

EDUCATIONAL PANACEA TOWARDS LEARNING BEHAVIOUR AMONG STUDENTS DURING PANDEMIC

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ABSTRACT

“Online Education” is one of the most prominent words during the pandemic period among all education communities. Many online courses are already offered by several organizations and Institutions which related to value-added, skill development and upgrading for the active learners. However, the Online mode of education is so popular and necessary for the learner’s community, particularly during the pandemic period. Due to the inevitable situation, the learner’s communities are pressed up for adopting another mode of learning platform to continue their learning journey. In this study, the researcher has attempted to analyze the relationship between time and the Behaviour of the learner in an online class and has also analyzed the impact of adequate ICT facilities and tools on the Behaviour of the learners. To prove the objectives and hypothesis designed correlation and ANOVA was used as a tool and the result was drawn through SPSS. The results found that there is a direct relationship between time and the Behaviour of learners and the ICT facility plays a major role in learner’s attitudes.

Keywords: Attitude, Learners, Online education, Pandemic, Teaching.

INTRODUCTION

“EDUCATION” is the first association for the learners to understand the outer world and groundwork for their future. Regular institutional learning (face to face) is one of the best ways to mold, shape and carve the students into knowledgeable and professional individuals in society. Online education is another platform and ideal opportunity for the learner’s community to join and continue their learning journey. When compared to the regular and online learning platforms, there is a chance for differences concerning the way the learner’s perspective and behavior. In the systematic class mode of education, the students can directly meet the teachers, co-learners and other teaching community people. With that, the learner’s behavior, attitude and learning interest are entirely different when compared to the online platform. But in an online platform, the learners get a convenient time, place and flexibility in learning. Of any kind, educationalists create a way to endure the learning contribution without any interruption.

Education is an unstoppable contribution to society, any situation may affect the business and service sector. During the pandemic started and scattered all over, all educationalists and learner’s communities were feared initially. All education institutions are not getting clear direction to overcome the situation due to health and safety concern. On the other hand, the academic community felt that the online platform is the finest choice to continue the teaching and learning journey.

Online teaching and learning is an upright alternative to fill the gap between learners and educators in this pandemic situation. The only disquiet is how this change is accepted by the learners, because they are in a situation to continue their education without loosening their years and we can say how this new platform is suitable for their learning drive.

This research study attempted to understand the voice of the learner’s perspective towards online pedagogy and try to look at, if any changes in their learner’s behavior, attitudes and skills. It will benefit the evaluation of online education and the adoption mindset of the learners.

REVIEW OF RELATED LITERATURE

Ullah, Khan; et al (2017) in the paper titled “Students’ Attitude towards Online Learning at Tertiary Level” has analyzed the attitude of undergraduate students towards online learning. The study conducted is limited to the district of Peshawar and it is understood ICT tools are not much difficult for students to handle at the bachelor's degree level.

Paul G. Paris (2004) has analyzed “E-Learning: A study on Secondary Students’ Attitudes towards Online Web Assisted Learning”. In that paper, the researcher has examined the affective, behavioral and cognitive attitudes of students towards Online Web-Assisted Learning. From the study, it was observed that OWAL activities have worked positively when compared to other activities conducted.

Anna Sun, Xiufang Chen (2016) has examined “Online Education and Its Effective Practice: It is observed from the research, that modifying and improving the content with more attractive, will turn the learners to pay more attention and make the class more interactive.

Dr. Ishmirekha Handique Konwar (2017), the paper titled on A Study on Attitude of College Students towards E-learning with Special Reference to North Lakhimpur of Lakhimpur District, Assam. It is found that there is no difference with respect to an attitude among gender categories i.e. male and female.

Yassine Ismaili (2021), the paper represents three major focusing areas in e-learning i.e., most of the students are preferred university platforms, students are showing a more encouraging attitude and the learning environment is much more difficult to adapt, accommodate and manage due to distraction a disturbance.

Norziani Dahalan @ Omar et al (2012), it is observed out of the research is the result of learner’s attitude and value of participation. The student's environment is more important to become more participative in learning.

Roumiana Peytcheva-Forsyth, Blagovesna Yovkova, Lyubka Aleksieva (2018), in that research it is observed that demographic factors like age gender employment mostly affect the attitudes of the online and distance learners.

Esther Smidt et.al (2014), Student Attitudes about Distance Education: Focusing on Context and Effective Practices, said that time flexibility makes it convenient to learn and there is a chance to reserved or non-participate students can change into active participants. And also it is observed that more distractions and technical problems are the common issues they have to face.

It is evident from Unger, S., & Meiran, W. R. (2020), indicate that the students feel difficulty in their home environment and circumstances. And also they worried about personal interaction with their academic supporters when compared to a face-to-face class.

Amita (2020), this research evidence that lack of ICT facilities and resources is one of the major downsides, learning resources, and technical skills is a more difficult part of the learners. Apart from that electricity issues, cost of net connectivity and poor internet connectivity is much-considering fragment.

OBJECTIVES OF THE STUDY –

1. To understand the learning facilities to support online class.
2. To analyze the learner’s opinion on their online learning skills.
3. To analyze the impact of ICT facility on the Behaviour of learners

HYPOTHESIS OF THE STUDY:

H_{01} = There is a direct relationship between time and Behaviour of the learners

H_{02} = Use and availability of ICT facilities has an impact on the Behaviour of the learner during online class

METHODOLOGY & DESIGN

Type of research: Descriptive in nature

Type of data: Primary data was collected with the help of Questionnaire and the sample size was 182 respondents and the researchers have used convenience sampling.

In order to achieve the above-mentioned objectives, a survey questionnaire was designed by the authors and circulated to the learner’s community and primary data was collected using Google Form. This form was kept very simple and precise consisting of only basic questions to cover each objective. To make the survey results reliable and representative the students from all the major streams of higher education were included. For making the study more useful three broad groups of respondents were created. These include Commerce and Management, Arts and Social Sciences and Science and Technology. The scope of the survey was restricted to Bangalore city which is one of the multicultural cities for Higher Education. In total, the questionnaire was filled by 182 students, which is a very encouraging response.

STATISTICAL ANALYSIS:

In order to understand and meet the objectives of the survey, a basic marginal analysis was carried out by the researcher which helped to analyze the convenient time, facility and Behaviour of the learners in online classes during the pandemic.

TABLE-1- TABLE SHOWING THE CONSOLIDATED OF EACH STATEMENT WITH PERCENTAGE

Sl.no	Statements	Responses	Number	Marginal %
1	Time schedule is suitable to attend all the classes	SA	52	28.58%
		A	57	31.3%
		N	51	28.02%
		DA	12	6.6%
		SDA	10	5.5%
2	Time for each class is adequate	SA	45	24.72%
		A	66	36.26%
		N	52	28.58 %
		DA	12	6.6%
		SDA	07	3.8%
3	Adequate ICT facilities is available (Computer, laptop, headphones etc)	SA	41	22.52%
		A	55	30.22%
		N	53	29.12%
		DA	18	9.8%
		SDA	15	8.2%
4	Network package is not affordable	SA	33	18.13%
		A	47	25.8%
		N	65	35.71%
		DA	24	13.18%
		SDA	13	7.14%
5	Adequate network facilities is available	SA	22	12.08%
		A	44	24.17%
		N	77	42.30%
		DA	22	12.08%
		SDA	17	9.3%
6	More attentiveness during on online class	SA	23	12.63%
		A	47	25.82%
		N	61	33.51%
		DA	22	12.08%
		SDA	29	15.9%
7	Students interaction is reduced during online class	SA	57	3.13%
		A	51	28.02%
		N	37	20.32%
		DA	19	10.43%
		SDA	18	9.89%
8	Listening skills is improved than physical class	SA	17	9.34%
		A	38	20.875
		N	56	30.76%
		DA	27	14.83%
		SDA	44	24.17%
9	Understanding of the subject is difficult during online class	SA	64	35.16%
		A	48	26.37%
		N	39	21.42%
		DA	20	10.98%
		SDA	11	6.04%
10	More distraction while listening class (Ambient noise, Cell phone use, Mind wandering, Physiological discomfort due to temperature, body positioning)	SA	71	39.01%
		A	52	28.57%
		N	39	21.42%
		DA	07	3.84%
		SDA	13	7.14%

11	More disturbances while listening class (Technical issues, family environment, Adapting to unfamiliar technology)	SA	73	40.11%
		A	52	28.57%
		N	27	14.83%
		DA	15	8.24%
		SDA	15	8.24%

From the discussions of the study, it is evident that the time schedule allotted for each class is satisfactory in the case of the majority of the respondent and it is observed that very few respondents are not satisfied with time scheduled and allotted for each class through online mode.

When analyzed about the adequate facilities and network package the researchers have got a neutral response where some of the respondents have given positive feedback and about 30 -35% of respondents have told that the facilities are average wherein the remaining respondents (10 – 13%) have disagreed with the facilities.

Few questions were designed by the researchers in order to analyze the Behaviour of the students with respect to online classes during the pandemic out of which it is analyzed that majority (25- 33%) of the respondents have agreed that more attentiveness is required during an online class. When asked about interaction during the online class it is observed that the majority of the student interaction has reduced during the online class.

When analyzed about their listening skills students responded that their listening skills have improved than in physical classes. Where more than 50% of the students have agreed that there is a lot of difficulty in understanding a particular subject during the online classes which is a bring disadvantage.

The researchers have also made an effort to understand the reason behind the difficulty in understanding and observed that about 60 – 70% of the respondents face a lot of distractions and disturbances during online classes due to ambience, noise, discomfort, technical issues, family environment etc.

HYPOTHESIS TESTING:

H₀₁ = There is a direct relationship between time and Behaviour of the learners

In order to test the first hypothesis of the study, correlation analysis is been used by the researcher in order to understand the relationship between time and Behaviour of the learners during online class and the results of the analyses is found as follows:

TABLE-2- PERSON CORRELATION ANALYSIS FROM SPSS FOR H₀₁

CORRELATIONS

		Time	Behaviour of learners
Time	Pearson Correlation	1	0.985**
	Sig. (2-tailed)		0.002
	N	182	182
Behaviour of learners	Pearson Correlation	0.985**	1
	Sig. (2-tailed)	0.002	
	N	182	182

The above analysis shows the relationship between time and Behaviour of the respondents towards online classes. The value obtained from Pearson correlations is $r = 0.985$ which shows that both the variable selected for the study are highly correlated and the p-value is 0.002 which is less than 0.05. Thus the value at the given level of significance indicates that there is a positive direct relationship between time and Behaviour of the learners during online classes.

H₀₂ = Use and availability of ICT facilities has an impact on the Behaviour of the learner during online class

TABLE-3-MULTIPLE REGRESSION ANALYSIS USING ANOVA RESULT FOR H₀₂ ANOVA

	Sum of Squares	df	Mean square	F	Sig.
Between groups	1.541	1	1.541	9.543	.005
Within groups	43.582	181	.223		
Total	45.123	182			

From the results above it indicates the impact of ICT and the Behaviour of learners in an online class. The value obtained out of ANOVA is that the F statistic test is 9.543 and the p-value is 0.005 which is less than 0.05. Thus the value indicates that there is a significant impact on the Use and availability of ICT facilities and the Behaviour of the learner online. Hence it can be concluded that inadequate facility of ICT tools and internet facilities will have a negative impact on the learner's behavior impacting their listening skills and learning level.

RESULTS AND DISCUSSIONS

With the advantage of analyzing tools, the researchers are found relatively appropriate results with respect to ground reality issues that are presently faced by the learners during online classes. Educators designed the academic schedule well and it also engages and encourages the learners for active participation, around 60% of the respondents are agreed that the schedule is more convenient to attend the classes and also more than 50% agreed upon their ICT facilities to attend the online learning. Even though it is initial to impart the knowledge to the mass community, really it is a good start and success among the educational institution and teaching community to hold and keep the learners online with these available resources.

Nevertheless, Timing and ICT tools are good, sufficient and comfortable; on the other hand, learners are felt difficult rationally to understand the course content and need more attentiveness when compare to face to face. Moreover, 50% of the learner's communities have fingered the disadvantage with respect to subject discussion among teachers as well as other peers group. They also touched; interaction with the academic community is missing, which causes more lacking in updating the ground reality situation, learning from altered perspectives. Very importantly 70% of the respondents are experienced with more distractions and disturbances during the online learning, i.e., due to ambiance, noise, discomfort, technical issues, family environment etc. There is a positive relationship between time and behavior in the learner's community. It is observed that from the ANOVA, inadequate facility of ICT tools and internet facilities will have a negative impact on the learner's behavior impacting their listening skills and learning level.

CONCLUSION:

It is a great understanding from this research study, about the learner's opinion and attitude during online learning. It is more significant learning to the Government, Educational Institutions and other teaching group, to understand from learner's perspective the new learning platform. It will also cater to developing, adapting and improvising the present learning system to the next level. Motivate and inculcate the technology-based learning method among the student community to enrich their knowledge, skills and talent without any stoppage. It is clearly implicit, step by step progress will definitely change the teaching techniques, approaches, methods, and adoption among the both teaching and learning community in the future.

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