STUDENTS' PERCEPTION OF ONLINE LEARNING DURING COVID - 19

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Abstract

The corona virus disease 2019 (COVID-19) pandemic may be stressful for people. Fear and anxiety about the new disease and what would happen can be overwhelming and cause strong emotions in adults and children. Public health actions, such as social distancing, can make people feel isolated and lonely and can increase stress and anxiety. During this situation, the outbreak of COVID 19, has affected the education sector also. Virtual platforms are using for teaching and learning. It also creates a lot of problems for both students and teachers. The main objective of this study is to analyze the perception of online learning mechanisms among students' during this COVID 19 pandemic. This paper includes both primary and secondary data. Statistical tools are used for analyzing data. The study revealed that online classes are effective in some points of view, at the same time it will create issues like lack of teacher-student interactions, network problems, health issues, and data consumption.

Keywords: COVID-19, Online teaching and learning, student's perception

Introduction

The corona virus pandemic has become a norm and to adapt schools and colleges across the country have switched to remote learning. Children have been asked to stay on track with their syllabus through an online learning model at home. This transaction from classroom-based learning to online learning can be quite stressful for children as it changes from their normal structure and they are not accustomed to the new way of learning. More than 300 million students worldwide are having their education disrupted by the spread of Corona virus. Schools and universities haven't faced this level of disruption in generations, but unlike any time in the past, we can continue education even when schools close.

Learners, teachers, and families are at the heart of everything Pearson does and we are committed to helping everyone have positive learning experiences, whether online or in school.

In this uncertain environment, it's important that learning continues, even if it can't happen in person. That's why we're providing access to expert faculty, best practices, and other online learning resources for people who are studying, teaching, or working remotely. We'll be updating this site regularly with even more helpful resources. Students'

participation in the home-learning program, online school was confusing to adjust to as we had not been prepared through simulations or practices beforehand. Students reported the home-learning program to be even more stressful than regular classrooms. Some of the common reasons for this went along the lines of: "Normal classes may have been difficult, but having friends makes it so much more manageable and less stressful. Online classes take out the benefits of having friends to socialize with and being stuck alone with nothing but assignments."Many students participating in home-learning programs also say that the workload of online classes is larger than that of regular classes. The consensus is that home-learning programs — although highly beneficial and a good alternative to school as schools are closed — still require some getting used to by students, as it is a novel concept and not many are experienced with them.This is because those students lack the devices and internet access to be able to participate in online classes, and the schools and colleges cannot teach online.

REVIEW LITERATURE

Bączek, M., Zagańczyk-Bączek, M., Szpringer, M., Jaroszyński, A., & Wożakowska-Kapłon, B. (2020). , Students' perception of online learning during the COVID -19 pandemic on medical students. The COVID-19 pandemic has disrupted teaching in a variety of institutions, especially in medical schools. Electronic learning (e-learning) became the core method of teaching the curriculum during the pandemic. After eight weeks of only online learning, a survey was conducted to investigate the perception of this type of learning amongst medical students. A survey was conducted by distributing an online questionnaire to Polish medical students. Data gathered from the survey was analyzed with routine statistical software. 804 students answered the questionnaire. According to respondents' answers, the main advantages of online learning were the ability to stay at home (69%), continuous access to online materials (69%), learning at your own pace (64%), and comfortable surroundings (54%). The majority of respondents chose a lack of interactions with patients (70%) and technical problems with IT equipment (54%) as the main disadvantages. There was no statistical difference between face-to-face and online learning in terms of opinions on the ability of the learning method to increase knowledge (p=.46). E-learning was considered less effective than face-to-face learning in terms of increasing skills. E-learning is a powerful tool for teaching medical students. However, the successful implementation of online learning into the curriculum requires a well-thought-out strategy and a more active approach.

Agarwal, S., & Kaushik, J. S. (2020). Student's perception of online learning during the COVID pandemic. Indian Journal of Pediatrics**,** Coronavirus pandemic has not only impacted human life but also impacted medical education and residency training all over. With principles of social distancing, all face to face classes were suspended due to the ongoing COVID 19 pandemics. Considering its implications on our students, and online teaching session was conducted every day for 12 d. We used a free version of Zoom which allows a maximum of 100 participants and for some time of 40 min. Students' perceptions were collected at the end of this lecture series. Feedback responses were obtained from 77 participants. Of these, 87% (67) were post-graduate students. Participants found the sessions to be relevant to their learning needs and clinical practice [n = 75 (97%)]. The majority of the participants perceived that the sessions were tailored to their level of learning [n = 76 (99%)] and found the sessions to be interesting and enjoyable [n = 72 (95%)]. All of the participants (n =

77) felt that each pediatric sub-specialty should start their classes for postgraduates and that online classes should be made a part of the medical postgraduate curriculum. The study concluded that the COVID pandemic made us realize the importance of online training for our pediatric postgraduate students. Students' satisfaction levels with online learning were comparable to previous studies. Apart from the gain in knowledge, the present study revealed the impact of online learning on the morale of our students by creating a diversion from the ongoing pandemic situation. We conclude that online teaching is feasible, cheap, and must be made a part of the postgraduate training in India beyond the prevailing lockdown.

Smart, K. L., & Cappel, J. J. (2006). Students' perceptions of online learning: A comparative study. *Journal of Information Technology Education: Research*, 5(1), 201-219. In search of better, more cost-effective ways to deliver instruction and training, universities and corporations have expanded their use of e-learning. Although several studies suggest that online education and blended instruction (a "blend" of online and traditional approaches) can be as effective as traditional classroom models, few studies have focused on learner satisfaction with online instruction, particularly in the transition to online learning from traditional approaches. This study examines students' perceptions of integrating online components in two undergraduate business courses where students completed online learning modules before class discussion. The results indicate that participants in an elective course rated the online modules significantly better than those in a required course. Overall, participants in the elective course rated the online modules marginally positive while those in the required course rated them marginally negative. These outcomes suggest that instructors should be

selective in the way they integrate online units into traditional, classroom-delivered courses. This integration should be carefully planned based on learner characteristics, course content, and the learning context. For most participants of the study (83 percent), this was their first experience completing an online learning activity or module. Also, the largest dissatisfaction factor reported among the participants was the time required to complete the online modules. Future research is encouraged to explore: (1) how previous experience with technology and online learning affects students' attitudes towards and success with e-learning; and (2) the effects of interspersing online units that are considerably shorter in length into the traditional classroom model. This additional research can provide greater insight into which factors promote e-learning success.

STATEMENT OF PROBLEM

Since the COVID-19 pandemic has disrupted the normal lifestyle of people across the globe, the virtual world has come to the rescue. Amongst many institutions' schools and colleges have shifted their base to virtual platforms to conduct classes online consequently, catering to the needs of all stages of education from pre-primary to university level, online classes as an alternative to ordinary face to face classes. The present study aims to identify the perception of students towards online learning mechanism.

OBJECTIVES OF THE STUDY

1. To analyze students' perception of online learning during the COVID 19 pandemic.
2. To study the pros and cons of online learning mechanism.

RESEARCH METHODOLOGY

The study aimed to analyze students' perceptions of online learning during the COVID 19 pandemic situation. The data were collected from 280 respondents through questionnaires,

articles, journals, and websites. A convenience sampling method was used for collecting data. Percentile analysis was used for analyzing data.

DATA ANALYSIS AND INTERPRETATION

Perception of Online Learning

Table 1

Gender wise Distribution of Sample

Gender	Frequency	Percentage
Male	228	81.4
Female	52	18.6
Total	**280**	**100**

Source: Primary Data

Interpretation: The study reveals Gender wise classification. Out of 280 respondents, 81.4% are female and 18.6 are male.

Table 2

Age wise distribution of sample

Age	Frequency	Percentage
16-20	190	67.9
21-25	84	30.0
26-30	1	0.4
Above 30	5	1.8
Total	**280**	**100**

Source: Primary Data

Interpretation: The age of the respondents is categorized into four categories. Table 2 shows out of 280 respondents, 67.9% are in the age group of 16-20, 30% are in the age group of 21-25, 0.4% are in the age group of 26-30, and 1.8% are in the age group of above 30.

Table 3

Studying Class wise Distribution of Sample

Class	Frequency	Percentage
S.S.L.C	4	1.4
Plus two	23	8.2
Degree	197	70.3
Masters	50	18
PhD	2	0.7
Others	4	1.4
Total	**280**	**100**

Source: Primary Data

Interpretation: Table 3 shows the perception of the respondents based on their qualifications. It is classified into 6 categories. It is classified into 6 categories. 70% of respondents are doing their degree, 18% of respondents are doing post-graduation, 8.2% is a plus - two, 1.4% are S.S.L.C, 0.7% are doing PhD and 1.4% are others.

Table 4

Overall Satisfaction of Online Learning

Option	Frequency	Percentage
Agree	148	52.9
Disagree	15	5.4
Neutral	87	31.1
Strongly Agree	20	7.1
Strongly Disagree	10	3.6
Total	**280**	**100**

Source: Primary Data

Interpretation: From table 4, reveals the overall satisfaction of online learning .52.9% of respondents are agreed that online classes are satisfactory, 31.1% are neutral, 7.1% are strongly agreeing, 5.4% are disagreeing,3.6% are strongly agreeing with the statements.

Table 5

Overall Efficiency of Online Learning

Option	Frequency	Percentage
Agree	114	40.7
Disagree	28	10.0
Neutral	102	36.4
Strongly Agree	29	10.4
Strongly Disagree	7	2.5
Total	**280**	**100**

Source: Primary Data

Interpretation: Table 5 shows the perception towards the overall efficiency of online learning.40.70% are agreed that

online learning is very effective, 10.4%are strongly agreed, 36.4% are neutral, 10% are disagreeing and 2.5% are strongly disagreeing.

Table 6
Fun in   Online Learning

Option	Frequency	Percentage
Agree	80	28.6
Disagree	51	18.2
Neutral	107	38.2
Strongly Agree	27	9.6
Strongly Disagree	15	5.4
Total	280	100

Source: Primary Data

Interpretation: Table 6 reveals the fun element in online learning. 28.6% agreed that online learning is quite funny, 38.2% are neutral, 9.6% are strongly agreeing, 18.2% are disagreeing and 5.4% are disagreeing.

Table 7
Assignment Works In   Online Learning

Option	Frequency	Percentage
Agree	128	45.7
Disagree	23	8.2
Neutral	85	30.4
Strongly Agree	38	13.6
Strongly Disagree	6	2.1
Total	280	100

Source: Primary Data

Interpretation: Table 7 shows the perception of students to work assigned by teachers. 45.7% of respondents agreed that there is a lot of assignments in online learning, 30.4% are neutral, 13.6% strongly agree with this, 8.2% disagree and 2.1% are strongly disagreeing.

Table 8
Contents of Online Learning

Option	Frequency	Percentage
Agree	162	57.9
Disagree	7	25
Neutral	60	21.4
Strongly Agree	46	16.4
Strongly Disagree	5	1.8
Total	280	100

Source: Primary Data

Interpretation: From table 8, it is understood that 57.6% of respondents are agreed with the qualitycontents of online learning, 21.4% are neutral, 16.4% are strongly agreeing,25% are not satisfied with the content quality and 1.8% are strongly disagreeing.

Table 9
Ease of Use and Clarity of Online Learning

Option	Frequency	Percentage
Agree	109	38.9
Disagree	22	7.9
Neutral	110	39.3
Strongly Agree	34	12.1
Strongly Disagree	5	1.8
Total	280	100

Source: Primary Data

Interpretation: Table 9 indicates the perception of easy usage and clarity of information. 38.9% agreed with the statement, 39.3% are neutral, 12.1% strongly agreeing, 7.9% are disagreeing and 1.8% are strongly disagreeing.

Table 10
Teacher – Student Interaction in Online Learning

Option	Frequency	Percentage
Agree	117	41.8
Disagree	27	9.6
Neutral	68	24.3
Strongly Agree	50	17.9
Strongly Disagree	18	6.4
Total	**280**	**100**

Source: Primary Data

Interpretation: Table 10 reveals students' perception of teacher-student interaction.41.8% said that there is very good interaction with teachers in online learning, while 24.3% are neutral, and 17.6% strongly agreeing on that. 9.6% said that there is very low interaction and 6.4% fully disagreeing on this statement.

Table 11
Students' interest in online learning

Option	Frequency	Percentage
Agree	113	40.4
Disagree	32	11.4
Neutral	88	31.4
Strongly Agree	33	11.8
Strongly Disagree	14	5.0
Total	*280*	*100*

Source: Primary Data

Interpretation: Table 11 shows the result of overall interest in online classes.40.4% are agreeing that online classes are interesting, 31.4% are neutral,11.8% are strongly agreeing on that. 11.4% said that online classes are not interesting and 5% are strongly disagreeing.

Table 12
Usefulness of Online Learning

OPTION	FREQUENCY	PERCENTAGE
Agree	123	43.9
Disagree	18	6.4
Neutral	77	27.5
Strongly Agree	54	19.3
Strongly Disagree	8	2.9
Total	**280**	**100**

Source: Primary Data

Interpretation: Table 12 represents the usefulness of online classes.43.9% agreed that online classes are very useful, 27.5% are neutral, and 19.3% strongly agreed with this. 6.4% are disagreeing and 2.9% are strongly disagreeing with the fact.

Table 13
Time Consumption of Online Learning

Option	Frequency	Percentage
Agree	122	43.6
Disagree	22	7.9
Neutral	84	30.0
Strongly Agree	45	16.1
Strongly Disagree	7	2.5
Total	**280**	**100**

Source: Primary Data

Interpretation: From table 13, it is understood that43.6% of respondents opined that online classes are time-consuming one, 30% are neutral and 16.1% are strongly agreeing.7.6% disagreed with this and 2.5% strongly disagreed with the opinion.

Table 14
User Friendliness of Online Learning

Option	Frequency	Percentage
Agree	130	46.4
Disagree	14	5.0
Neutral	92	32.9
Strongly Agree	40	14.3
Strongly Disagree	14	1.4
Total	280	100

Source: Primary Data

Interpretation: Table 14 shows the perception of the user-friendliness of online classes. 46.4% are said that online learning mechanism is user friendly, 32.9% are neutral and 14.3% are strongly agreeing with this.5% are opined online classes are not user friendly and 1.4% disagreed with the statement.

Table 15
Accessibility of Online Learning

Option	Frequency	Percentage
Agree	138	49.3
Disagree	8	2.9
Neutral	95	33.9
Strongly Agree	32	11.4
Strongly Disagree	7	2.5
Total	280	100

Source: Primary Data

Interpretation: Table 15 represents the perception regarding the accessibility of online learning. 49.3% are agreeing on this fact, 33.9% are neutral and 11.4% are strongly agreeing. 2.9% are disagreeing that online classes are not easily accessible and 2.5% are strongly disagreeing.

Table 16
Connectivity Issues of Online Learning

Option	Frequency	Percentage
Agree	102	36.4
Disagree	15	5.4
Neutral	90	32.1
Strongly Agree	65	23.2
Strongly Disagree	8	2.9
Total	280	100

Source: Primary Data

Interpretation: Table 16 shows the connectivity issues of online learning.36.4% are agreeing that there arises a lot of network issues while accessing online classes, 32.1% are neutral and 23.2% are strongly agreeing with the statement.5.4% are disagreeing and 2.9% are strongly disagreeing.

Table 17
Stress and Health Issues in Online Learning

Option	Frequency	Percentage
Agree	81	28.9
Disagree	22	7.9
Neutral	109	38.9
Strongly Agree	58	20.7
Strongly Disagree	10	3.6
Total	280	100

Source: Primary Data

Interpretation: Table 17 shows the stress and health issues in online classes. 28.9% is said that online classes create a lot of health issues and stress among students. Respondents are suffering a headache, eye problems and strain by continuously using electronic gadgets.38.9% are neutral, 20.7% are strongly agreeing, 7.6% are disagreeing and 3.6% are strongly disagreeing on the fact.

Table 18
Pros and cons of online learning (ranking)

OPTION	1		2		3		4		5	
	F	%	F	%	F	%	F	%	F	%
Content Quality	28	10	40	14.3	122	43.6	68	24.3	22	7.9
Way of Presentation	22	7.9	46	16.4	100	35.7	83	29.6	29	10.4
Teacher-Student Interaction	40	14.3	52	18.6	80	28.6	74	26.4	34	12.1
Interaction with peer teams	46	14.3	60	21.4	88	31.4	65	23.2	21	7.5
Mode of Online learning	33	11.8	55	19.6	96	34.3	77	27.5	19	6.8
HomeWorks & Assignments	31	11.1	48	17.1	74	26.4	87	31.1	40	14.3

Source: Primary Data

Interpretation: The above table reveals the pros and cons of online learning mechanism. The

Data collected and analyzed in 6 elements.

➢ **Content Quality:** Out of 280 respondents,43.6% said that the contents provided in online learning are moderately useful, 24.3% are opined very informative and useful,14.3% are telling, slightly useful, 7.9% are extremely satisfied and 10% opined not at all useful.

➢ **Way of Presentation:** 35.7% opined the way of presentation is good,29.6% are telling it's very useful, 16.4% are slightly using, 10.4% are very satisfied with the fact and 7.4% not satisfied.

➢ **Teacher- Student Interaction:** 28.6% of respondents reveals average opinion about teacher-student interaction, 26.4% said good interaction is possible in online learning, 18.6% opined slightly useful,12.3% are not at all satisfies and only 12.1% opined it's very useful.

➢ **Interaction with peer teams:** 31.4% are moderately satisfied with the interaction with friends,23.2% are opined very good communication is possible,21.4% not mush satisfied,14.3% are very not in able to communicate and 7.5% are

maintaining relationships in a good manner.

➢ **Mode of Online learning:** 34.3% opined that mode of online teaching is useful, 27.5% said it is very good,19.6% are moderately expressed, 11.8% are not at all satisfied only 6.8% are very satisfied.

➢ **Home Works and Assignments:** 31.1% said that assignments are very informative and useful,26.4% are satisfied, 17.1% are not satisfied, 14.3% are very satisfied.

FINDINGS OF THE STUDY

▶ 81.4% of respondents are female and 18.6% are male.

▶ 67.9% of the respondents are belonging to the 16-20 age group

▶ The majority of the students are doing Plus two, UG & PG.

▶ Out of 280 respondents, 53% are opined that online classes are satisfactory.

▶ 41% are expressed that online classes are very effective.

▶ 46% viewed that the assignments and materials providing through online classes are very good.

▶ 58% opined that the contents are very useful.

▶ The majority of the respondents are agreed with the clarity of information, interest, usefulness,

user-friendliness, accessibility of online classes.

➤ Online classes are time-consuming.
➤ Connectivity problems are there while using online platforms.
➤ Time management problems.
➤ The online class creates stress and health issues like headaches, eye problems, and strain among students.
➤ The majority of the respondents are satisfied with the clarity of information and content.
➤ Effective teacher-student interaction should not be possible in online classes.

CONCLUSION

During this pandemic situation students and teachers also have their struggle while accessing these online platforms. Due to financial constraints, students are not able to access internet facilities and electronic gadgets like a smart phone, laptop, and computer. Students are emotionally and mentally drained. They don't feel like learning, nothing is sticking to their mind. Students are still comfortable towards the face to face learning rather than online learning. Administrative authorities and faculty members should take necessary steps for improving online teaching quality with funnier and more interactive for better results to students, during this COVID-19 pandemic.

RECOMMENDATIONS

➤ Schools and colleges have to take efforts to make online classes more user friendly.
➤ Ensure proper teacher-student interaction in between classes.
➤ Provide live classes to students, it should be more effective.
➤ Provide inclusive education like personality development and stress management.
➤ Reduce the syllabus for the time being.

➤ Every home is not conducive to learning.
➤ Students are emotionally and mentally drained.
➤ The plenitude of Homework and assignments lead to overburden to students.
➤ Social distancing creates a lot of mental changes among children during this pandemic situation.
➤ Provide counseling or mentoring to needy students.

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