



INTERNATIONAL RESEARCH JOURNAL OF HUMANITIES AND INTERDISCIPLINARY STUDIES

(Peer-reviewed, Refereed, Indexed & Open Access Journal)

DOI : 03.2021-11278686 ISSN : 2582-8568 IMPACT FACTOR : 5.71 (SJIF 2021)

A STUDY ON ANALYSIS OF STUDENTS PERCEPTION AND EXPERIENCE IN ONLINE LEARNING DURING THE COVID PANDEMIC SITUATION

Ms. U. Ponmani

Ph.D Research Scholar,
Department of Commerce,
Nallamuthu Gounder Mahalingam College,
Pollachi (Tamil Nadu)

E-mail: ponmaniumasankar@gmail.com

Dr. M. V. Sathiyabama

Associate Professor and Head
Department of Commerce (E-Commerce),
Nallamuthu Gounder Mahalingam College,
Pollachi (Tamil Nadu)

E-mail: sathiyabama.ecom@gmail.com

DOI No. 03.2021-11278686 DOI Link::<https://doi-ds.org/doi/10.2582/08.2021-12986537/IRJHISICPC210820>

Abstract:

One of the biggest casualties of the Covid pandemic and the resultant lockdown has been institutionalized education. Schools and colleges have been shut to prevent the spread of the virus and this has given way to online classrooms, a very new concept in India even for the most sophisticated schools. The Educational institutions and students across the world have accepted and appreciated the online platform of learning. The reasons of this acceptability are ease of use, learning flexibility and controllable environment. The students during the pandemic situation is facing heavy risks like network issues, distraction during the classes especially with family and possibly with young siblings. Some students don't even have electronic devices such as computers and mobile phones. The number of these devices in households is often limited which can be very inconvenient for online appointments, classes and meetings that take simultaneously. The main objective of the study is to determine the perception of students towards online learning during the lockdown and to analyse the global trend of using the online learning resources among the students. The present study includes both primary and secondary data. The simple random sampling is used for collecting the respondents and overall, of 160 respondents are collected by issuing the questionnaire. The current study emphasizes that the students are enriched with new technology updates and it makes them more flexible and comfortable. This study concludes that online learning platform made student connect to the staffs in easier form and made comfortable to engage with other fellow students too.

Keywords: Covid, pandemic, educational institution, resources.

Introduction of the Study:

Educational institutions and students across the world have accepted and appreciated the online platform of learning. The reasons of this acceptability are ease of use, learning flexibility and controllable environment. However, despite its multiple advantages there are quite a few limitations of e-learning such as social isolation, 'face to face' interaction between teacher and student,

connectivity issues, etc. Now, at the hour of pandemic crisis, most of the educational institutions are exploring and approaching towards e-learning to make it easy for students to work out at new normal. Also, various e-teaching software are being explored by teachers or educators to bring maximum possible ease for their students and student are in the process of adapting this new teaching and learning methodology. While countries are at different points in their COVID infection rates, worldwide there are currently more than 1.2 billion children in 186 countries affected by school closures due to the pandemic. There are teachers and schools putting extra effort to engage students in classes by revamping timetables, shifting discussions online, taking feedback from parents and monitoring students constantly. While there are some who are doing the bare minimum and using whats app to stay connected with students.

Statement of the Problem:

Educational institutions and students across the world have accepted and appreciated the online platform of learning. The reasons of this acceptability are ease of use, learning flexibility and controllable environment. However, despite its multiple advantages there are quite a few limitations of e-learning such as social isolation, face to face interaction between teacher and student, connectivity issues, etc. E-learning has never been adopted and accepted as real learning or the formal mode of education before this ongoing pandemic that compelled to resort to electronic learning solution by world over. As a matter of fact, as this e-learning wave is a recent development, teachers as well as students are in the process of adapting this new teaching and learning methodology.

Objective of the Study

- To distinguish the importance of e-learning during the phase of ongoing pandemic.
- The purpose of this study is to determine the perception of students towards online learning during the pandemic phase.
- To assess the challenges faced by students in online learning sessions during COVID pandemic phase.

Research Methodology:

This study is both quantitative and descriptive in nature. To analyze the student nature both primary and secondary data is used for data collection. The modified questionnaire is used for collecting the data from various students from different college and university students inside the Coimbatore District. The respondents are collected from the students who are actively engaging in e-learning platform mode during the pandemic situation.

Sample Size:

The required data for the study have been collected by issuing the structured questionnaire in

order to know the details of students experience in online learning during the COVID pandemic situation. The total questionnaire issued and collected is 160 respondents. For this study simple random sampling method is adopted to select the sample respondents.

Collection of Data:

The part of data collection begins only after the research problem is defined. Data collection may be defined as the collection of required information from the various sources. The data collection that relates to the study can be collected in two different ways viz. Primary and Secondary data.

Data analysis:

The primary data collected was implied with the help of statistical software (SPSS-17) and Microsoft excels which eased the procedure of quantifying the scalar values of data that is collected through questionnaire. The primary data collected was analyzed statistically with relevant tools such as

- Simple percentage analysis
- Analysis of Variance (ANOVA)
- Chi-square analysis

The secondary data consists of information that already exists somewhere have been collected. Information for this project was also collected through the secondary sources such as journals and websites.

Simple Percent Analysis

Table showing the respondents for type of the School / University / Institute using E-learning

Platform		
SCHOOL/ UNIVERCITY/ INSTITUTE	NO.OF RESPONDENTS	PERCENTAGE
GOVERMENT	34	21
PRIVATE	126	79
TOTAL	160	100

Interpretation:

From the above table it is clear that 21 per cent of the respondents of the Government and 79 per cent of the respondents is private. Majority, 79 (per cent) School/ University/ Institute is private.

Chart and table showing the tools that respondents are familiar during online learning

TOOLS THAT ARE RESPONDENTS ARE FAMILIAR DURING ONLINE LEARNING	NO. OF RESPONDENTS	PERCENTAGE
Laptop	28	18
Computer	07	4
Tablet	04	2
Smart phones	121	76
TOTAL	160	100

Interpretation:

From the table it is clear that the 18 per cent of the respondents are using laptop for online learning, 4 per cent of the respondents are using computer for online learning, 2 per cent of the respondents are using tablet and 76 per cent of the respondents are using smart phone for online learning. Majority, (76 per cent) of the respondents are using mobile phones for online learning.

Analysis of Variance

Table showing the respondents of gender and tools used by students during online classes

Hypothesis

Ho: There is no significant relationship between Gender and Tools used by students during online learning.

Variables	Sum of Squares	df	Mean Square	F	Sig.
Between groups	.21	3	.07	.28	.836
Within groups	38.73	156	.25		
Total	38.94	159			

Source: Primary data

Significance level at 5%

Interpretation:

From the above table 4.2.1 it is observed that the calculated F value is .28. The F table value of $df_1=3$, $df_2=156$ and a-5 per cent level of significance is .836, since calculated value of F is less than its critical value. Hence, the null hypothesis is rejected which concluded that there is no significant relationship between the gender and tools used by students during online learning.

Chi Square Analysis:

Table showing school/ university/ institution studied and response expectation in physical classroom changes into online classes because of this covid-19 lock down

Hypothesis

Ho: There is a significant association between the school/ university/ institution studied and respondent expectation in physical classroom changes into online classes because of this COVID-19 lockdown.

Statistical	Calculated value	Significant value	df	Table value	Result of hypothesis
Chi – square data	.90	5	2	5.9	Hypothesis is rejected

Interpretation:

From the above table 4.3.4, it shows that the calculated χ^2 value 90. The χ^2 table value of $df = 2$ and $\alpha = 5$ percent level of significance is 5.9. It is inferred that the calculated value is less than table value at the level of 5% significance. The result shows that there is a significant association between school/university/institution studied and respondent expectation in physical classroom changes into online classes because of this COVID-19 lockdown. Hence, the null hypothesis is rejected. Therefore, it is concluded that there is a significant association between school/university/institution studied and respondent expectation in physical classroom changes into online classes because of this COVID-19 lockdown.

Suggestion for the Study

- It is clear from the study data that instructor interactions with students in online program should be reviewed, with an emphasis given on timely feedback to students.
- The training and preparation of instructors for online teaching was also essential for teaching.
- Student-student interaction in this online course program should be improved by developing strategies to build a greater sense of community among students.
- University leaders should also incorporate mandatory individual and group video conferencing at least once a term to improve faculty-student and student-student interactions according to most participants' responses.
- Online class during this COVID-19 lockdown days very usefully to save more time of travelling to study place.

Conclusion:

With efforts to prevent the spread of the novel corona virus, the contours of Education

system are changing with online education becoming the primary means of instruction. Schools/ Universities and institutions are shifting to online platforms to catch up with the curriculum. It may be too early today how students and teachers will cope with online learning as they figure in the constraints; reorient to address them but the perception and readiness of students is an important consideration which we have tried to document. The present study analyses the perception of university students towards e-learning during the ongoing COVID pandemic. The study reveals the preferences of students for e-learning as it provides them much freedom to connect with their teachers, fellow students and engage with their study materials at the comfort and flexibility of space and time. The easy access of study resources is found to be one of the major reasons for the students to opt for e-learning. The study indicates that e-learning technology enables easy information access leading to positive attitude formation of students towards it. This finding is based on usefulness, self-efficacy, ease of use, and the behaviour of students as regards e-learning.

Reference:

1. Rubin, B., Fernandes, R., & Avgerinou, M. D. (2019). The effects of technology on the community of inquiry and satisfaction with online courses. *The Internet and Higher Education*, 17, 48-57. doi: 10.1016/j.iheduc.2012.09.006.
2. Dziuban, C., & Moskal, P. (2019). A course is a course is a course: Factor invariance in student evaluation of online, blended and face-to-face learning environments. *The Internet and Higher Education*, 14(4), 236-241. doi: 10.1016/j.iheduc.2011.05.003.
3. Panchenko, L.F. Massive open online course as an alternative way of advanced training for higher educational establishment professors. *Educ. Pedagogical Sci.* 2013, 156, 1–17.
4. Roca, J.C.; Chiu, C.M.; Marthnez, F.J. Understanding e-learning continuance intention: An extension of the Technology Acceptance Model. *Int. J. Hum.*

IRJHIS