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Students' perception towards online education during COVID-19 outbreak

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Abstract

The present study, "Students' perception towards online education during COVID-19 outbreak" was carried out in Kanpur Nagar and Gautam Budh Nagar districts of Uttar Pradesh, in each district two colleges/ universities were randomly selected therefore 75 students from each college/university were randomly selected so 300 students from four colleges/universities of two districts were randomly selected. Out of total students 63.7 per cent of students belonged to 21 to 24 years and 60.3 per cent were found to be male. 34.3 per cent of students belonged to engineering course of study belonging to undergraduate with 75.3 per cent and 53.7 per cent have monthly family income Rs. 25001 to Rs. 50000. 62.7 per cent of students were updated by WhatsApp for online classes. The study reveals that students have positive perception towards online education and majority of students agreed the online education saves the cost of learning material and transportation, test and assignments can be submitted electronically and the recorded online classes can be useful for future.

Keywords: COVID-19, online education, perception, students

Introduction

With the COVID-19 -a novel corona virus disease spreading across the globe, many countries have ordered closure of all educational institutes. As the universities and colleges were shut for an indefinite period, both educational institutions and students were experimenting with ways to complete their prescribed syllabi in the stipulated time frame in line with the academic calendar. These measures have certainly caused a degree of inconvenience, but they have also prompted new examples of educational innovation using digital interventions. Nevertheless, COVID-19 has been a trigger for educational institutions worldwide to pursue creative approaches in a relatively short notice. During this time, most of the universities have shifted to online mode using Blackboard, Microsoft Teams, Zoom, or other online platforms.

Research Methodology

The study was conducted in Kanpur Nagar and Gautam Budh Nagar districts of Uttar Pradesh, in each district two colleges/ universities were randomly selected therefore 75 students from each college/university were randomly selected so 300 students from four colleges/universities of two districts were randomly selected. Dependent and independent variables, namely age, sex, course of the study, academic status, caste, religion, family type, occupation of head of the family, means of communication for online classes, type of gadget, perception, effectiveness, constraints and challenges, suggestions, etc. were used. The data collected were subjected to statistical analysis for which statistical tools, such as percentage, rank, weighted mean, median, correlation coefficient, Z-test and standard deviation.

Results

Table 1 reviews the distribution of the students according to the age group, 63.7 per cent of student belonged to 21 to 24 years with mean age 22 and S.D. 1 followed by 27.7 per cent of students who belonged up to 20 years of age with mean age 19 and S.D. 1. 8.6 per cent of students belonged to 25 years and above age group with mean age of 25 and S.D. 1. The majority of students belonged to the age group of 21 to 24 years.

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Table 1: Distribution of students according to age group. (N=300)

Age group	Frequency	Per cent	Mean age (year)	S.D. (year)
Up to 20 years	83	27.7	19	1
21 to 24 years	191	63.7	22	1
25 years and above	26	8.6	25	1
Total	300	100.0	21	2

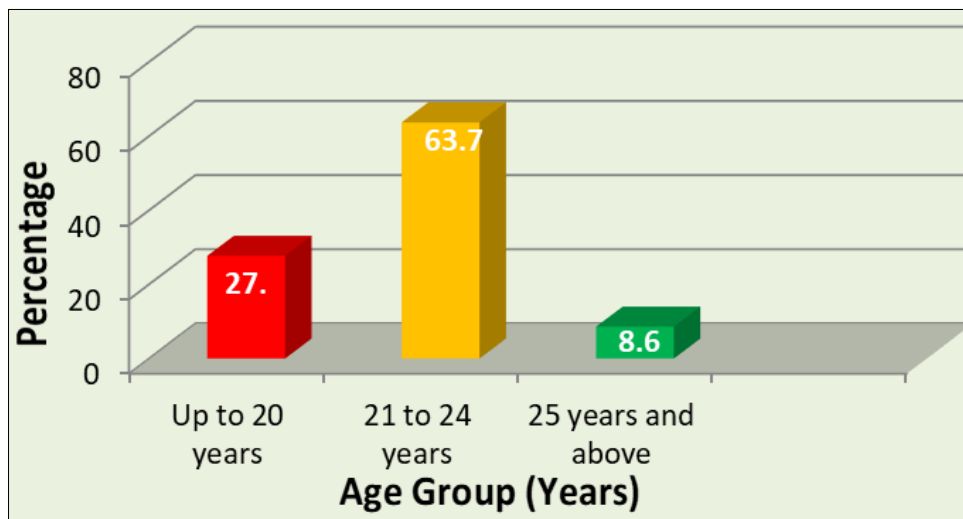


Fig 1: Distribution of students according to age group.

Table 2: Distribution of students according to course of study. (N=300)

Course of study	Frequency	Per cent
Engineering	103	34.3
Business management	38	12.7
Sciences	36	12.0
Commerce	16	5.3
Agriculture	16	5.3
Medical	36	12.0
Law	10	3.3
Arts	45	15.0
Total	300	100.0

12.7 per cent of students were enrolled in business management, 12 per cent of students were enrolled in science and medical courses whereas 5.3 per cent of students have

selected to the commerce and Agriculture courses and 3.3 per cent of students were from law courses. The majority of students were doing to the engineering course of study.

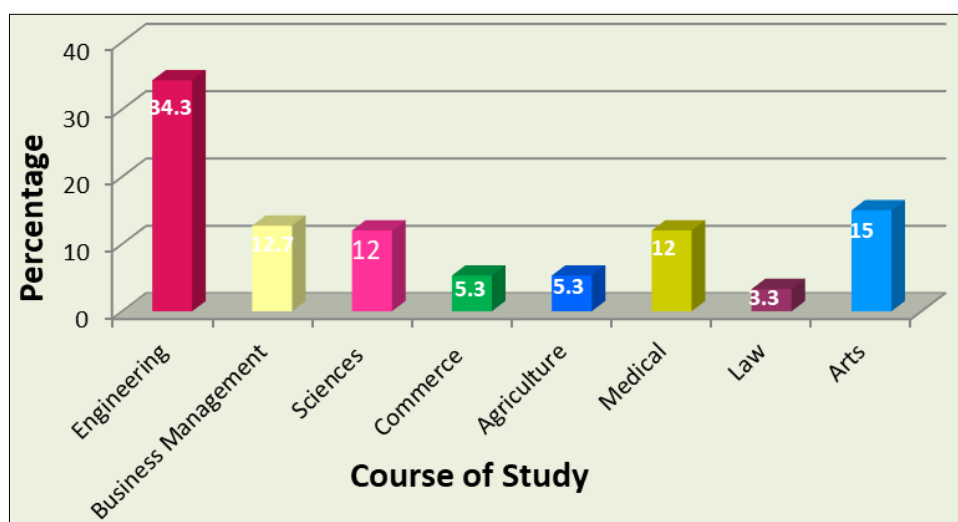


Fig 2: Distribution of students according to course of study.

Table 3: Distribution of students according to means of communication for online classes. (N=300)

S. No.	Means of communication	Frequency	Per cent
1.	University website	28	9.3
2.	Text messages	-	--
3.	Whatsapp	188	62.7
4.	E-mail	84	28.0

Table 3 shows the distribution of students according to the means of communication for class's updates, 62.7 per cent of students were updated by WhatsApp followed by 28 per cent of students updated by e-mail and 9.3 per cent of the students

who were updated through University website for online class's updates. The majority of students use whatsapp as the means of communication for classes update.

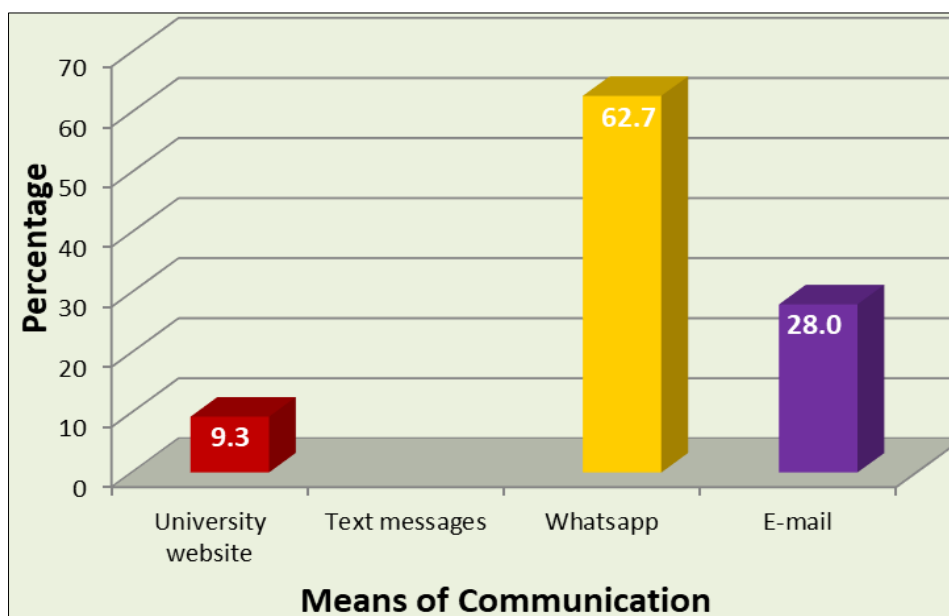


Fig 3: Distribution of students according to means of communication for online classes.

Table 4: Distribution according to Students' Perception towards online education. (N=300)

S. No.	Perception	Symbols	Strongly Agree	Agree	Undecided	Disagree	Strongly disagree	Mean score	S.D.	Rank
1.	Online learning is easy to use	A	7.3	84.3	4.0	3.7	0.7	3.94	3.45	IV
2.	No specific preparation is needed	B	5.0	76.0	7.7	10.3	1.0	3.74	3.28	VIII
3.	Learning population does not affect learning in online classes	C	6.7	65.7	14.0	12.0	1.7	3.64	3.21	IX
4.	It helps improving technical skills in electronic gadget	D	8.7	72.0	13.0	5.7	0.7	3.82	3.36	VI
5.	Face to face contact with teacher is necessary for learning	E	8.3	51.0	27.0	12.7	1.0	3.53	3.11	XI
6.	Recorded online classes can be useful for future	F	14.0	75.0	7.7	2.7	0.7	3.99	3.51	III
7.	Enable students to study irrespective of where they are located	G	16.3	66.3	8.7	8.3	0.3	3.90	3.45	V
8.	Wide and diverse interaction among students	H	3.3	41.0	35.3	17.3	3.0	3.24	2.83	XIII
9.	Faculty was well trained in conducting online classes	I	4.0	63.3	7.3	23.3	2.0	3.44	3.05	XII
10.	Possibility of working with online learning	J	6.7	71.7	14.3	5.3	2.0	3.76	3.30	VII
11.	Tests and assignments can be submitted electronically	K	16.0	77.3	4.3	1.7	0.7	4.06	3.57	II
12.	Saves learning material and transportation cost	L	20.7	69.7	6.3	3.0	0.3	4.07	3.60	I
13.	Need training before undergoing online learning activities	M	2.0	28.3	38.0	25.0	6.7	2.94	2.55	XIV
14.	Internet connection strength determines effective learning	N	7.3	61.0	16.0	9.7	6.0	3.54	3.14	X

The data presented in table 4 reveals the distribution of students according to their perception towards online education, 20.7 percent of students were strongly agree and 69.7 percent students agreed that online classes saves learning material and transportation cost with mean score 4.07, S. D. 3.60 and rank I followed by 16.0 per cent of students were strongly agree and 77.3 per cent agreed that tests and assignments can be submitted electronically with mean score 4.06, S. D. 3.57 and rank II. 14 percent of students were strongly agree and 75.0 percent students agreed that recorded online classes can be useful for future with mean score 3.99, S. D. 3.51 and rank III followed by 7.3 per cent of students were strongly agree and 84.3 per cent agreed that online

learning was easy with mean score 3.94, S. D. 3.45 and rank IV. 16.3 percent of students were strongly agree and 66.3 percent students agreed that online education enables students to study irrespective of where they were located with mean score 3.90, S. D. 3.45 and rank V followed by 8.7 per cent of students were strongly agree and 72 per cent agreed that it helped in improving technical skills in electronic gadget with mean score 3.82, S. D. 3.36 and rank VI. 6.7 percent of students were strongly agree and 71.7 percent students agreed that there was possibility of working with online learning with mean score 3.76, S. D. 3.30 and rank VII followed by 5 per cent of students were strongly agree and 76 per cent agreed that no specific preparation was needed in online education

with mean score 3.74, S. D. 3.28 and rank VIII. 6.7 per cent of students were strongly agree and 65.7 per cent students agreed that learning population does not affect learning in online classes with mean score 3.64, S. D. 3.21 and rank IX followed by 7.3 per cent of students were strongly agree and 61 per cent agreed that internet connection strength determines effective learning with mean score 3.54, S. D. 3.14 and rank X. 8.3 per cent of students were strongly agree and 51 per cent students agreed that face to face contact with

teacher is necessary for learning with mean score 3.53, S. D. 3.11 and rank XI followed by 4 per cent of students were strongly agree and 63.3 per cent agreed that faculty was well trained in conducting online classes with mean score 3.44, S. D. 3.05 and rank XII. 3.3 per cent of students were strongly agree and 41 per cent students agreed that there was a wide and diverse interaction among students in online classes with mean score 3.24, S. D. 2.83 and rank XIII.

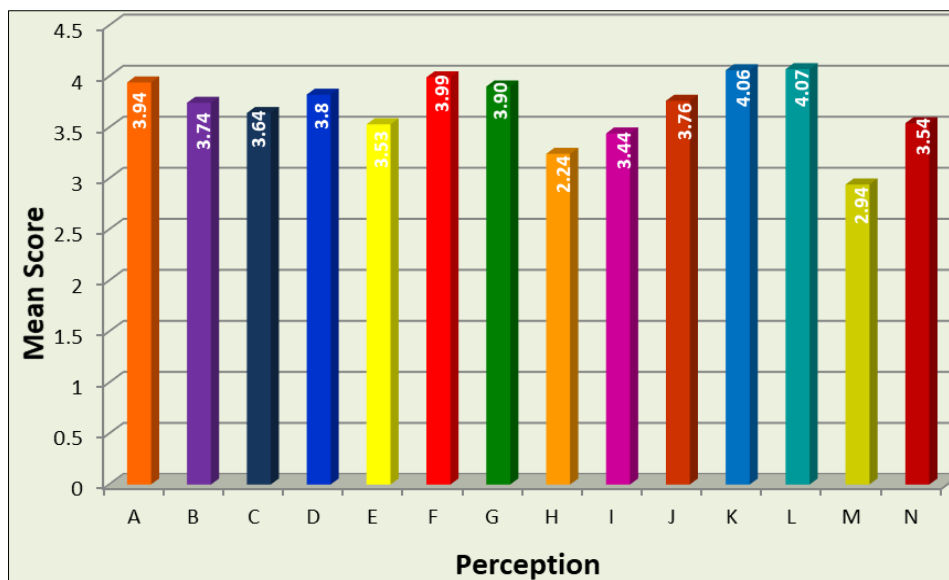


Table 4: Distribution according to Students' Perception towards online education.

Conclusion

The study reveals that students have positive perception towards online education and majority of students agreed the online education saves the cost of learning material and transportation, test and assignments can be submitted electronically and the recorded online classes can be useful for future also. It was also found that online learning is easy to use and it enables students to study irrespective of where they were located without any specific preparation. Thus it is an evident that online education played an important role during COVID-19 pandemic by reducing the learning gap.

Recommendations and Suggestions

1. Students should stick to study plan for effective learning and staying positive about online education so that they do not lack interest or stress out.
2. Students have previously learned in physical classrooms so it is important to understand the different learning style. They can learn through interaction, visual presentation, audio classes or written notes.
3. Students should inform their parents and friends about the time of online classes so that there will be no distractions from their side. Restrict the study area for others to come during the live sessions and video timetables. This will help in concentrating more on learning.
4. Scheduled plans should be made with breaks so that it do not cause stress to eyes resulting eye problems or headache.
5. Secured applications should be used for online classes that do not access users' private data and have updated software.

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