

## STUDY OF THE OPINION OF HIGHER EDUCATION STUDENTS TOWARDS ONLINE TEACHING-LEARNING PROCESS

Dr. Lalima

Assistant Professor, Department of Education, Babasaheb Bhimrao Ambedkar University, Lucknow, U.P.

Email: [dr.lalima@bbau.ac.in](mailto:dr.lalima@bbau.ac.in)

Jaya Shukla

Junior Research Fellow, Department of Education, Babasaheb Bhimrao Ambedkar University, Lucknow, U.P.

Email: [jayashukla784@gmail.com](mailto:jayashukla784@gmail.com)

Orcid number: **0000-0003-3856-1199**

### ABSTRACT

The purpose of the study was to find out the opinion of Higher Education Students towards the Online teaching-learning process and understand the issues and problems related to it. In the pandemic phase due to the closure of the educational institutions, traditional offline teaching-learning shifted to the online teaching-learning process. The online teaching-learning process has revamped classroom transactions and interaction. In this study, researchers analyzed the opinion of students of higher Education toward the online teaching-learning process

**Keywords-** Online teaching-learning process, Higher Education Students, Online learning tools.

### INTRODUCTION

the teaching -earning process is a process that provides appropriate learning experiences to the students that are coordinated with the needs, mental status, and learning style of the learner, the content to be taught and the resources available. The main components of the teaching-learning process are teacher, taught, content, methodology, and mode or medium of interaction. All these components are crucial and essential in controlling and managing the quality of the teaching-learning process. Influenced by research in the area of educational psychology the methodology and approach of the teaching-learning process have been reoriented various times by adopting different approaches like behaviourism, cognitivism, and constructivism. This has helped to make the teaching-learning process more child-oriented, participatory, and purposeful. Another important component of this process is the mode and medium of instruction. The content and methodology used in the teaching-learning process depend on the medium and mode, any flaw or limitations of the medium adversely affect its efficiency, it plays a vital role to make the content transaction and interaction between teacher and taught functional and successful.

Before the intervention of technology in the education system, the only way of interaction between teacher and taught was only possible in the physical space generally within the four walls of the classroom and the teaching-learning process was conducted with aid of basic teaching materials but with the advent of technology and scientific innovations and their growing impact on every aspect of life the new mode and medium of content, transactions came into use. In the present technological era, the mode of the teaching-learning process has many available variations and the learner has an opportunity to opt for and customize the mode of the teaching-learning process as suitable to her/him. The different modes of the teaching-learning process used today are:

- face-to-face teaching-learning process where teacher and taught are interacting in real life space.
- Online teaching-learning process where the interaction and exchange of ideas between teacher and taught is taking place in virtual space.
- Blended mode where both the classroom teaching learning and learning through the virtual interface are blended to meet the requirements of the learners.
- Distance mode where the interaction between teacher and taught is asynchronous and not essential. The interaction is mainly between the students and the content.

### Online teaching Learning mode

an online teaching-learning process is an emerging approach in the field of education where instructions are delivered to the students through the use of advanced information communication technology using hardware like TV, Mobile, laptop, Personal computers iPad, etc. Here internet play important role in delivering the instructions. Instructions may be synchronous or asynchronous. Online learning is known by the different names like e-learning, web-based learning, virtual learning, and net-based learning. In this mode, all the teaching-learning processes are facilitated through the internet and technology.

### Characteristics of Online teaching Learning Process

Nowadays online learning has become the need of the hour. Due to the flexible approach of online learning, we can access quality education whenever and wherever we want. We are encountering an innovation in the

education system shaping the teaching-learning process into its technological version. (Josep,2020). The main characteristics of this version of Teaching Learning process are

- It is flexible in terms of place, devices, and software used.
- It is possible through different easily available platforms.
- It is easily accessible.
- It is a cost-effective method of education.
- It is eco-friendly.
- Some of the platforms give the 24 x 7 accessibility
- It provides the scope of using a variety of teaching aids that provide more real-life experiences to students instead of those used during face-to-face classroom teaching
- Online learning is a time saver.
- It has variations so more suitable to cater to individual differences in terms of learning styles and attention span.

### **Statement of the Problem-**

***Study of the opinion of Higher Education students towards Online teaching-learning process.***

### **Need and importance of the study**

Due to the outburst of the COVID 19 pandemic, the traditional teaching and learning classroom process was shut down for a long period but at this time the online teaching-learning process has emerged as an innovative option. Though online learning was used in the teaching-learning process before lockdown also but the intensity of use was negligible, and especially in India online learning tools were not used regularly in Higher education, but during the lockdown phase there has been a surge in the use of Online learning mode. This mode has become a bliss during the time of crisis maintaining the continuity of Teaching Learning process even though everyone was confined within the four walls.

The success of the online teaching-learning mode depends on the accessibility and speed of internet connection, quality hardware, knowledge of software, and very importantly the attitude and outlook of teachers and students. As the online teaching-learning mode either solely or in blended format is the future of the education system and all stakeholders should be mentally and emotionally ready to embrace this model of the teaching-learning, so, the researchers found it relevant to analyze the opinion of graduates and post-graduate students towards the use of online teaching-learning mode.

### **Objectives of the Study**

The objectives of the study were to:

1. To find out the opinion of higher education students towards online teaching-learning mode.
2. To compare the opinion of undergraduate and post-graduate students regarding online teaching-learning mode.
3. To compare the opinion of male and female students regarding online and offline learning
4. To find out the challenges faced by students in the online teaching-learning mode.

### **Research Methodology**

**Type of Research-**Descriptive Survey Method

**Tool-** Self Constructed e-questionnaire containing dichotomous and open-ended questions. it contains 26 items.

**Sample** – The data were collected from the 259 graduates and undergraduate students of arts, commerce, and science stream streams studying in higher education institutes of Lucknow city.

**Data Collection-** Data was collected through Google form.

**Analysis of data-** After collecting the data it was analysed by the researchers. For dichotomous questions, percentages were calculated and open-ended questions were analysed qualitatively. Item wise analysis of the data is as follows

#### **1- Which model do you prefer for the teaching-learning process?**

As represented in Figure 1 In answer to this question, 69% of students have preferred the offline mode of the teaching-learning process while 31% of students have preferred the online mode.

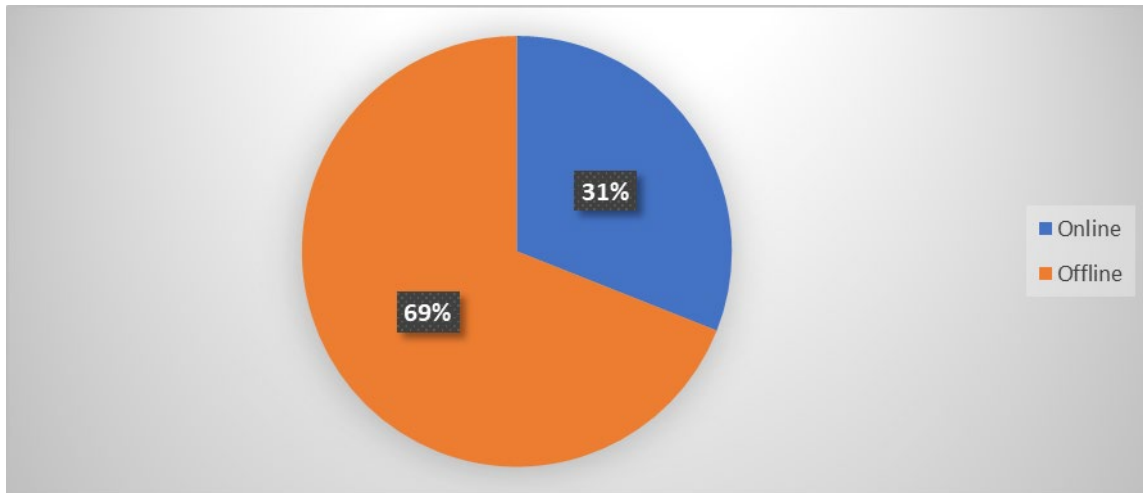


Figure-1: percentage of students who preferred online and offline mode

This shows that the opinion of students' is towards the traditional model of the teaching-learning process. Although, due to the pandemic, all traditional students and teachers are using digital platforms for exchanging learning experiences still students mostly preferred the offline mode of the teaching-learning process.

## 2. Why do you prefer online mode/ Offline mode?

The next question was the open-ended question which was designed to find out the reason why they prefer the particular mode of the teaching-learning process. Students' who preferred Offline mode, have given the following reasons:

- ❖ face to face interaction with teachers is possible
- ❖ it feels like real learning experiences
- ❖ because this mode has a fixed time-table
- ❖ Proper communication between students and teachers is possible.
- ❖ It promotes the feeling of togetherness.
- ❖ Missing campus life

While Students who preferred the online mode, have given the following reasons for their choice: -

- ❖ Online learning is easy to understand.
- ❖ The online mode of learning is very comfortable
- ❖ It is flexible
- ❖ It seems more Convenient
- ❖ It is safer during the pandemic
- ❖ Easy to access and reliable, flexible, timesaving
- ❖ It saves time.

## 3. Which device do you use for attending online classes?

Among many tools like Television, desktop, and laptop, mobile phones have become the favourite choice of students for attending classes online. Due to their compact small size, mobile phones are easy to operate. According to the report of ICEA, the users that use mobile as the device to use the internet are nearly ninety-seven percent (ICEA, July 2020)

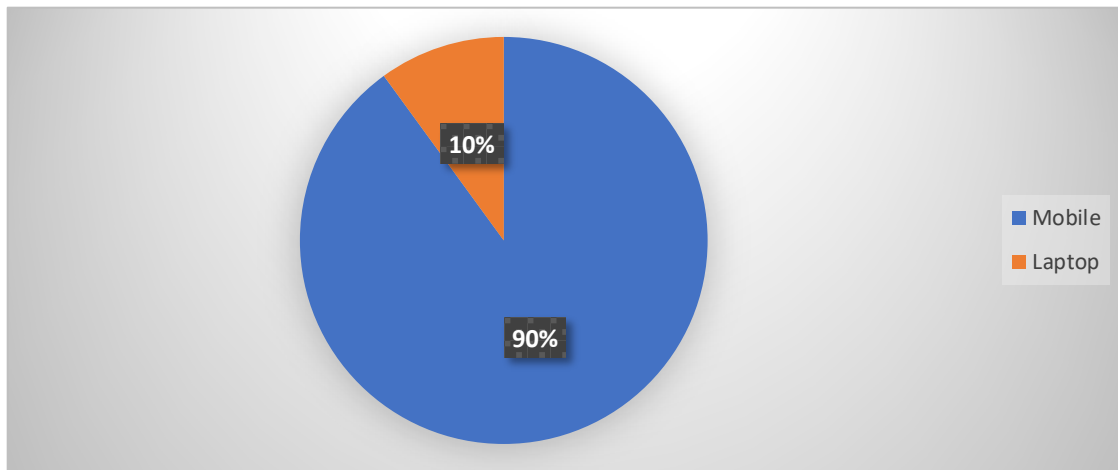


Figure-2: Students' preferences for the device through which they attend online classes

#### 4. Which platform is being used for your online classes?

From students' responses zoom has emerged as the most preferred online platform among Google Meet, Google Classroom, and Microsoft teams. Approximately 54.5% of students have selected zoom. (Figure 3) (Knorr, C. April 2020)

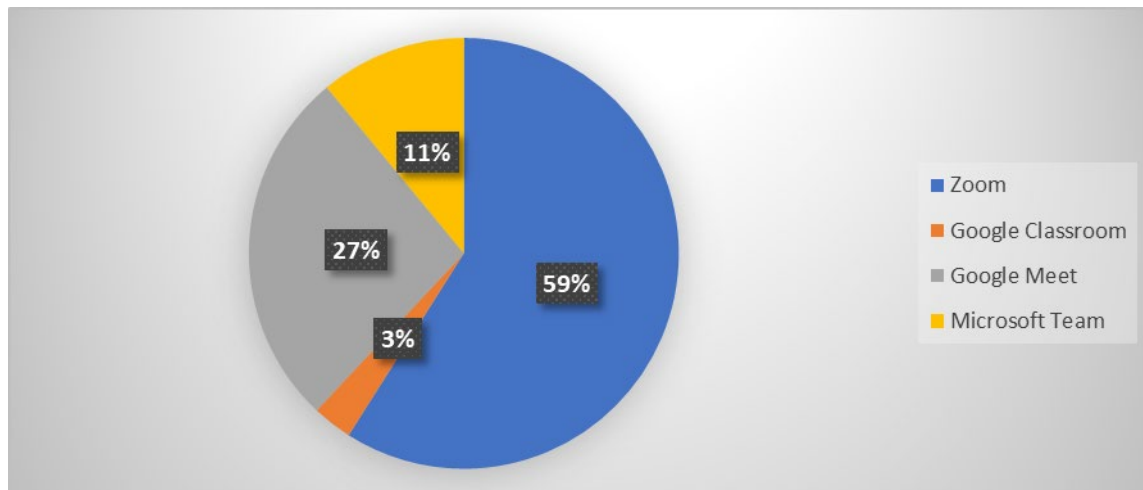


Figure-3: Students' preferences for Online Platform

#### 5. Before the lockdown, were you familiar with Online learning platforms like WebEx meet, Google Meet, Google Classroom, Moodle, Student Portal, Zoom, and Microsoft Teams?

56% of students have accepted that they were not aware of these online platforms i.e. Zoom, Google Meet, Google Classroom, and Microsoft team before lockdown. During the lockdown, when they indulged in the process of online teaching-learning then they got the opportunity to know about the different types of online platforms.

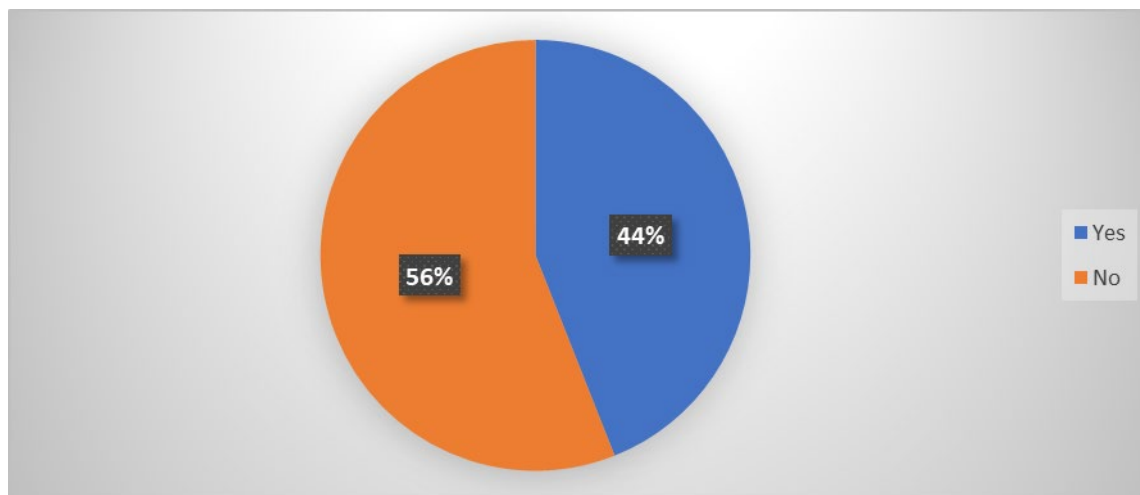


Figure-4: Percentage of students who were aware of the Online Learning Platform

**6. Do You have sufficient computer knowledge to manage your online learning?**

In this question, 84.9% of students accepted that their awareness and knowledge regarding the use of computers and skills related to it are sufficient to manage the online learning process. while 15.1 % of students accepted that they are unable to manage their online learning tasks. This shows that the increasing affordability of smartphones has made students well aware of software and computer skills.

**7. Do you think that the Online Platform helps you to learn at your speed?**

65.8% of students have accepted that Online Platforms help them to learn at their speed while 34.2% of students have not accepted this. Many students accepted that online platform is useful in learning with their speed i.e. here they can watch classroom lecture and educational videos when it is suitable for them.

**8. Do you think Online learning complicates group activities?**

67.2% of students have accepted that Online learning complicates group activities while 32.8% of students have not accepted this. Students have given reason that in offline teaching-learning mode, they have the opportunity to join the classroom and work with their classmates but this kind of opportunity is missing in the online mode of teaching-learning.

**9. Proper Guidelines are provided (ex. how to use relevant online tools) before starting online lectures by your lecturer**

In this question, 84% of students have accepted that they received proper instructions for using the tool from their teachers while 16% of students have not accepted this. The satisfaction of the online mode of teaching-learning depends on the proper operating of the particular online tool; this is possible only when students and teachers both are aware of the operating mechanism and features of the particular online tool.

**10. Do you think the learning materials are clear and well-structured in online learning?**

In the next question, 56.9% of students have admitted that learning materials are clear and well-structured, and easy to understand in the online mode of teaching and learning while 43.1% of students had a negative opinion regarding it.

**11. Do you think that online tools are easy to use?**

In this question, 80% of students have admitted that online tools are easy to use while 20% of students have not admitted this fact. According to the opinion of students, these tools help establish an effective learning environment as they are user-friendly.

**12. Are you satisfied with online teaching methods and learning materials?**

51.4% of students are satisfied with the online teaching method while 48.6% of students are not satisfied. The difference is low and the reason behind this is that many students are still accustomed to the traditional classroom teaching-learning environment.

**13. Do you think that Online lectures are more effective than traditional/live classroom lectures?**

In the next question, only 30.7% of students have accepted that Online lectures are more effective than traditional classroom lectures while 69.3% do not find online mode effective. This trend in response reflects

that Indian Higher Education students are still not very contented in online teaching learning mode. Many students accepted that they feel easy and comfortable in real classroom settings.

**14. Why do you think that Online lectures are more effective than traditional/live classroom lectures?**

Though students have preferred the offline mode they have given the following merits of the online teaching-learning process

- ❖ Online Lectures are Easy to understand
- ❖ Online lectures are effective
- ❖ Online lectures are Timesavers
- ❖ We can learn at our speed
- ❖ Online lectures cover a large area of information
- ❖ Online lecture develops thinking ability in students
- ❖ It has the scope of systematic presentation

**15. Are you getting the proper opportunity to participate in online classes?**

In the next question, 75.3% of students have accepted that they get the opportunity to participate in online classes while 24.3% of students gave a negative answer. Many students have admitted that online platforms provided them with a proper channel of interaction with their teachers and classmates.

**16. Do you find yourself motivated to participate in the online teaching-learning process?**

In response to this question percent of students that feel inspired and enthusiastic to use the online teaching-learning process is 66.5% while 33.5% of students reported that they don't feel the motivation to participate in the online teaching-learning process.

**17. Are you satisfied with student-teacher interaction during online teaching & learning?**

53.9% of students were found to be satisfied with the level of interaction between taught and teacher during online teaching & learning while 46.1% of students are not satisfied because they don't think virtual medium can provide a better interactive environment. Though some students think that in the online mode of teaching-learning, students and teachers interact more easily and comfortably as they are not in a real classroom so they don't hesitate to share their views or ask questions.

**18. Do you get the opportunity to interact with teachers during the online teaching-learning process?**

79.1% of students agreed that they get the opportunity to interact with the teacher during the online teaching-learning process while 20.9% do not agree.

**19. Do you think your skill in using the internet has increased due to the online teaching-learning process?**

In this question, 89.1% of students have accepted that their skill in using the internet has increased due to online teaching-learning while 10.9% of students have not accepted this. Students' ability to use and manage the internet and computer has increased.

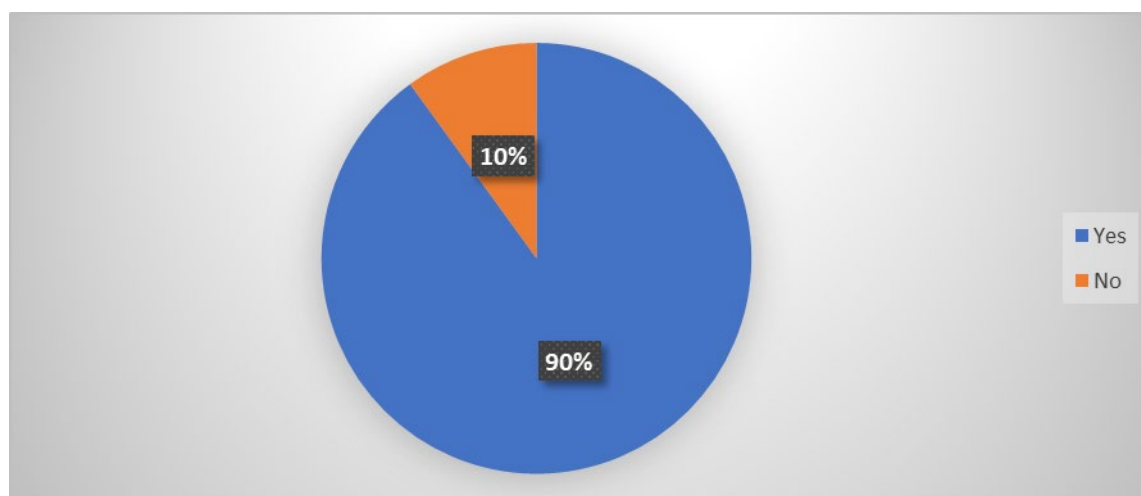


Figure-5: Students' preferences for increasing skill in using the Internet



**20. Do you think that your communication skill has increased due to the online teaching-learning process?**

65.7% of students have admitted that their communication skill has improved due to the online teaching-learning process while 34.3% of students have not admitted it. The online mode of the teaching-learning process provides an interactive environment for the students so that they can share their thoughts on the online platform. This enhances their communication skill in a better way.

**21. Do you find the home environment suitable for participating in the online teaching-learning process?**

54.9% of students have accepted that they find the environment of their home cordial and appropriate for participating in the online teaching-learning process while 45.1% of students have not accepted it.

**22. Do you often suffer from technical issues?**

83.1% of students have accepted that they suffer from the technical issue while 16.9% of students have not accepted it. Many students accepted that they suffered from technical issues during the online teaching-learning process. Technical issues related to the problem of connectivity, slow internet connections, audio problems, etc. but in many areas especially rural, there are not proper connections to high-speed internet, and many students do not have the facility of smartphones, desktops, and the laptop.

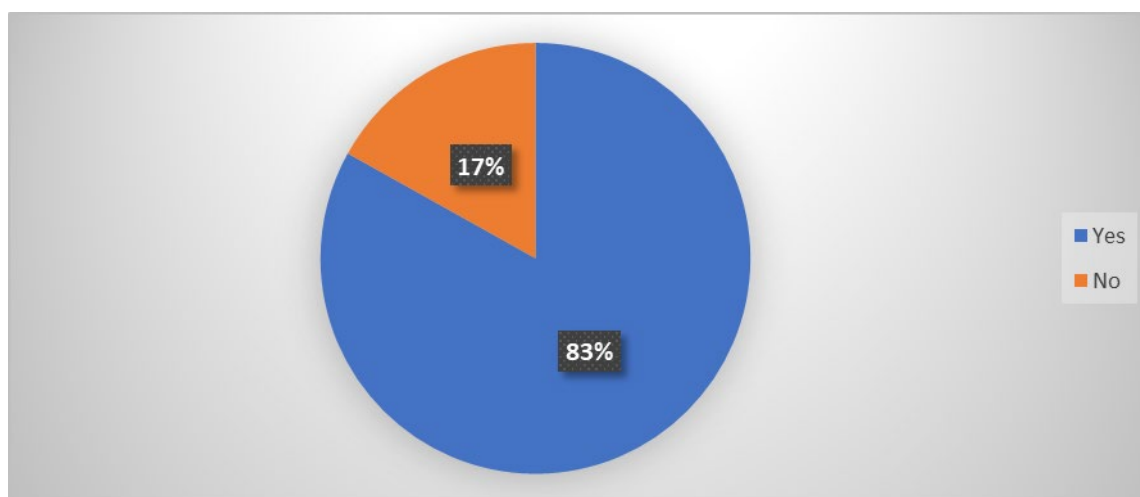


Figure-6: Percentage of Students who suffered from Technical Issues

**23. Do you often feel fatigued while attending online classes?**

57.5% of students have accepted that they feel fatigued while attending online classes while 42.5% of students denied it. Students' accepted that they feel fatigued, have neck pain, and irritation in their eyes during online classes. Students are subjected to 5-10 hours of screen time in a day which is affecting their health adversely.

**24. Do you have the Availability of Internet/Wi-Fi Connection at Home?**

Data revealed that 79.6% of have availability while 20.4% of students do not have Internet/Wi-Fi Connection at Home. This is the main constraint in the growth of the online mode of teaching and learning. According to a report by IAMAI in 2019, the access to the internet and smooth internet connectivity is not available to nearly seventy percent of the population of rural areas and a few states concluded that 70% of the rural population does not have an active internet facility with states like West Bengal, Bihar, Jharkhand, and Odisha have been reported to have poor access to internet and poor network quality. (IAMAI,2019)

**25. Are you able to attend your classes uninterruptedly?**

52.8% of students have accepted that they can attend their online classes uninterruptedly while 47.2% of students have suffered from the issue of connectivity to the internet. There are many areas in India whether it is urban or rural that face low internet penetration. These areas are still receiving a 2G network of the internet in the time of 4G service of internet. This makes a huge digital divide in the whole country which affects the process of online learning. According to NSSO data, the percentage of people living in the rural area who have their personal computer is only 4.4 percent and in urban areas, this percent is 23.4, the percentage of users who have internet access on their computers is 42 percent in urban areas and only 14.9 % in the rural areas. (Chadha, K. November 2020).

## 26. If given the option which mode will you prefer for the teaching-learning process?

70.3% of students preferred the offline mode while 29.7% of students preferred the online mode. This finding correlates with the result of research done by Wong & Fong (2014) which reported that students were in favor of the classroom teaching-learning process where they can directly interact with teachers and other students as they feel more inspired in that setting.

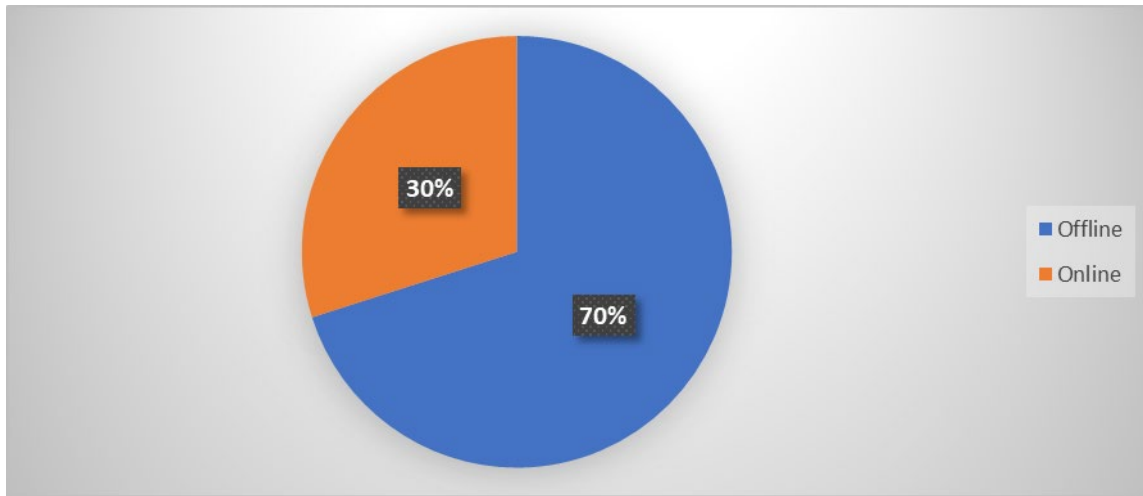


Figure-7: Students' preferences for Online and Offline modes of teaching and learning

## RESULT

The results according to the objectives of the study are:

1. The offline mode of teaching-learning has emerged as the most preferred mode by the students in our study. According to the research study by Pasha & Gorya (2019) which was conducted on the undergraduate and postgraduate students of Hyderabad city the majority preferred the online mode of education and only 26% of people preferred the offline mode of education, this result does not correlate to the result obtained from the present study. the study by Pasha and Gorva was done in 2019 that is pre epidemic period whereas the present study is based on students' excessive and continuous exposure to the online teaching-learning process during the lockdown period so maybe this experience has made the students identify some limitations of the online teaching-learning process causing their opinion in favour of the traditional mode of teaching-learning
2. 75% of undergraduate students who took part in the study have accepted that the online mode of teaching and learning is the best mode of providing education while the percentage of post-graduate students in favour of the online teaching-learning process is less i.e. only 25%. The result reflects that undergraduate students are much more interested in the online mode of teaching-learning as compared to post-graduate students. Post-graduation study involves some dissertation work, field study, and laboratory experience which is not possible through the online mode this might be the reason that post-graduate students have preferred the offline mode of teaching-learning.
3. Female students are more interested in the online mode of teaching-learning as compared to male students. 91% of female students have preferred the online mode of teaching-learning while the percentage of male students is only 9%. The reason behind it is mostly female students have admitted that online mode provides them the opportunity to manage their household work along with their studies, so, they find ease in the online mode of teaching and learning.
4. Based on the analysis of data, the challenges faced by the students in online teaching-learning mode are as follows
  - ❖ Teachers and Students are not accustomed to online learning
  - ❖ Digital Divide
  - ❖ Technical challenges
  - ❖ Insufficient hardware facilities
  - ❖ Adverse effects on health.
  - ❖ Internet connectivity problems

## Educational Implications

the online teaching process is evolving as an option for the traditional offline teaching-learning process. Although this pandemic has made us realize that we need to revamp our educational system but still our students are not showing interest in online teaching-learning mode because they have not been given enough practice in this mode, there is no compulsory provision of online teaching-learning mode in our education system, the



number of institutions that use this mode is very less so we must adopt this mode in regular basis and try to make students familiar with this mode and its benefits. The result of this study can be used to imply the following modifications in our education system-

- ❖ Teachers should start using Blended Learning Mode to make students accustomed to the online teaching-learning mode
- ❖ The online teaching-learning process should be made more interactive and interesting by fully utilizing the facilities of this mode.
- ❖ Students should be motivated to use online learning by incorporating online teaching-learning features like videos, games, and competition through daily quizzes or discussion platforms.
- ❖ Refresher Programmes for Teachers should include training to create interesting learning situations in online mode.
- ❖ Remote areas and rural areas should be provided with high-speed connectivity by improving the digital infrastructure.

### Conclusion

The present study was conducted after the lockdown period when students used only the online teaching-learning process due to the lack of other options and so nearly seventy percent of students preferred the offline mode of the teaching-learning process where they get more opportunities to interact with teachers and their peers so we can conclude that we should use the online teaching-learning process to supplement the traditional classroom teaching and not as its substitution. Both the modes have their advantages and limitations so blended more is a better option to choose. The pandemic phase has very well demonstrated that even the developing countries cannot ignore the need and significance of the online teaching-learning process so rigorous efforts should be made to meet the challenges and remove the limitations of the online mode of teaching-learning. The interpretation of results is signifying that In India the wide digital divide is still existing. The problems are related to accessibility to hardware as well as network connectivity and quality of internet connection. The government authorities and individuals related to educational administration should try to focus on these issues so that our country will be in a better position to face any future situations like this and our students and teachers will be well equipped and trained as well as mentally ready to adapt and accommodate to both the modes of teaching-learning.

### Acknowledgment

The authors forward their sincere thanks to all the participants who gave their valuable time and contributed to the data collection by giving their opinion regarding their experience of using the online teaching-learning process.

### REFERENCES

- Aggrawal, J.C., & Ansari, M.S. (2013). Educational technology and Management. Agra: Agrawal Publications.
- Sharma, R. A. (2013). TECHNOLOGICAL FOUNDATION OF EDUCATION (Theory, Practice & Research). Meerut: R. Lall Book Depot.
- Thakur, A. S., & Thakur, A. (2013). ESSENTIALS OF EDUCATIONAL TECHNOLOGY, MANAGEMENT AND ACTION RESEARCH. Agra: Agrawal Publications.
- Chadha, K. (2020). *Digital Literacy in India: Structural Constraints and the NEP 2020*. DELHI POST Politics|Democracy|Development. Retrieved from <https://delhipostnews.com/digital-literacy-in-india-structural-constraints-and-the-nep-2020/>
- Josep, G. (June, 2020). *5 Reasons Why Online Learning is the Future of Education*. educations.com. Retrieved From <https://www.educations.com/articles-and-advice/5-reasons-online-learning-is-future-of-education-17146>
- Knorr, C.(2020). How are teachers using Zoom? Is it safe for students? Learn more about this popular distance learning tool. *Common sense education*. Retrieved from <https://www.commonsense.org/education/articles/teachers-essential-guide-to-zoom>
- India Cellular and Electronics Association. (2020). *Contribution of Smart Phones to Digital Governance in India*. Retrieved from <https://icea.org.in/wp-content/uploads/2020/07/Contribution-of-Smartphones-to-Digital-Governance-in-India-09072020.pdf>
- Internet and Mobile Association in India. (2019). *India Internet 2019*. Retrieved from <https://cms.iamai.in/Content/ResearchPapers/d3654bcc-002f-4fc7-ab39-e1fbeb00005d.pdf>
- Pasha, Anjum., & Gorya, Jarupla. (2019). Student Preference and Perception towards Online Education in Hyderabad City. *International Journal of Trend in Scientific Research and Development (IJTSRD)*, 3(3), 1-4.
- Jindal, A., & Chahal, BPS. (2018). Challenges and Opportunities for Online Education in India. *Pramana research journal*, 8(4),99-105.

- Singh, Garima. (2016). Challenges for Teachers in the Era of E-learning in India. *Scholedge International Journal of Multidisciplinary & Allied Studies*. 3(2), 14-18.  
<http://dx.doi.org/10.19085/journal.sijmas030201>
- Sharangpani, I. (n.d.). *All about MOOCs (Massive Open Online Courses) in India & Abroad*. INDIAEDUCATION. Retrieved From <https://www.indiaeducation.net/online-education/all-about-moocs-massive-open-online-courses-india-abroad.html>
- Wong, L., & Fong, M. (2014). Student attitudes to traditional and online methods of delivery. *Journal of Information Technology Education: Research*, 13, 1-13. Retrieved from <http://www.jite.org/documents/Vol13/JITEv13ResearchP001-013Wong0515.pdf>