2000, the potential of the communication with course instructors to endorse significant idea capability and details dispensation Duffy et al. (1998); Picciano (2002); Hay et al.(2004)) pace of interactivity in the E-setting (Arbaugh (2000); Hay et al. (2004)), the amount of mandate stress on knowledge through interaction, the litheness of learning online (Chizmar and Walbert (1999); McCall (2002); National Centre for Vocational Education Research (2002); Petrides (2002); Schrum (2002); Klingner (2003); Kim et al. (2005)), probability of engaging with educator and peers in learning online settings (Soo and Bonk (1998); Wise et al. (2004); Kim et al. (2005)), social existence (Barab and Duffy (2000); Kim et al. (2005); Jonassen (2002)),academic self-concept (Trautwein et al. (2006); Lim et al. (2007)), competencies required to utilize the technology (Wagner et al. (2000) were recognized as the supposed strengths of web learning. An useful virtual class depends upon well-structured course content (Sun and Chen (2016)), well-equipped educators (Sun and Chen (2016)), highly developed technologies (Sun and Chen (2016)), comment and understandable advice (Gilbert, 2015).

Various weak points related to virtual learning are also described in the narrative. Delayed feedbacks (Hara and Kling (1999); Petrides (2002); Vonderwell (2003), doubt of their colleagues' supposed expertise(Petrides (2002)); need of a sagacity of commune or feeling of isolation(Woods', (2002); Vonderwell (2003); Lin & Zane, (2005)); , nuisance in collaborating with the peer-learners, hi-tech glitches Piccoli et al.(2001); Song et al.*(*2004)), matters related to teachers (Muilenburg & Berge, 2005) advanced learner weakening rates (Frankola (2001); Ryan (2001); Laine (2003)), the call for better regulation, able to express your thoughts through writing, and self-inspiration; and online users have to be loyal towards timings (Golladay et al. (2000); Serwatka (2003) are considered to be hurdles of learning online. Studies also supported the truth that web classes will be as helpful as traditional class if these are designed aptly (Nguyen, 2015).

Research methodology

Participants

Universities (Haryana only) Undergraduates and Postgraduates were selected as the respondents for this research. As online education come in place of traditional class room learning during this COVID-19 crisis. This extremely affects the learning process. The participants were 105 (included both UG and PG) from different universities of Haryana. Among the 105 respondents only 100 respondents send their feedback. It included 33 under graduates and 67 postgraduates.

Procedure for Data collection

A structured questionnaire was designed to collect data with the help of primary data and non-formal conversation with the learners those were learning online. The administered questionnaire shared online through a link and responses are collected immediately and then responses used for analysis. The questionnaire had close ended questions which was filled according to respondents preferences.

Domain of the study

Researcher identified some informers among different universities of Haryana for an online survey. Google form link was sent to them via what's app. Firstly they submitted their responses after that, they circulated questionnaire among other university students like snowball sampling

Data analysis

Descriptive statistics was used to analysis the data. Data analyzed through SPSS software. The data collected was compiled and than an average percentage is counted of that data. The data den analyzed according to the responses. Relationship between responses was assessed and presented using tables, graphs and pie chart.

Demographic Details of Respondents

The minimum age of respondents was 16 years. From the analysis it can be seen that 46.3% respondents are of 16-20 age group while 53.7% respondents fall in 21-25 age group. In this 67% students were pursuing their graduation while 28% were in post graduation but 5% marks nothing.

Information regarding online classes

When researcher asked the question have you any idea about online classes before pandemic, shocking result come out, 94% respondent says yes while only 6% said no. Against the question how they will cope- up with syllabus in COVID crisis while sitting at home majority of the respondents replied that their institution has already started online classes to cover the syllabus though some of the students want their curriculum should be less. On the question of what they think E learning is useful as course content is available online 50% respondents agreed on this while 40% disagree on it and 10% respondents had no opinion over it. Motive behind this is around 40% students were not in favor of online classes because they are not that much tech savvy.

Understanding of the topic

When respondents were asked does E-learning helps in better understanding of topic than traditional face to face learning only 23% agreed on it, while 38% disagreed on it.

like/dislike about E-learning

Analysis shows learners like E-learning. From the result it can be seen that 27% students can easily accessible to the content, 43% of students consider it as a flexible hours while 22 % are self-paced and only 8% were neutral on it. When the researcher asked are they want online classes continuously after COVID-19 ends 62% respondents agreed on this statement while 38% disagreed for this.

Technical accessibility

When researcher asked about internet accessibility at their home result shows due to the lockdown and due to the work from home usage of internet consumption is increased. 60% respondents have average speed of internet while 25% getting good and 25% have very good speed of internet.

When they asked are they communicate with their faculties during the pandemic if yes then how and if No then why? Analysis shows all respondents are connected with their faculty directly or indirectly. 35% students were using Google meet, 28% are using what's app while 8% were using E-mail and 28% respondents were using other applications and social media sites to connect with their faculties.

On the question how they often use internet at least once in a day for E-learning 35% students are spending 0-2 hour duration of time while 41% students are spending 2-4 hours and 24% students are spending more than 4 hours for E-learning.

Students choice for online learning

Numerous devices picked by respondents for attending classes online like 58% in favor of smart phones, 35% laptop, 4.1% desktop, 4.8 choose another option. Data pack was the source of internet for 89% of the respondents. Maximum number of respondents said that they have what's group with their faculties to communicate about classes.

Evaluation of online classes

Majority of the students believe that Q&A session should be there at the end of every class. In a week at least one blended class, assignments submission at the end of the week.

Findings and conclusion

➢ Current scenario of technology is so advanced and this permits us to design online content in various ways for students.
➢ While designing e-content for learners this is significant to believe their preferences and opinion.
➢ This will help in make learning valuable and fruitful.
➢ **Result** of the study shows that majority of the students are in favor of online learning today

or when COVID-19 ends.

➤ The study draws the conclusion that e-learning has important relationship with the education of the students.

➤ Perception of the learner is related to the online learning is that this is less interactive, technical glitches make classes less fruitful, slow internet speed (reason is at home more than one person doing work from home) as this will take time to reconnect in the meanwhile some times lecture gets over, students those are less tech savvy face lots of problems during online session.

➤ This problem can be resolved by providing internet data pack to the students by their university, online training sessions for the students.

➤ To make students more aware during online class is give them ten to fifteen minutes test and told them to submit before the class over and their attendance is also marked on this basis, make power point presentations more interactive so that learners indulge themselves in it.

➤ Students also want that E-content of online classes should be uploaded on university websites so that anytime they can assess it.

Limitations of the study

This study is limited to the student's perception only while teacher's perception could also be important for this study. Students chosen from universities of Haryana is also a constraint while during this pandemic education shifts online from offline around the country.

Suggestions and Recommendations

No doubt cope with online education instead of traditional classroom education is tough. But to keep in mind this pandemic crisis E-education is the only solution to continue the studies. Online education could be better when it involves interactivity, to connect number of students with the help of online competitions, to increase student's curiosity to learn new thing by blended learning. This all is possible only when teachers make attractive and interactive power point presentations, pamper students to take part in online or during the class competitions, take feedback on regular interval to improve themselves etc. this will increase the presence of students during class.

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