

ONLINE CLASSES EXPERIENCE AMONG STUDENTS DURING LOCKDOWN

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ABSTRACT

As the economy is unfavourably influenced by Covid-19, education sector also got affected. Switching over from offline to online education during the lockdown period was undoubtedly for the first time in India to experiment with the education system. No one thought that the classes would be delivered online. The purpose of the study was to understand the experience of online classes among students during lockdown and to know their satisfaction level during online classes. The data have been collected through a questionnaire filled from 128 respondents of the National Capital Region (NCR). The study was conducted during May to July 2020. Random sampling method was used to select the respondents. The collected data were analysed using descriptive statistics. It was found that the majority of the students agree that online classes are convenient, but it is not interactive. Some of them feel that attention is not given to students in online classes as compared to the real classroom. They do not want to continue with online classes after the pandemic. Students are not satisfied with online classes. It is recommended that the teaching pedagogy needs to be changed for online classes. It should be made sure that students are engaged during classes and more attention should be given to the students.

Keywords: COVID 19, Lockdown, Learning, Students Experience.

Introduction

As the economy is unfavourably influenced because of Covid-19, the education sector also got affected (Shimpi, 2020). During mid-March 2020, the students were asked to stay home due to the outbreak of COVID-19. Then the academic institutions had no option but to start with the online classes (Kanodia, 2020). There were more changes in the academic world as it was confined to classrooms, which is not possible now. It was ensured that learning is being provided to students (Sharma, 2020). The switching over from offline to online education during the lockdown period was undoubtedly for the first time in India to experiment with the education system (Kumar, 2020). No one thought that the classes would be delivered online. According to a survey, most of the students are not satisfied with online classes (Lalit, 2020). As per a study, 90 lakh government college students do not have access to online classes due to connectivity issues and unavailability of electricity (Sharma, 2020). Online classes cannot compensate entirely, but it can supplement the real classroom learning, else the learning would have stopped. Various initiatives were taken by the government, *i.e.*, MHRD, NCERT, AICTE and others regulators to help the students and faculties like MOOC, SWAYAM, National Digital Library, e-PG Pathashala, *etc.* The educational institutions are adjusting to the digital education as they haven't used it before (Kumar, 2020). Educational institutes are impacted due to the pandemic in number of ways like there is delay in the start of the new semester, examinations are either postponed or not conducted, *etc.* After conducting online classes for two weeks, it was decided to analyse the experience of students towards online classes. The purpose of the study was to understand the experience of online classes during lockdown and to know the satisfaction level of students during online classes.

Literature Review

Seoud et al (2014) studied the impact of e-learning on higher educational institutes. The data were collected from 124 students and recommended that faculties must change the teaching techniques while teaching through online mode. Sun & Chen (2016) discovered that online education is likely to grow. The researchers recommended that it is very important that the education should be student-centric. Pande (2018) conducted a survey of 283 students of Uttarakhand Open University and found that the students are satisfied with mobile learning. Pollock & Bataineh (2018) analyzed the perception of students and teachers towards the technology and discovered that there is an increase in engagement of students in classes due to the use of technology. Chandrasekaran *et al.* (2019) collected data from 250 students and revealed that there is a significant effect on youngsters' buying behaviour due to online learning. Devi & Panneerselvam (2019) studied the satisfaction level of users towards e-learning resources and analyzed the data by using factor analysis. It was found that the main element affecting the user's satisfaction is content quality. Dwivedi *et al.* (2019) analyzed the behaviour of 152 post graduate students and found that the students' engagement increases when the online material is related to the syllabus. Edumadze *et al.* (2019) analyzed the perception of students towards mobile learning in Ghana. The data were collected from 600 undergraduate students and discovered that the majority of the students professed that it was easy to access the

material notes through the mobile. Abbasi et al. (2020) studied the perception of students towards e-learning. The data were collected from 382 medical students and found that the majority of the students do not prefer e-learning. Ahmad & Rahi (2020) surveyed 240 students and discovered that students are in favour of online classes during the pandemic. Goplani & Gupta (2020) concluded that the students should actively participate in online lectures. Jadhav (2020) found that students are not able to focus on studies due to lockdown. Maurya *et al.* (2020) discovered that there is a positive attitude of students towards e-learning. Mogaji and Jain (2020) highlighted that internet connectivity is the main issue in digital learning. Muthuprasad *et al.* (2020) collected data from 307 students and found that online classes have a positive impact on the students. The students feel that online learning has various benefits like flexibility, convenience, comfortable, *etc.* Nachimuthu (2020) collected data from 130 students and revealed that students have a positive attitude towards e-learning. Sreehari (2020) collected data from 88 students and discovered that students are less engaged in online classes as compared to offline classes as there are internet issues. Bhowmik and Bhattacharya (2021) collected data from 94 students and employed tools like independent samples t-test, one way ANOVA and confirmatory factor analysis. The researchers discovered that institutional and teacher related factors are highly correlated and lack of interaction and feedback impacts online learning. Mensah *et al.* (2021) surveyed 2,115 students of Ghana and analyzed the data using correlation and regression analysis. The study found that the student-teacher interaction is correlated with the effectiveness of course, students' learning behaviour and skills.

Research Objectives

1. To analyse the experience of online classes among students during lockdown.
2. To know their satisfaction level during online classes.

Methodology

The population for the present study is all students attending online classes in India, but for the present study, NCR was selected. The data have been collected through primary and secondary sources. For primary data, a questionnaire was prepared using a five-point Likert scale *i.e.* Strongly Agree (SA), Agree (A), Neutral (N), Disagree (D) and Strongly Disagree (SD). An online survey was done to collect the data from the students. The study was conducted during May to July 2020. Google form was sent to 201 respondents, but only 128 respondents filled the survey. The response rate was 63 percent. A Random sampling method was used to select the respondents. The collected data were analysed using descriptive statistics.

Reliability of Scale

The reliability of the questionnaire was checked by Cronbach's Alpha Coefficient and the value is 0.813. Any value of 0.70 and above is a good measure of internal consistency.

Results and Discussions

Table 1 shows the sample profile of the respondents. Out of 128 respondents, there were 61 boys and 67 girls. Nearly 40.6 percent were in the age group of 15 to 18 years, 49.2 percent were in the age group of 19 to 21 years and 10.1 percent were more than 21 years old. 32 percent respondents were under graduate, 38.2 percent were graduate and 29.6 percent were post graduate.

Table-1: Sample profile

Demographic	Characteristics	Frequency	%
Gender	Male	61	47.6
	Female	67	52.3
Age	15-18	52	40.6
	19-21	63	49.2
	More than 21	13	10.1
Qualification	Under Graduate	41	32
	Graduate	49	38.2
	Post Graduate	38	29.6

Source: Primary Survey

Do you think you have sufficient access to equipments (laptop/desktop) to effectively shift to online classes

213 responses

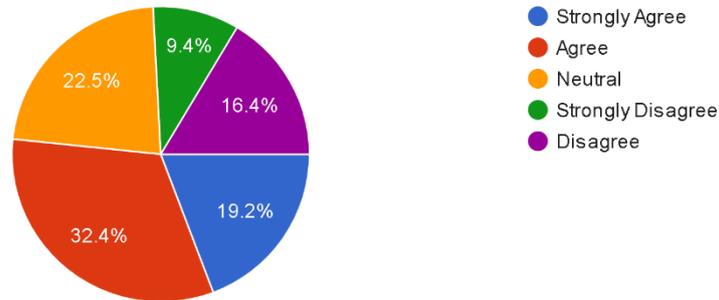


Figure-1 shows that the majority of the students (51.6 percent) agreed that they have access to laptop/desktop/mobile phones to attend online classes while 25.8 percent do not have access to equipment to attend online classes. It seems that most of the students did not get any problem in attending online classes. Students have digital access to support their learning.

Are online classes convenient?

213 responses

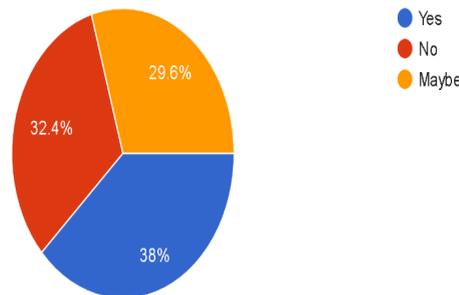


Figure-2 shows that the majority of the students (38 percent) agreed that online classes are convenient as they can sit at home and attend the classes. The result is consistent with the study of Muthuprasad *et al.* (2020).

Do you think online classes are more interactive?

213 responses

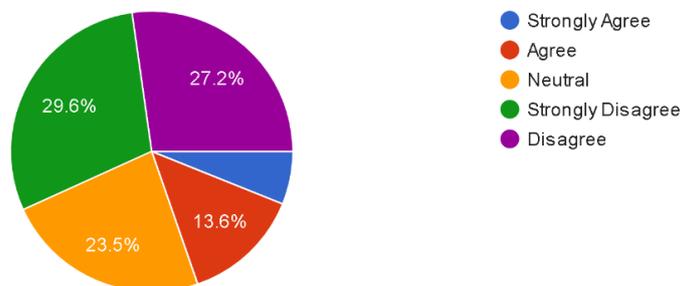


Figure-3 shows that the majority of the students (56.8 percent) think that online classes are not interactive. They agreed that setting interaction in the real classroom is more important as compared to the virtual classroom. The classroom offers unlimited opportunities to involve students. The result is consistent with the study of Muthuprasad *et al.* (2020).

Do you think more attention is given to students during online classes?

213 responses

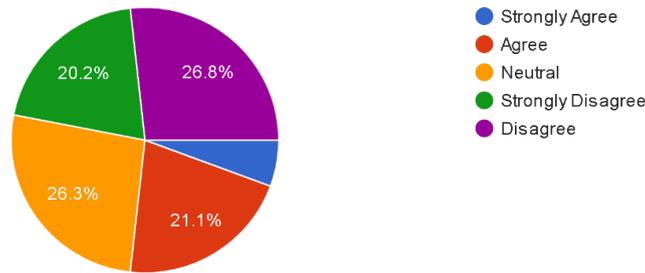


Figure-4 shows that the majority of the students (47 percent) think that attention was not given to students during online classes as compared to the physical classroom. The result is consistent with the studies of Li & Lalani (2020) and Sreehari (2020).

Do you feel there is better concentration during online classes

213 responses

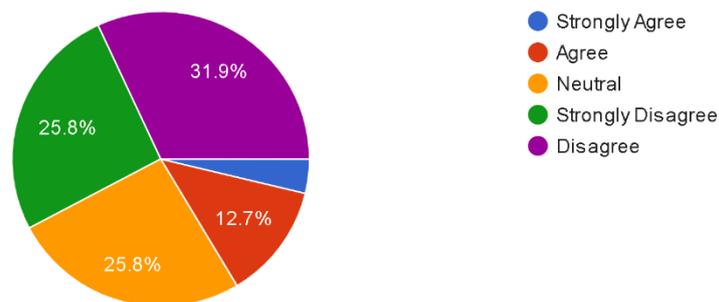


Figure-5 shows that the majority of the students (57.7 percent) felt that they cannot concentrate as much in online classes as compared to a physical classroom.

I think online classes under COVID'19, has changed the quantum of material I learn.

213 responses

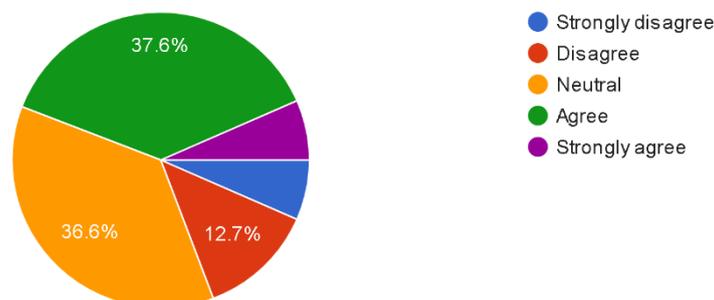


Figure-6 shows that the majority of the students (37.6 percent) agreed that online classes have changed the quantum of material that they learn. It was in line with the findings of Muthuprasad *et al.* (2020).

Do you face problems in numerical subjects during online classes?

213 responses

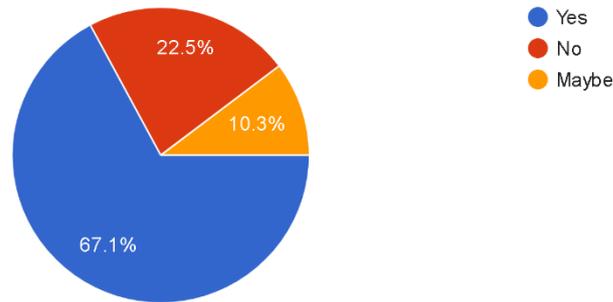


Figure-7 shows that the majority of the students (67.1 percent) faced problems in various numerical subjects like accounting, mathematics, statistics, etc. during online classes as compared to a physical classroom.

My overall learning got better due to online classes in COVID'19

213 responses

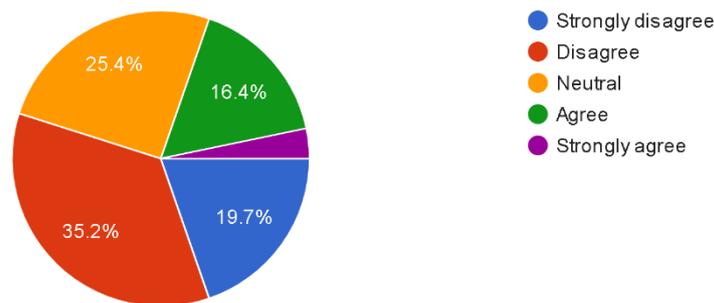


Figure-8 shows that the majority of the students (54.9 percent) think that there is no impact of online classes on their learning. The result is consistent with the study by Sreehari (2020).

Do you think online classes should continue even after pandemic is over?

213 responses

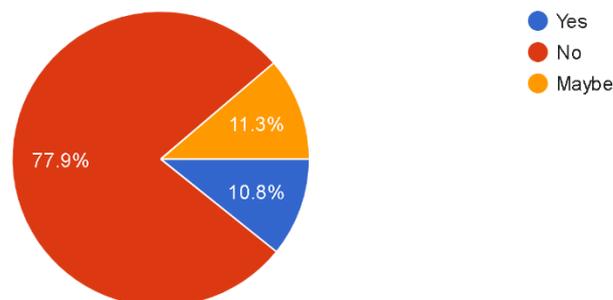


Figure-9 shows that the majority of the students (77.9 percent) do not want to continue with online classes after the pandemic. They are comfortable in attending classes in a physical classroom. There are various reasons for it like most of the students faced connectivity issues. They think that no attention is paid to them in online classes and they think that online classes are less interactive. The result is consistent with the findings of Sreehari (2020), Abbasi et al. (2020) and Ahmad & Rahi (2020).

Are you satisfied with online classes ?

213 responses

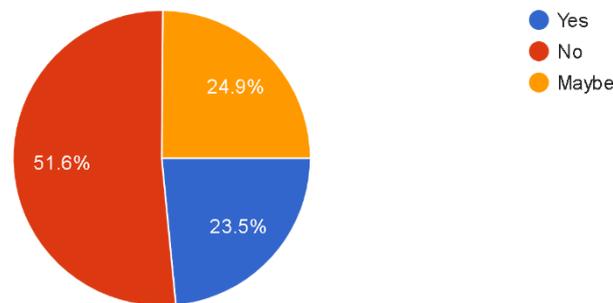


Figure-10 shows that the majority of the students (51.6 percent) are not satisfied with online classes. The result is consistent with the study of Gaur et al (2020).

Conclusion and Recommendations

No doubt, virtual classes cannot replace the real classroom education, but it can be used as a supplement to the real classroom. There is a need to face-lift the current teaching methods so that online learning can be effortlessly assimilated into mainstream education. The educational institutes have to reshape and restructure (Sun & Chen, 2016). Majority of the students (51.6 percent) agree that they have access to a laptop/desktop/mobile phones to attend online classes. Majority of the students (38 percent) agree that online classes are convenient, but it is not interactive. Some of them feel that attention is not given to students in online classes as compared to the real classroom. Some even felt they could not concentrate as much in online classes. As expected, students faced problems in various numerical subjects. They do not want to continue with online classes after the pandemic. Students are not satisfied with online classes. It was discovered that there is more attendance of students during online classes.

The teaching pedagogy needs to be changed for online classes. It should be made sure that students are engaged during classes or activities. More attention should be given to students. The problems faced by the students must be tried to remove so that they get more engaged during online classes. The government must make sure that the internet facility should be available to all the corners of the country so that no student faces connectivity issues during online classes. The digital India initiative by the government is a step which is helping towards e-learning.

Implications of the Study

The study will be useful for the students and faculties to know the benefits and challenges of online education. The educational institutes may implement the suggestions to improve online education.

Limitations and Further Scope of Research

The study was limited to NCR, so the results may not be applicable to the whole nation. The sample size was small, so the results may not be generalized. The present study was limited to descriptive statistics. Future studies may be conducted by using various statistical tests like t-test, ANOVA, factor analysis, etc. Further studies may be conducted empirically to examine the impact of online education on mental status of students, impact of online education on their performance, etc.

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