

Two-Day International Multidisciplinary Web Conference
ON

COVID-19: FUTURE ROADMAP

21st & 22nd May, 2021



Organised by

GOKHALE EDUCATION SOCIETY'S
Shri. Bhausaheb Vartak Arts,
Commerce & Science College
Borivali (West), Mumbai 400 091

Chief Editor

Dr. (Mrs.) Suhasini V. Sant

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Dr. S.B. Karande

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A Study on Students Perception Towards Online Education During Pandemic – With Special Reference to Pollachi Taluk

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ABSTRACT

This study aims to analyze the student's perception towards online education during pandemic period and also aims to assess the student's perception and satisfaction about online teaching and learning platforms and learning experiences during the COVID-19 pandemic in all over the country. This study is based on the students attitude learning carried out in and around Pollachi taluk. The researcher was carried out using a survey that was sent out to 200 students y way of issuing questionnaire. These data were analyzed using SPSS. The normality test has been done using the Cronbach Alpha test. The objectives of the studies are- to analyze the students perception towards online education and find out the level of satisfaction of online learning system. Primary data have been collected by using convenience sampling method. Statistical tools were used to analyze the data are Simple Percentage, chi-square and Rank Correlation. Findings of the study is most of the students are satisfied with the online education because of their safety, main problem is that the students may not listen the teacher face to face interactions and network issues. Students are highly satisfied with the online platform followed y their teachers like google class room, google meet, Kahoot quiz learning etc., This study calls for further research into the integration of professional development workshops and practical training courses for online learning and teaching to endorse innovative teaching techniques and alternative assessment plans for instructors, learners, administrators, and policymakers.

Keywords

COVID – 19, e-Learning, online teaching and learning, teaching assessment

INTRODUCTION

Online learning has been confront by concerns about quality from the established educational community and society at large (Carnaghan & Webb, 2007; Akdemir & Koszalka, 2008). Often, in addressing these concerns students' perceptions of their course experience becomes a substitute for learning engagement in the context of satisfaction (Swan, 2001; Arbaugh, 2001; Richardson & Swan, 2003; Bolliger, 2004). Because contemporary students view information as a commodity which can be traded openly among a community of learners, collaboration becomes fundamental to a variety of educational outcomes (Shirky, 2010; Dziuban et al., 2013).

Educational institutions are provides a number of benefits both to students and teachers, who can take courses even from remote locations with the flexibility of studying according to their own schedules, and to educational institutions, which can be serve more students without having to physically house the courses, online education also brings its own set of challenges. In

particular, online learning often results in significantly higher student attrition than face-to-face education. Studies show that students enrolled in online courses are more likely to drop out than students taught in traditional classes and further studies have shown this dropout rate is directly related to students' satisfaction with their online learning experience [3]. Although satisfaction is a key concern for most educational institutions and instructors, there are relatively few studies about what influences students' satisfaction in blended and online courses. In addition, one factor confounding many studies of online education, especially in higher education, is that students usually self-select for online courses, so results describing online education may be confounded by the kinds of students who opt to study online, and may not be generalizable to the general population of students. There are eight key characteristics of online learning (understandability, illustration, enthusiasm, fostering attention, level of expectation, difficulty, pace, lack of clarity)

REVIEW OF LITERATURE

Dziuban, (2000) in his study Studies suggest that online students wish to decrease their ambivalence toward formal education by gaining some sense of a carefully delineated path to success (Dziuban & Dziuban, 1998; Dziuban, Moskal & Dziuban, 2000; Long, 2011; Young & Dziuban, 2000). Students prefer active, rather than passive learning environments, and, because they participate in a highly interactive world, they expect the same in their classes (Dziuban et al., 2003). Today's learners require more outlets for creativity and collaboration which online learning environments can accommodate through a variety of instructional models that are provided anytime, anyplace

Feldman (1993) describes the assessment challenges we encounter as distributions of considerations when he argues that responses to survey questions provide only an estimate of the central tendency of an individual's attitude or belief about a subject or object.

Craig and Martinez (2005) summarize the issue: "in retrospect, it seems rather simplistic to think of attitudes as always being unidimensional. After all, who hasn't experienced mixed feelings about people, places and things that we have encountered or visited in our lives?"

II. STATEMENT OF THE PROBLEM

During pandemic period the students are not able to go to school and learn their subjects. They are learning their subjects from the home itself using online platform. To identify their perception and satisfaction the researcher framed the following questions:

- i) What is the students perception regarding online education and
- ii) Whether students are satisfied with the online learning system?

III. OBJECTIVES OF THE STUDY

To identify answer for the above problems the following objectives have been framed by the researcher are as follows:

- i) to analyze the students perception towards online education and
- ii) to find out the level of satisfaction of online learning system

IV.SCOPE OF THE STUDY

This study will cover the online platform among the school and college students perception towards online education in and around Pollachi taluk. This study will helps the students those who are not using online platform as well as to analyze the level of satisfaction towards online education.

V.METHODOLOGY

The methodology used in the study is explained below

5.1 DATA AND SOURCE OF DATA

The study is based on primary data. Primary data have been collected from the students to find out perception about online learning.

5.2 SELECTION OF SAMPLE

The primary data have been collected from the students perception towards online education and the size of the sample is 100 respondents.

5.3 SAMPLING METHOD

The selection of the sample is based on the convenience sampling method.

5.4 AREA OF STUDY

The study conducted in Pollachi Taluk.

5.5 FRAMEWORK OF ANALYSIS:

The following statistical tools were used to analyze the data.

- 1) Simple Percentage and
- 2) Friedman Rank test

**TABLE 1.1
SOCIO ECONOMIC PROFILE**

Particulars	Numbers	Percentage
Age		
Up to 10 years	25	25.00
10-15 years	50	50.00
Above 15years	25	25.00
Gender		
Male	60	60.00
Female	40	40.00
Educational qualification		
Up to 10 th Standard	15	15.00
HSC	50	50.00
College Level	15	15.00
Type of family		
Joint family	40	40.00
Nuclear family	60	60.00
Number of members		
Up to 4 members	60	60.00
Above 4 members	40	40.00
Total online consumers		N=100

Source: Primary Data

SATISFACTION OF ONLINE LEARNING

Table 1.2

SATISFACTION OF ONLINE LEARNING learner relevance, , learner autonomy, and

S.No	Reason for Satisfaction	Rank
1.	Quantity and quality of student interactions	4
2.	Learner relevance	2
3.	Active learning	3
4.	Authentic learning	6
5.	Learner autonomy	5
6.	Technology competence	1
7.	Time on regular Work	7
8.	Network	8

VI.SUMMARY OF FINDINGS

- Majority of the respondents (50.00%) are belong to the age group between 10-15 years.
- Most of the students (60.00 %) are male
- Most of the persons (50.00%) are studying Higher secondary.
- Most of the respondents (60.00%) are in nuclear family
- Most of the respondents are (43.30%) have four members in their family.

LEVEL OF SATISFACTION

The students are satisfied given in the form ranking regarding the online learning.

The first rank given to Technology competence and followed by Learner relevance, Active learning, Quantity and quality of student interactions, Learner autonomy, Authentic learning, Time on regular Work and Network.

VII. SUGGESTIONS OF THE STUDY

Some of the suggestions of the studies are

- Some of the reasons for the dissatisfaction of respondents were caused by factors of limited access, instability of the management system learning network used, unclear material, and assignments from lecturers, low patterns of guidance from lecturers, and lack of constructive feedback on student work.
- The results of this study provide input to policymakers to provide internet access assistance and improve the quality of online learning services.
- In addition, lecturers are required to be able to provide interactive learning services, and provide intensive guidance, and feedback that builds students' learning motivation.
- To overcome network problem in the remote area.

VIII. CONCLUSION

Online courses can decrease students' negative emotions such as anger, boredom, and anxiety. Importantly, we also found that these academic emotions are directly related to their satisfaction with the online course. From the findings of this study suggest that teachers' positive attitude to e-learning is need to successfully transform its education systems from the current classroom face to-face methods to e-learning. Teachers are the key stakeholders of education and their perception on adopting e-learning also has a significant impact on students' attitude formation towards e-learning.

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