



A STUDY ON STUDENTS PERCEPTION TOWARDS ONLINE EDUCATION DURING COVID 19 PANDEMIC IN ERODE DISTRICT

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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. Against such a backdrop, it is pertinent to examine the students' perception and readiness about online-learning system adopted at the university level during the COVID-19 pandemic. In fact, e-learning has emerged as a new way of enhancing the learning process where social media may further improve the learning output. The findings of the study will facilitate educational institutions and policy makers to take this online-learning process to the next level in a better way.

INTRODUCTION

The effect of information technology on human life is immense and its role in education too cannot be subsided. In the current scenario of COVID 19 pandemic, the contribution of information technology has gained momentum due to closure of educational institutions that raises challenges for students' learning. Educational institutions and students across the world have accepted and appreciated the online platform of learning. E-learning has never been adopted and accepted as real learning, but this pandemic that compelled to resort to electronic learning solution by world over. Now, at the hour of pandemic crisis, most of the educational institutions are exploring and approaching towards e-learning to make it easy for students to work out at new normal. Also, various e-teaching software are being explored by teachers or educators to bring maximum possible ease for their students. As a matter of fact, as this e-learning wave is a recent development, teachers as well as students are in the process of adapting this new teaching and learning methodology.

REVIEW OF LITERATURE

Adarsh Garg (2021) conducted “ Online Education: A Learner’s Perspective During COVID-19” has focused on the possible substitution of the regular mode education with only the online mode of education since all educational institutions were made to shift to the online mode of education to continue to impart education uninterrupted by the COVID-19 pandemic. The results of the research show the reluctance of learners to use only the online mode of education, as they find it less productive in terms of their knowledge building and skill development due to deficient pedagogy and assessment. The interactive learning mode enforces peer interaction, which helps learners gain confidence, assess themselves and improve their deficient skill sets.

Abhinandan Kulal and Anupama Nayak (2020) conducted “A study on perception of teachers and students toward online classes in Dakshina Kannada and Udupi District” has focused on positive impact on the lives of students as well as teachers. The increasing use of technology in the field of learning has improved the quality of education. Both students and teachers have optimistic views about online classes. The study also proved that e-learning has a more significant role to play in the future, but it cannot be a replacement to traditional face-to-face classroom learning. A complete transition to online learning is quite tricky. However, we cannot ignore the benefits derived from e-learning. As such, there is a need to understand the obstacles that come in the way of accepting online learning and take corrective measures to overcome it.

OBJECTIVES OF THE STUDY

1. To study about the factors influencing the students to adopt online education.
2. To explore the problems faced by the students in online education.
3. To offer suitable suggestions to overcome the problem in online education

SCOPE OF THE STUDY

The geographical scope of study is confined to Erode district only. This is based on questionnaire to find out their student’s perception towards online education in the various elements.

LIMITATIONS OF THE STUDY

1. The study is only applicable to Erode district only.
2. The study is done on the basis of the data provided by the respondents.
3. The questionnaire is designed based on our research objectives.

METHODOLOGY OF THE STUDY

AREA OF THE STUDY

This study is confined to Erode district only.

SAMPLING DESIGN

The sampling technique selected for the study is simple random sampling. The respondents have been randomly selected from Erode district.

Sample size

The sample size is 100. The questionnaire were systematically prepared and distributed to the students.

SOURCE OF DATA

The data for this study has been collected from primary and secondary sources.

STATISTICAL TOOLS

The following were the statistical tools applied for the analysis of data collected

1. Average score analysis
2. Average Rank analysis

AVERAGE SCORE ANALYSIS

TABLE NO: 1

Factors influencing the students to adopt Online Education

Variables	High	Moderate	Low	Total	Mean
	3	2	1		
Easy communication	80	16	04	100	
Score	240	32	04	276	2.76
Flexibility in Time and Space	86	12	02	100	
Score	258	24	02	284	2.84
Accommodates different types of learning style	10	16	74	100	
Score	30	32	74	136	1.36
Easy access and quick share of materials	16	12	72	100	
Score	48	24	72	144	1.44
Wide and diverse interaction	12	78	10	100	
Score	36	156	10	202	2.02
No transportation cost	80	15	05	100	
Score	240	30	05	275	2.75

From the above table, it is understood that as far as level of importance is concerned, highest scoring has been given to flexibility in time and space, next highest scoring has been given to easy communication followed by no transportation cost, wide and diverse interaction, easy access and quick share of materials and accommodates different types of learning style.

Majority of the students have given first preference to flexibility in time and space for an online mode of education.

AVERAGE RANK ANALYSIS

TABLE NO: 2

Problems faced by students in Online Education

Problems	Rank I	Rank II	Rank III	Rank IV	Rank V	Rank VI	Total	Mean	Rank
	6	5	4	3	2	1			
Lack of concentration	45	18	12	10	08	07	100		
Score	270	90	48	30	16	07	461	4.61	2
Lack of practical knowledge	41	11	15	12	11	10	100		
Score	246	55	60	36	22	10	429	4.29	5
Health issues	42	15	13	11	10	09	100		
Score	252	75	52	33	20	09	441	4.41	3
Technical Issues	48	14	15	09	08	06	100		
Score	288	70	60	27	16	06	467	4.67	1

High cost	38	14	18	14	09	07	100		
Score	228	70	72	42	18	07	437	4.37	4
Digital Literacy	35	13	16	12	14	10	100		
Score	210	65	64	36	28	10	413	4.13	6

The above table reveals that the students have assigned first rank to technical issues in the online education, second rank to lack of concentration, third rank to health issues, fourth rank to high cost, fifth rank to lack of practical knowledge and sixth rank to digital literacy.

Majority of the students are ranked first to technical issues in the online education.

SUGGESTIONS

1. Online education requires teachers to adopt certain instructional strategies such as learning management system, team based learning, discussion forums and use of open education resources to make the classes more engaging.
2. There is a need to train teachers on effective online teaching using online tools.
3. The substantial investment will be required by the educational institutions for technology up gradation.
4. There will be requirements of redesigning classrooms, lecture theatres and recording devices to make the sessions interactive.
5. There is an urgent need to ensure uninterrupted internet access to rural areas of the country.

CONCLUSION

Future online classroom will take more structured approach in terms of content delivered and pedagogies. Teachers need to invest their time on creation of engaging online content. The considerable co-operation and support from the state and central governments will be required to help the educational institutions in this vision. It is an opportunities to review our education system in its preparedness to address unforeseen disruptions in online education.

REFERENCE

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