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MANAGEMENT STUDENTS' PERCEPTION ABOUT ONLINE LEARNING DURING COVID 19- LOCKDOWN

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ABSTRACT

Online learning has gained importance these days due to the emergence of the latest technology available at the hands of learners. The pandemic caused due to COVID -19 has forced each one of us to take a hands-on trial on this. As the schools and colleges were shut to indefinite period the completion of the syllabus and transfer of the knowledge to the students was a great challenge to all the educational institutions. Online classes can to some extent replicate our physical classrooms and provide an enriching teaching and learning experience. The attempt was made to study the perception of students towards online learning during COVID-19. 512 management students" survey was conducted. Findings revealed that most of the students have access to technology. Usage of Zoom Cloud Meeting, Microsoft Teams, Google Classroom and YouTube video surfing has increased during lockdown. Students faced challenges like lack of face-to-face interaction with teachers, inconvenience in clearing their doubts, the level of distraction while online learning as compared to classroom. Research

suggests that to make the online sessions interesting and increase the involvement of students, teachers need to come out with certain creative solutions. Digital learning cannot be the permanent alternative to face-to-face learning

Key words: COVID -19, Lockdown, Online learning, Pandemic.

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1. INTRODUCTION

Within the last few years, the progressive changes have been witnessed in the concept of traditional education. Being physically present in a classroom is not the only learning option anymore. According to a 2011 study by the Online Sloan Consortium (Online Learning Consortium) US is the undisputed leader in online education. India started the concept of distance education in 1985 by opening "Indira Gandhi National Open University".

Now when in the beginning of the year 2020, this Coronavirus pandemic devastated most of the businesses from retail, petroleum, automobile, agriculture etc., how can the education sector be eliminated from this?

In most of the countries schools and colleges started shutting down since February 2020. In India the process of shutting down the schools and colleges started from Mid-March 2020. Lockdown has created uncertainty in the whole education process. So, it becomes imperative to find out the immediate solution to this problem.

UNESCO has estimated that around 1.26 billion children or 70 percent of children around the world have had their education interrupted because of the pandemic and many these children are from what UNESCO calls the "low tech or no tech" phase, with India contributing 300 million of the 1.26 billion children. To deal with this situation UNESCO has come up with a variety of solutions. UNESCO is working with ministries of education in affected and concerned countries to ensure continued learning for all children and youth through alternative channels. In India even though it was a difficult task for teachers and students to switch from traditional teaching methods to digital way of teaching, most of the universities came up with online learning as a strong solution to this problem. However, the previous assumption that online learning was only a realistic option for tech-savvy teachers has been swept away, to "reach out to everyone at the same time", (Holliday). According to Professor Sahana Murthy (IIT, BOMBAY) one way in which online teaching could be implemented is through the LCM Model, which focuses on a "learner-centric approach towards the designing and conducting of online courses. For India to make an effective shift to online platforms for education, it needs to address the power supply issues as soon as it can, enable a shift in mindset towards online teaching and learning and conduct robust training for faculty and students on ed-tech tools. (Ashwin Fernandes)

2. REVIEW OF LITERATURE

(Bali & Liu, 2018) examined the issues of student perception toward online learning and face-to-face learning in the context of social presence, social interaction, and satisfaction in Indonesia Open University, Taiwan branch. The comparison of the online group and the face-to-face group conducted to explore student-learning perceptions regardless of the course delivery method and the online environment. This study indicates that face-to-face learning perception was higher than online learning. However, the level in the university does not have

influence on online learning and face-to-face learning. Meanwhile, some students were very comfortable in online learning since it led them to the chance to be innovative by using computer technology.

(Singh & Rathod, 2019) studied adaptation of e-learning and an alternative to traditional classroom courses. The paper attempted to determine the barriers and factors for adoption of e-learning as a supplement as well as an alternative to traditional face-to-face learning. Author studied the literature from different perspective, users as technology adopters, users as learners and users as consumers. Research findings includes that there is lack of awareness, lack of incentive to learn, lack of knowledge and lack of willingness to adopt e-learning as Inadequate of internet connectivity are some of the barriers in e-learning.

It is found that learners also suffer from issues such as flexibility, self-motivation issues, face to face interaction, and encouragement for developing teamwork *(Sharma & Aggarwal, 2012)* carried out a survey of 512 students to determine the students' perceptions of the effectiveness of online learning.

Researchers also studied which dimension of online learning benefits the students. In this study students perceive that online learning has a significant relative advantage to traditional methodologies such as saving in time, fitting in better with their schedules and enabling students to take more courses. It was found that the more-hardworking students appear to leverage online learning to their advantage and satisfaction, while the weaker students are not able to utilize fully the benefits of it and may even find it burdensome.

(Madhumita & Mishra, 2018) examined the access and awareness of e-learning situation of post graduate students of Banaras Hindu University. Researchers collected the students' information on various parameters. The findings showed that students are well aware of e-learning concepts and largely use this mode as they have sufficient internet access and they are well equipped with the technology. With the increased use of social networking sites, it has now acquired its place as a learning tool. Video conferencing has also gained its importance in online learning.

(Smart & Cappel, 2006) examined students" perceptions of integrating online components in two undergraduate business courses where students completed online learning modules prior to class discussion. The overall results indicated that 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. In addition, the largest dissatisfaction factor reported among the participants was the time required to complete the online modules.

(Pasha & Gorya, 2019) carried out a research on Student Preference and Perception towards Online Education in Hyderabad City. Researchers studied the most preferred way of education and the reasons for preferring online education over offline. Findings showed that online education will certainly help in improving the quality of education. Most of the students preferred online education due to its flexibility in time and location. They feel that online learning can improve their skills and preferred suggesting the same for others. However online education also has its own drawback as it lacks personal interactions with faculty and colleagues. By learning online students missed the face-to-face learning environment.

3. OBJECTIVES OF THE STUDY

- To Study the student's perception during Covid-19 lockdown.
- To study the advantages and disadvantages of learning online.

- To study the Satisfaction level of students for online contents and overall satisfaction for online learning.
- To study the effectiveness of ICT tools which are used the most during this lockdown period.

4. SIGNIFICANCE OF STUDY

Online learning is not a new concept altogether. But E-learning has definitely gained popularity these days as the whole world is experiencing the unexpected Pandemic of COVID-19. When the world is facing lockdown to control this pandemic to certain extent, the usage of the internet has shown a tremendous recognition to keep oneself engaged including the students fraternity. The entire education system is crippled but both the teachers and students are now forced to use online teaching and learning modes to keep up the pace of learning. As India is diverse in all aspects, this online learning is also having its own impact on different types of learners from different backgrounds. It becomes imperative to know the perspective of the learning community. This will help both the teaching and learning community to outline the framework for future course of action.

Through this study an effort is made to understand from the viewpoint of learners so as to understand their perception towards the online learning mode and the challenges they are facing to cope up with the present situation.

5. RESEARCH DESIGN

Both primary and secondary data were used for the study. Primary data was collected from a private management institute from Noida. The survey of 512 management students was carried out and a questionnaire was administered pertaining to different parameters of online learning. The study was carried out to find the effectiveness of online learning before and after lockdown period. The detailed questionnaire was developed by doing an extensive literature review. Respondents were selected by using a convenience sampling method. The data was collected, tabulated, and analyzed by using various statistical tools like frequency and percentage. Different statistical tests like *z-test*, *paired sample t-tests* were conducted to validate the data.

6. DATA ANALYSIS

Table 1 Basic information

Parameter	Respondents	Percentage
1. Gender		
a) Male	248	48.4 %
b) Female	264	51.6 %
2. Current Location		
a) Urban	216	42.2 %
b) Semi Urban	168	32.8 %
c) Rural	128	25 %
3. Available devices for internet		
a) Smart Phone	512	100 %
b) Laptop	156	30.5 %
c) Tab	16	3.1 %
d)Desk top	28	5.5 %
4. Type of Internet facility used		
a) Mobile Data	464	90.6 %
b) Wi-Fi (Broad Band)	44	8.6 %
c) No internet available	0	0 %
d) Others	4	0.8 %

5. Motivation to attend Online Learning a) Self-Motivation b) Demand of the Course (Mandatory) c) Need of the hour (Ongoing Lockdown) d) Others	 304 120 76 12	 59.4 % 23.4 % 14.8 % 2.3 %
6. Mode of education preferred in future a) Online b) Classroom Teaching c) Combination of Both	 12 132 364	 3.1 % 25.8 % 71.1 %

Interpretation: There are 51.6% female and 48.4% male respondents in research. Among all 42.2% belong to urban location followed by 32.8% from semi urban and 25% from rural location. All of them had smart phones for using the internet (100%) whereas 30.5% students had laptops. 90.6% students were using Mobile Data to access the internet and 8.6% students were using Wi-Fi (Broadband Connection) . None of them had the issue of non-availability of internet facility (0%). 59.4 % students were self motivated to attend online classes and 23.4% students attended as it was made mandatory, 14.8% students felt it was needed for the hour. Only 3.1% students preferred online mode of education in future whereas 25.8% of the students preferred classroom teaching. 71.1 % preferred combination of both online and classroom teaching as the future mode of education.

Table 2 Challenges faced by students in online learning.

Parameter	**Yes to great. extent**		**Yes to some extent**		**No challenge**		**Total**
	Frequency	%	Frequency	%	Frequency	%	
Ready ness to adopt the online learning	140	27.34	256	50	116	22.66	512
Network issues	184	35.94	224	43.75	104	20.31	512
Power cut	88	17.19	208	40.63	216	42.19	512
Access to technology	116	22.66	224	43.75	172	33.59	512
Skills required for online learning	92	17.97	192	37.5	228	44.53	512
Face to face interaction with teachers	96	18.75	284	55.47	132	25.78	512
Clearing of doubts	116	22.66	240	46.88	156	30.47	512
The level of distraction while online learning as compared to classroom	156	30.47	284	55.47	72	14.06	512
Recharging mobile	120	23.44	192	37.5	200	39.06	512

Interpretation: It was observed that network issue was the main challenge faced by students to a great extent. Face to face interaction with teachers, the level of distraction while online learning, and readiness to adopt the online learning are the other challenges faced by students to some extent. Students don't face any challenges related to skills required for online learning and power cut etc.

Statistical Tests

- To study which online tools were used by students before and after lockdown paired t-test was conducted.

t-test for two paired samples / Two-tailed test:

H0= u1=u2

H1= u1<u2

u1 is the tool used by students before lockdown and u2 is the tool used by students after lockdown.

Table 3

95% confidence interval on the difference between the means:	
Inf	-0.033
Difference	-0.180
t (Observed value)	-2.034
t (Critical value)	-1.657
DF	127
p-value (one-tailed)	0.022
Alpha	0.05
The number of degrees of freedom is approximated by the Welch-Satterthwaite formula	

Result: As the computed p-value is lower than the significance level alpha=0.05, Reject the null hypothesis H0, and accept the alternative hypothesis H1

When the t-test was conducted for all the tools used by students it is observed that the usage of WhatsApp, Zoom, Google forms and You Tube apps has increased after lockdown.

Chi-Square test was conducted to check the relationship between the challenges faced by rural and urban students. H0 : Location of students is independent on challenges faced by them.

H1: Location is dependent on the challenges faced by them.

Test of independence between the location of student and the challenges faced by them (Monte Carlo method / Number of simulations = 5000):

Table 4

Chi-square (Observed value)	2.989
Critical value	9.650
DF	2
p-value	0.563
alpha	0.05
99% confidence interval on the p-value:	
0.545, 0.582	

Result: As the computed p-value is greater than the significance level alpha=0.05, Reject H1 and Accept H1.

After conducting Chi-Square test for each parameter for challenges faced by students of rural and urban area it is observed that there is no significant relationship between the challenges faced by rural and urban students.

- Test of independence between the location of the students and the overall satisfaction of the students

(Monte Carlo method / Number of simulations = 5000):

H0: The location of the students and the overall satisfaction of the student are independent
H1: The location of the student and the overall satisfaction of the students are dependent.

Table 5

Chi-square (Observed value)	13.476
Critical value	14.777
DF	2
p-value	0.083
Alpha	0.05
99% confidence interval on the p-value:	
0.073,	0.093

Result: As the computed p-value is greater than the significance level alpha=0.05, Reject H1 and Accept H0.

- Test of independence between the location of the students and the satisfaction of the students related to contents shared by faculty on You Tube, e-text, assignments and Zoom lectures was conducted.

Test of independence between the rows and the columns (Monte Carlo method / Number of simulations = 5000):

H0: The location of the students and the satisfaction of the student related to Zoom lectures are independent H1: The location of the students and the satisfaction of the student related to Zoom lectures are dependent

Table 6

Chi-square (Observed value)	5.679
Critical value	13.379
DF	2
p-value	0.793
Alpha	0.05
99% confidence interval on the p-value:	
]0.778,	0.808

Result: As the computed p-value is greater than the significance level alpha=0.05, Reject H1 and Accept H0.

It was observed that there is no significant relation between the location of the students and the satisfaction related to online contents shared by the faculty members, video lectures through Zoom, You Tube contents shared by teachers.

7. DISCUSSION

Among the other challenges faced by the students during online learning time management was the major issue as the classroom teaching gives a structured timetable to follow. External noise disturbance was hindering the students to pay proper attention. The point here worth observing is poor network led to poor audio quality by which the students lost the link between the topics discussed during the Zoom class. Sometimes the online classes restrict further explanation which the below average students find difficult to understand the complex concepts. Very interestingly few students felt that the digital screen cannot replace books. The flexibility led to laziness and somewhere students felt that they were losing focus to achieve the goal. The faculties" motivation and the positive peer pressure were missing in online learning mode in

terms of raising the individual benchmarks. 32.8% of students were of the opinion that online learning was fun whereas 19.5% students disagreed with it. 27.3% students stated that online teaching can replace the traditional method, 21.1% students disagreed to this statement and 15.6% students strongly think that online teaching cannot replace the traditional method. Majority of the students feel that significant changes are required in online teaching with regard to self paced video content, live video meeting, text content, test, assignment and discussion, so that online learning becomes more effective. Some other significant changes like scope for two way communication, interactive and creative engagement of the students, recorded class which can solve the network issues and other disturbances were suggested by the students. Many students were of the opinion that, as the future is digital it is the best opportunity to adopt the new technology.

8. CONCLUSION

The online teaching in the lockdown period has gained significance and has shown both positive and negative sides of online learning. This research was undertaken to understand the students" perception on online learning during the lockdown period. The students reacted both positively and negatively on various criteria. According to the students the benefits of online learning are undeniable: reduced costs, great flexibility for the student and the ability to train thousands of people all over the globe at the same time. In addition, you can monitor what students are doing at any given moment, and it breaks with the inertia and passivity of classroom courses. Students felt that the teachers should have the skills to grab the attention of learners by their teaching skills in online teaching mode. The non-availability of network and data were the major drawbacks of online learning especially in rural and semi-rural areas as we have a diverse group of students hailing from different backgrounds. It was evident from the discussion that the online learning mode can be a supportive tool in Indian education system, and it cannot replace the classroom teaching and learning methodology. With strong support from the government in developing the infrastructure and providing accessibility of technology to all, especially to rural and semi-rural areas the online learning culture can be encouraged.

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