

ATTITUDE OF UNDER GRADUATE STUDENTS TOWARDS ONLINE CLASSES

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ABSTRACT

Online classes conducted during the Covid-19 pandemic has enhanced the usefulness of ICT device for all section of the society especially those from the educational sector. The present study was carried out to know the learner behaviour during the online classes. It was found that majority (77%) of the students disliked the online platform of teaching as compared to that of conventional classroom teaching and this could be due to bad mobile network connectivity (79%), electricity failure (81%) and causing eye problems (64%). The students also favoured (91.83%) to used smart phone over other device for attending online classes.

Keywords: Online class, Conventional classroom, pandemic, Covid-19.

INTRODUCTION

Educational learning is a never ending process for humanity. The conventional teaching learning environment involves the four boundary walls of the class room system. The sudden change over from the traditional system to the high-tech online learning system was an experience to be remembered. The covid-19 pandemic that affected the whole world in terms of economy, jobs, hospitality, had its major impact on the educational sector too. Authorities in several countries worldwide have declared either lockdown or curfew as a measure to break the fast spread of the virus infection (Paital *et. al.*, 2020).

The national lockdown imposed by the Central Government of India for total closure of all educational institution led to the alternative learning possibilities for online education. Teachers also adopted new pedagogical concepts and mode of delivery of teaching, for which they may not have been trained (Sentilkumar & Pandian,2021). Every effort was made by the Government to ensure the continuity of education for all sections of students using different digital platform. The World Bank is actively working with ministries of education in dozens of countries in support of their efforts to utilize educational technologies of all sorts to provide remote learning opportunities for students while schools are closed as a result of the COVID-19 pandemic, and is in active dialogue with dozens more (World bank). Online classes have been promoted across the different universities by the University Grants Commission (UGC) during the lockdown phase in order to make sure that the students do not miss out on the classes during the time (UGC). The lacuna still remains as majority of people living in rural areas were deprived of the technological facilities, creating a gap for online learning. The capacity to afford a gadget, bundled up with erratic power supply and net connectivity created a big vacuum in moving the e-learning to full potential. Keeping all the limitation in mind the present study was proposed to be conducted to know the real situation of the student and also know their opinion regarding the online classes.

OBJECTIVE OF THE STUDY

The main objectives of the study are:

1. To analyse the demographic profile of the students.
2. To identify the ICT tools used for online class.
3. To highlight the opinion of students toward online class
4. To find out the problems faced by the students during online class.

METHODOLOGY

i) Method

The research design was based on descriptive survey, the questionnaires were structure in google form to understand the opinion and experiences of students, towards online classes in a better way. The google form link was forwarded through whatsapp to the different groups. The link was disabled after a week of circulation.

ii) Study Sample

Students of under graduate studies of Kohima College Kohima belonging to the 1st Sem, 3rd Sem and 5th Sem were identified for the sampling purpose. The link was circulated to 220 students, however, 159 students filled the online form before the dateline of the survey.

iii) Data collection and Analysis.

The e-questionnaire were framed employing Likert scale of 1-5(varying from Strongly Disagree(SD) to Strongly Agree (SA). The study was done during Sept 2021 and the collected data from the responses were electronically

transferred into excel spread sheet and analysed using different statistical methods like percentage, mean and standard deviation.

RESULT AND DISCUSSION

i) Demographic profile of the respondents.

Demographic profiles of the respondents are portrayed in Table 1. It reveals that among 159 students 69.8 percent of the respondents are girls, 59.75 percent belongs to 1st sem under Graduate class students and more than 70 percent of the respondents are from rural areas.

Table 1: sample Profile of the students.

Demographic	Characteristic	Frequency	%
Gender	Male	48	30.2
	Female	111	69.8
Class (under graduate)	1 st sem	95	59.75
	3 rd sem	36	22.64
	5 th sem	28	17.61
Residential	Rural	114	71.70
	Semi-Urban	45	28.30

ii) Information and communication Technology (ICT) device in possession.

The Technological advancement in recent times has made digitization the need of the hour for both young and old. The possession of digital device has also made a big gap between have and have not. In order to understand the possession of devices of the respondents it was necessary to know their situation. The data(Table 2) depicted that out of 159 respondents, majority (88.09%) of them posses smart phone followed by possession of laptop (4.41%), However, 5 (3.15%) respondents posses both smart phone and laptop, while a respondent possessed both smart phone and Desktop. It also revealed that six (3.78%) respondents had mobile without smart phone features.

Table 2: ICT device in possession.

Device	Frequency	%
Smart Phone	140	88.09
Laptop	7	4.41
Smart Phone & laptop	5	3.15
Smart phone & Desktop	1	0.63
Mobile (without smart phone features)	6	3.78
Total	159	100

iii) Device used for Online classes.

The respondents were further probed for device used for online classes (Table 3). It was found that majority (91.83%) of them used smart phone for attending classes, it was also revealed that 6 respondents (Table 2) without smart phone features were joining the link from their parents and friends mobile phone. Muthuprasad *et. al.*(2020) while studying the Agricultural Student's perception and preference towards the online learning found that Majority of the students preferred to use smart phone for online learning.

Table 3: Device used for Online class.

Device	Frequency	%
Smart Phone	146	91.83
Laptop	7	4.41
Both Smart Phone & laptop	5	3.15
Both smart phone & desktop	1	0.63
Total	159	100

OPINION OF STUDENTS TOWARDS ONLINE TEACHING

To understand students' opinion towards online teaching, nine statements were finalized and presented to the respondents. Likert scale of five point was framed from 1 to 5 (SD) Strongly Disagree, (D)Disagree, (UND) Undecided, (A) Agree, (SA)Strongly Agree to evaluate students preference towards online class and conventional classroom teaching. As shown in Table 4 the students' perspective towards conventional classroom teaching shows significantly higher than online class. Out of nine statement, only three statement were found to be positively "agree" upon i.e. 'online teaching is a new platform for teaching learning process' (M=3.39,

SD=1.14), ‘Language used for online classes is easy and understandable’ (M=3.68, SD=1) and ‘The teacher of online classes are Experience and equipped with skill and pedagogy’ (M=3.44, SD=1.05). Similar finding were reported by Hadiyato. *et.al.* (2020) that majority of teachers are averagely confident and few teachers were found to be highly confident to use e-learning for teaching and learning.

However, the respondents had to strongly disagree to the statement that ‘Students learn better through online mode of teaching’ (M=1.84, SD=1.01) and disagree to the statement that ‘Online teaching should replace the conventional classroom teaching’ (M=2.6, SD=1.5) followed by ‘Online mode provides better clarity of teachers voice than class room situation’ (M=2.12, SD=1.17) respectively. The interpretation also revealed that the respondents could neither agree nor disagree to three statement and remain undecided to the statement that ‘Online mode provides better platform for students interaction’ (M=3.08, SD=1.31), ‘Online interactive applications (Proctur, Zoom, Meet) are compatible and easy to use’ (M=3.16, SD=1.1) and ‘Timing of online class is appropriate’ (M=3.41, SD=1.13), respectively.

Table 4: Opinion of students on online teaching.

Statement	Level of Agreement					Total	Mean	SD	Degree of Agreement
	SA	A	UN D	DA	SD				
Online teaching is a new platform for teaching -learning process.	24	64	34	25	12	159	3.39	1.14	Agree
Online teaching should replace the conventional classroom teaching	28	20	27	29	55	159	2.60	1.50	Disagree
Students learn better through online mode of teaching	5	5	26	48	75	159	1.84	1.01	Strongly Disagree
Online mode provides better platform for students interaction	26	41	39	27	26	159	3.08	1.31	Undecided
Online mode provides better clarity of teachers voice than class room situation	8	16	24	51	60	159	2.12	1.17	Disagree
Online interactive applications (Procter, Zoom, Meet) are compatible and easy to use.	16	55	43	30	15	159	3.16	1.1	Undecided
Timing of online class is appropriate.	23	66	37	20	13	159	3.41	1.13	Undecided
Teachers of online classes are experienced and equipped with skill and pedagogy.	22	65	42	22	8	159	3.44	1.05	Agree
Language used during online class is easy and understandable.	33	69	35	18	4	159	3.68	1.00	Agree

OPINION ON ONLINE CLASS BASED ON GENDER

HYPOTHESIS: 1

Ho: There is no significant difference in the opinion towards online classes between genders.

H₁: There is a significant difference in the opinion towards online classes between genders.

To test the opinion between male and female students towards online class, the researcher used the two tail t-Test.

Table 5. Students opinion towards online classes based on gender

Factor	t-test value	P value	Accept/Reject
Opinion on online classes between genders	0.746249	0.467864	Accepted

Opinion of students based on gender (Table 5) reveals that since the P-value is greater than 0.05, the Nul hypothesis is accepted at a 5% level of significance, and conclude that there is no significant difference in the opinion towards online class between the genders. This result is supported by the work of Chakraborty *et.al.* (2020) which states that students (65.9%) learn better in physical classrooms situation than online class. A study made on students’ perception towards online classes found that students do not believe that online classes will replace traditional classroom teaching (Kulal & Nayak, 2020)

OPINION ON ONLINE CLASSES BASED ON RESIDENCY

HYPOTHESIS: II

Ho: There is no significant difference in the opinion towards online classes based on residence.

H₁: There is a significant difference in the opinion towards online classes based on residence.

Based on the finding (Table 6) it was found that P-value to be greater than 0.05 at 5% level of significance and therefore we accept the Nul hypothesis that there is no significant difference in the opinion towards online class based on residence.

Table 6. Students opinion towards online classes based on place of residence (rural/Semi-urban)

Factor	t-test value	P value	Accept/Reject
Opinion on online classes based on residence (urban / semi-urban)	0.130822019	0.897546862	Accepted

PROBLEMS FACED BY THE STUDENTS

Problems that could hinder the respondents performance during the online class were identified and framed into 5 rating Likert scale, from Strongly agree to strongly disagree. Based on the responses (Table 7) it was found that the major problem was ‘Connecting to online class due to bad internet connectivity’ (M=4.42) and given I rank, followed by ‘Electricity fluctuation during online classes’ (M=4.32) as II ranked. Sharma (2020) also reported that Non availability of Net connectivity and electricity deprived college students from attending online classes. Rank III was obtained for ‘Long hours of attending online class causes eye irritation and eye pain’ (M=4.09), while ‘Long hours of online classes causes Headache’ (M=4.06) and ‘Sitting for hours attending online class causes Backache’ (M=4.06) were ranked IV and V respectively. This results are also supported by the findings of Alves & louzada.(2020), Kaya (2020), Amit *et.al.*, (2021) and Gonzalez. *et. al.*, (2021).

Table 7. Problems faced by the students.

Statement	level of Agreement					Mean	Rank
	SA	A	UND	DA	SD		
Connecting to online class due to bad internet connectivity.	75 (47.2)	51 (32.1)	15 (9.4)	11 (6.9)	7 (4.4)	4.42	I
Long hours of attending online class causes eye irritation and eye pain	42 (26.4)	60 (37.7)	36 (22.6)	12 (7.5)	9 (5.7)	4.09	III
Sitting for hours attending online class causes Backache.	30 (18.9)	40 (25.2)	38 (23.9)	34 (21.4)	17 (10.7)	4.05	V
Long hour of online class causes Headache.	31 (19.5)	54 (34)	32 (20.1)	30 (18.9)	12 (7.5)	4.06	IV
Electricity fluctuation during online classes	60 (37.7)	70 (44)	15 (9.4)	8 (5)	6 (3.8)	4.32	II

SUGGESTIONS

1. Online class cannot replace the conventional classroom teaching however, blending both online as well as offline could revolutionize the learning-teaching process.
2. Conventional teaching should involve application of ICT devices for better learning
3. The issue for net connectivity needs to be addressed.

CONCLUSION

A sudden paradigm shift in the teaching technique from the conventional class room teaching method to the online teaching was a new experience for all. The Covid-19 pandemic has opened up a new era of learning through the digital platform and showed us the pros and cons of technological intervention. It should from now on, be incorporated in the teaching learning process, so that much progress can be made both for the teachers as well as for the students. The lacuna of technological constraints can be overcome once we get adapted to the system. The application of Information and Communication Technology (ICT) in every sphere is rapidly increasing and it is here to stay.

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