



STUDENTS' PERCEPTION TOWARDS ONLINE TEACHING LEARNING IN HIGHER EDUCATION: A CASE STUDY OF ERSTWHILE WARANGAL DISTRICT IN TELANGANA STATE

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Abstract: The educational system across the world has immensely been affected due to outbreak of COVID-19; it forced the shutdown of educational institutions, which adversely affected student fraternity across the globe. Due to its contagious nature, COVID-19 demanded containment and enforced isolation that tremendously affected personal interaction of teachers and students. In the absence of traditional classroom teaching and one-to-one interaction, computer-based learning has emerged as closest substitute for off-line teaching. The purpose of this paper is to discover students' opinions of e-learning, which is an alternative to traditional classroom teaching and learning. The present paper focuses on importance of e-learning during covid-19 and students perception on online classes. The data have been collected through primary and secondary sources. The primary data collected through google form was sent to twelve higher education institutions, students' whatsapp group in erstwhile Warangal district, but only 240 students filled the survey. The collected data were analysed using descriptive statistics. It is concluded that most of the students did not get any problem in attending online classes but even though they do not want to continue with online classes after the pandemic.

Key words: Perception, Online Education, Students, Covid-19, Shutdown-learning etc.

Introduction

The educational system across the world has immensely been affected due to outbreak of COVID-19; it forced the shutdown of educational institutions, which adversely affected student fraternity across the globe. Due to its contagious nature, COVID-19 demanded containment and enforced isolation that tremendously affected personal interaction of teachers and students. In the absence of traditional classroom teaching and one-to-one interaction, computer-based learning has emerged as closest substitute for off-line teaching¹. Online learning is education that takes place over the internet. It is often referred to as "e-learning" among other terms. However,

¹ Mohammed Arshad Khan, Vivek, Mohammed Kamalun Nabi, Maysoun Khojah and Muhammad Tahir (2021) "Students' Perception towards E-Learning during COVID-19 Pandemic in India: An Empirical Study" journal of Sustainability 2021, 13, 57.

online learning is just one type of “distance learning”- the umbrella term for any learning that takes place across distance and not in a traditional classroom.

Online education has definitely moved into higher education with new programs being added continuously. The blended synchronous learning (a “blend” of online and traditional approaches) mode is also gaining and developing currency in higher education, while its effects on students’ and instructors experiences are yet to be fully explored. With the rapid expansion of the transnational education market more and more universities join the ranks of transnational education providers or expand their transnational education offering, such as distance learning or blended learning, including in Indonesia, such as in Indonesia Open University. Traditionally, online learning perceived as lack interactivity compared to face-to-face learning. It is mainly due to the lack of social presence, lack of social interaction, and lacks of students’ satisfaction. However, online learning has been promoted as being more cost effective and convenient than traditional education environments as well as providing opportunities for more learners to continue their educations².

Every online teacher will need software that will allow them to connect with their online students easily and quickly. Software programs for online teachers need to include video, have the option to share screens and use a whiteboard for instruction and in order to chat with their students. There are lots of software tools out there, but these rise to the top of the list for quality, stability and ease of use. Some of the tools in demand are:

- Zoom
- MS Teams
- Skype
- Google Meet
- Cisco webex meeting

Review of literature

Raymond Selorm Mamattah (2016) in his thesis found that majority of the students think e-learning is an innovative idea and must be encouraged; however, few concerns such as the fear of employers’ discrimination against those who study through e-learning were discovered. It was also realised that hybrid learning, which is a combination of online learning and face-to-face learning, is the preferred mode of learning for the respondents.

Mr. Anjum Pasha, Jarupla Gorya (2019) in his article he observe that still people prefer online education because we will get ease access of information, anywhere and anytime but you won't get real time interaction like on campus study. But it has lot of advantages like; students have learnt opportunity to learn while they are working. Most people respondents are agreed that it will improve the quality of higher education which is lack right now in the market.

² S Bali and M C Liu (2018) “Students Perceptions towards online learning and face-to-face learning courses, Journal of Physics: Conference Series, 1108 (2018) 012094 doi:10.1088/1742-6596/1108/1/012094.

Need of study: Online education in India has seen a rapid progress in the recent times, making it one of the most discussed subject in the education domain. The purpose of this paper is to discover students' opinions of e-learning, which is an alternative to traditional classroom teaching and learning.

Objectives of the study

1. To study the importance of online teaching learning process during covid-19 period in India.
2. To analyse the higher education institutions students' perception towards online teaching learning process in Erstwhile Warangal district of Telangana.

Methodology

This study is quantitative as well as descriptive in nature and used both primary and secondary data for the analysis. A well designed questionnaire has been used to collect data from 240 students enrolled in various higher education institutions in erstwhile Warangal district of Telangana. In the erstwhile Warangal district twelve under graduate government colleges was function in different location namely, Hanamkonda, Waddepally, Rangasaipet, Parkal, Wardhanpet, Thorrur, Maripeda, Mahabubabad, Garla, Mulugu and Eturunagaram. The study has developed well designed questionnaire in google forms and in-depth interviews conducted. Google form was sent to all the concern higher education institutions whatsapp groups in erstwhile Warangal district, but 240 students filled the survey.

Profile of the study area:

Warangal was the capital of a Hindu Shaivite Kingdom ruled by the Kakatiya dynasty from the 12th to 14th centuries. The old name of this city is Orugallu, 'Oru' means 'One' and 'Kallu' means 'Stone'. The entire city was carved in a single rock; hence the name Orukallu means 'One Rock'. The city was also called Ekasila Nagaram. The district is bounded by Karimnagar district to the north, Khammam district to the east and southeast, Nalgonda to the southwest and Medak district to the west. The Warangal district spreads an area of 12,846 sq.kms and has population of 35,12,576 (2011 census) in which male and female were 17,59,281 and 17,53,295 respectively. The district literacy rate is 65.11 percent. The literacy rate among the SCs and STs are 61.79 percent and 48.45 percent.

Results and Discussions

This portion is presents the analysis and interpretation of data. For this purpose the primary data was collected from the sample respondents in Erstwhile Warangal district of Telangana State. The data has been collected from the respondent by circulating questionnaire to students' whatsapp group from concern higher education institutions, after collecting data from the respondents and data prepared in tabular form and the data has been analysed and interpreted as follows:

Table 1.1

Gender distribution of respondents

Gender	Frequency	Percent	Cumulative Percent
Boys	128	53.6	53.6
Girls	112	46.4	100.0
Total	240	100.0	

Source: Primary data

Table 1 shows the sample profile of the respondents. Out of 240 respondents, there were 128 boys and 112 girls. It is found that majority i.e., 53.6 percent of boys and followed by 46.4 percent are girls students.

Table 1.2

Age distribution of respondents

Age group	Frequency	Percent	Cumulative Percent
Less than 18	52	21.7	21.7
19-21 yrs	146	60.8	82.5
Above 21 yrs	42	17.5	100.0
Total	240	100	

Source: Primary data

Nearly 21.7 percent were in the age group of less than 18 years, 60.8 percent were in the age group of 19 to 21 years and 17.5 percent were more than 21 years age group. It is concluded that 146 students belongs to 19-21 of age group and followed by 52 students under less than 18 year age group and 42 students are above 21 years old.

Table 1.3

Discipline wise distribution of respondents

Discipline	Frequency	Percent	Cumulative Percent
Science	92	38.2	38.2
Arts	71	29.6	67.8
Commerce	77	32.2	100.0
Total	240	100.0	

Source: Primary data

It is depict from the above table shows that the majority i.e., 38.2 percent respondents were belongs to science group, 32.2 percent were belongs to commerce and 29.6 percent were arts students. It is concluded that 92 students from science background and followed by 77 respondents from commerce and 71 from arts students.

Table 1.4

Preferred device for an online classes

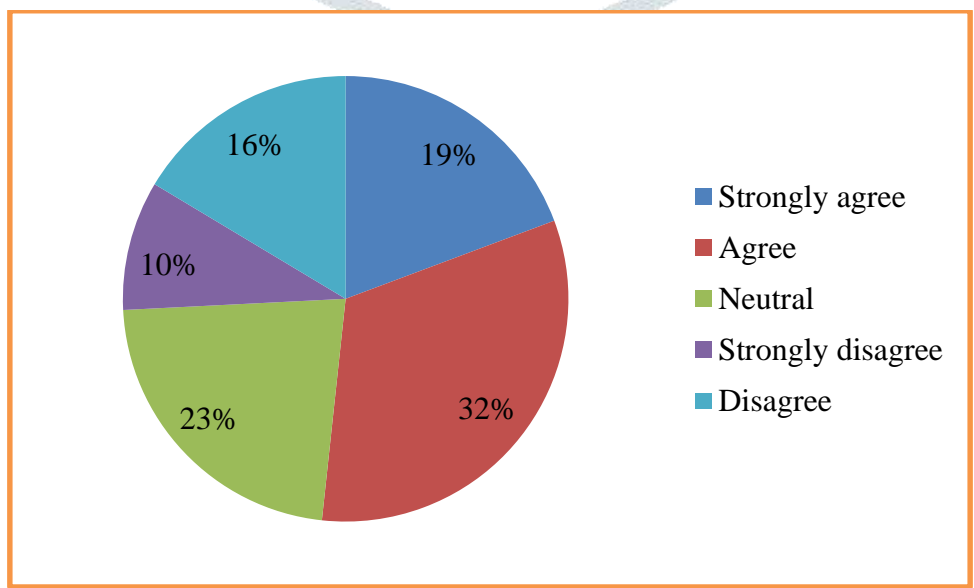
Devices	Frequency	Percent	Cumulative Percent
Desktop	6	2.5	2.5
Laptop	20	8.3	10.8
Smart phone	174	72.5	83.3
Tablet	40	16.7	100.0
Total	240	100.0	

Source: Primary data

Above table presents the preferred device for online classes. It is observed that the around 72.5 percent of students were preferred device as a smart phone for online classes, 16.7 percent respondents were preferred device is tablet for their online classes, 8.3 percent students were using laptop and 2.5 percent students preferred for desktop for their online teaching learning process. It is found that major portion of the students were preferred smart phone for their online teaching learning process and followed by tablet, laptop and desktop.

Figure 1.1

Do you think you have sufficient access to equipments to effectively shift to online classes?



Source: Primary data

Figure-1 shows that the majority of the students (51.6 percent) agreed that they have access to mobile phones/laptop/desktop 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.

Conclusions

The study concluded that sample profile of the respondents. Out of 240 respondents, there were 128 boys and 112 girls. Nearly 21.7 percent were in the age group of less than 18 years, 60.8 percent were in the age group of 19 to 21 years and 17.5 percent were more than 21 years old. And discipline wise students' distribution 92 from science background and followed by 77 respondents from commerce and 71 from arts. It is also concluded that major portion of the students were preferred smart phone for their online teaching learning process and followed by tablet, laptop and desktop. It is found that most of the students did not get any problem in attending online classes but even though they do not want to continue with online classes after the pandemic.

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