THE PERCEPTION OF STUDENTS REGARDING ONLINE TEACHING DURING PANDEMIC COVID-19 LOCKDOWN

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ABSTRACT
COVID-19 has made a huge global impact on the economy and education is one such field that is the most affected one as students all over the world are losing their valuable time during the lockdown. Due to COVID-19 schools and colleges are shut all across the world. However Online teaching by various e techniques and methods have emerged as the go-to solution for schools, colleges, and universities but still, the success of such online teaching entirely depends upon the perception of students and also their understanding level. In this paper, we have tried to attempt to analyze the extent to which students are satisfied with the online teaching provided by their teachers by various means such as zoom classes, Google classroom, Socratives, Talent LMS , live storm etc. To study the perception of the students data was collected through the convenient sampling of 280 students from Punjab. The result indicates that most of the student accept the online education during the COVID-19 but response is not very much positive which show that students are not considering online education as an alternative to offline regular education. ANOVA was applied to test the difference in perceptions. It was concluded that male and female students carry the same viewpoint. Most UG and PG students have a difference in opinion regarding online education. Perception does not vary based on the course of study. In a different location, the student carries different perceptions regarding online studies.
Keywords: Online teaching, Perception, internet, COVID-19

INTRODUCTION
Online education can be provided by teachers in several ways. The easiest way is by the use of recorded classes at home and the second one is with the use of live online classes which are conducted through webinars or zoom sessions. Along with this, there are various e-techniques that are also available to teach online but such online teaching requires high-speed internet connection, use of computers, laptops and mobiles by the teachers. At the same time, To attend online sessions or watch pre-recorded lessons, students will require high-speed internet and computers/mobile devices. Online teaching is an innovative method which allows teachers to reach out to a big number of students from all across the world and is considered useful for distance learning but at the same time online teaching requires time and practice and there is no face to face connection with the students. On the other side students are in a position to utilize their time during this pandemic covid-19 but they also face technological difficulties such as access and availability of internet connection along with family distractions.

Many of the platforms for online education have also been created which have got support from the Ministry of Human Resource Development (MHRD), the National Council of Educational Research and Training (NCERT), and the department of technical education. There also are various platforms like e-PG Pathshala which provides e-content, SWAYAM portal which is a digital platform for online courses for teachers, and NEAT enhancing employability. All these initiatives are also being used by the teachers for teaching online during this pandemic covid-19.

OBJECTIVES OF STUDY
1. To examine the perception of students on online education during COVID 19
2. To study the perception of students based on gender, Degree of Study, Course of study, and Location of students.

REVIEW OF LITERATURE
Various Comparative researches on online education versus face-to-face education have taken place since the 1920s. The results drawn of almost all the studies over the decades have been consistent and that major finding is that "There are no substantial differences in learning results between students who receive face-to-face instruction

and those who receive online instruction.". But after the year 2000 various studies were conducted which began to find that there exist significant differences in online education versus face-to-face education.

Literature indicates that student's technical skills and capabilities regarding the use of computers and the Internet connection and facility (Peng, Tsai, & Wu, 2006), their perceptions regarding the use of the internet, and attitudes towards the usage of the Internet (Tsai & Lin, 2004), their cultural and non-English backgrounds (Luyt, 2013), and along with that their time management skills (Hill, 2002; Roper, 2007) are the important factors that affect the effectiveness of online teaching.

O'Connell (2014) analyzed that the Academicians who grasp the value of education in both the local and global environment are needed for digital learning. Those academicians or practitioners must be willing to explore and use the new technology.

Rienties and Kinchin (2014) analyzed that there are numerous ways by which digital learning can be made effective such as social interactions through the forum, Twitter, Adobe Connect, and Google Hangouts. Through a variety of interactive learning experiences, the use of all such social platforms enables a deeper grasp of the topics at hand.

Rafizah Daud, Zarulrizam Ab. Jalil, M. Noor Fathoni M. Gunawan, 2015 in their paper on " Community college student's perception towards digital learning in Malaysia" published in Elsevier analyzed that students generally have a high level of interest in digital learning because it acts as a motivator for them that their teachers are using digital platforms to teach. They emphasized the usage of digital learning in all the colleges and universities for the students and for that purpose they recommended that the authorities should provide proper infrastructure facilities for the same.

Sun, A.2016, & Chen, X. (2016) tried to explore the relationships between community and student success in online learning. The research involved undergraduate students enrolled in online courses from a reputable and accredited university in the United States. The study found a substantial link between learner connection, engagement, and a sense of community, as well as achievement in online learning.

Kebritchi, Lipschuetz, and Santiague (2017) in their research analysed that Higher education institutions play a vital role in enhancing the quality of online education because they have to provide support for teachers, students, and content development. Online education is a versatile environment where three major components of teachers, students, and content continuously affect each other and at the same time back up and support from the institution greatly influences the three components. Higher education institutions play a central role in enhancing the quality of online education by providing support for instructors, learners, and content development. Online education is a dynamic environment whose three major components of instruction, learner, and content continuously affect each other while institution support also greatly influences the three components.

Sarah Guri-Rosenblit(2018), conducted research to find out the prerequisites of E-learning paper and suggested that the lack of digital literacy and less awareness regarding the use of the internet properly is a problem which is faced today by both students and teachers(Alexander et al., 2017; Wineburg et al., 2016) The roles of teachers are very different in an online environment from their traditional roles in a classroom setting (Alexander et al., 2017). Most of the teachers and professors do not possess nowadays a sufficient digital literacy and are not in a position to utilize the technology well. (Andrade, 2015; Benson & Brack, 2009; Educational Testing Service, 2009; Guri-Rosenblit & Gros, 2011).

Basilaia et al. (2020) conducted a study in Georgia schools and inferred that transition from offline education to online education was implemented successfully. Adnan and Anwar (2020) concluded that online study during Covid-19 is not able to produce desired results in developing countries like Pakistan. Mulyanti (2020) indicated in their study that online education is not interesting. Tria (2020) concluded that online education is new normal during covid -19. Mulenga et al (2020) confirmed that covid-19 is a gateway for online studies. Putra (2020) raised the concern of lack of resources for online education during covid-19. However, there is a lot of change in students and teacher's behaviour during this COVID-19. Even those students who have not even taken any of the classes online ever and were always busy using social networking sites such as WhatsApp and Facebook, are trying to learn new methodologies of study. In this case, even teachers are having the same scenario. Those teachers who haven't used any method of teaching except chalk and duster are trying to teach by learning different e- techniques and therefore, this research is going to give results out of the box because of differences in situations and perhaps the results drawn earlier in various researches will not be applicable here.

THE STUDY

Data collection method: Both primary and secondary data is collected for the above-mentioned study.

Sample size: The sample size is 280 students doing either graduation or post-graduation across Punjab. They are from age group 17-24 and they belong to different colleges and universities spread over Punjab. Data was collected in the first and second weeks of May 2020.

Sampling technique: convenience sampling has been used for this study.

Research technique: Mean and the standard deviation is used for data analysis. ANOVA is used to find out the difference of perception based on gender, based on UG and PG courses, based on a course of study, and based on the location of students.

Data Profile

The whole sample is divided on the basis of gender, degree of study, course of study and location.

Table 1a: Classification of students on the basis of gender

S. No.	Gender	No. of students
1	Male Student	89
2	Female Student	191
	Total	280

The sample includes 89 male and 191 female students on the basis of gender.
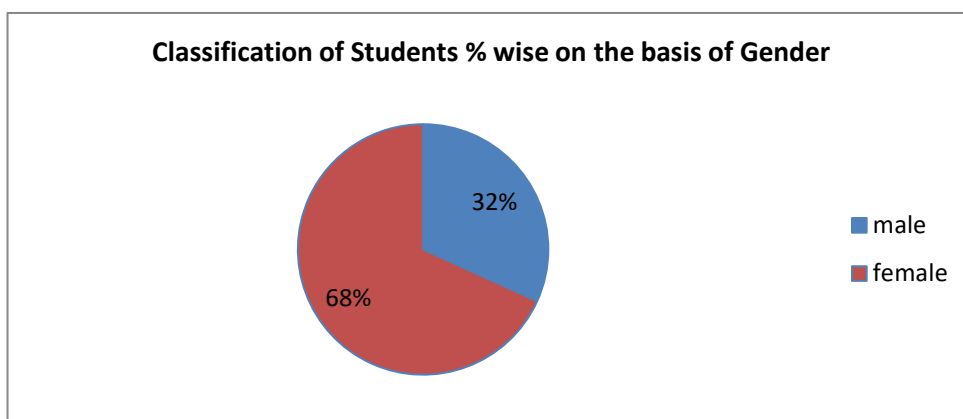
Figure: 1a

Table 1b: Classification of students on the basis of degree of study

S. No.	Degree of Study	No.of students
1	Post Graduate	75
2	Under Graduate	205
	Total	280

The sample includes 75 post graduation students and 205 students doing graduation on the basis of degree of study.
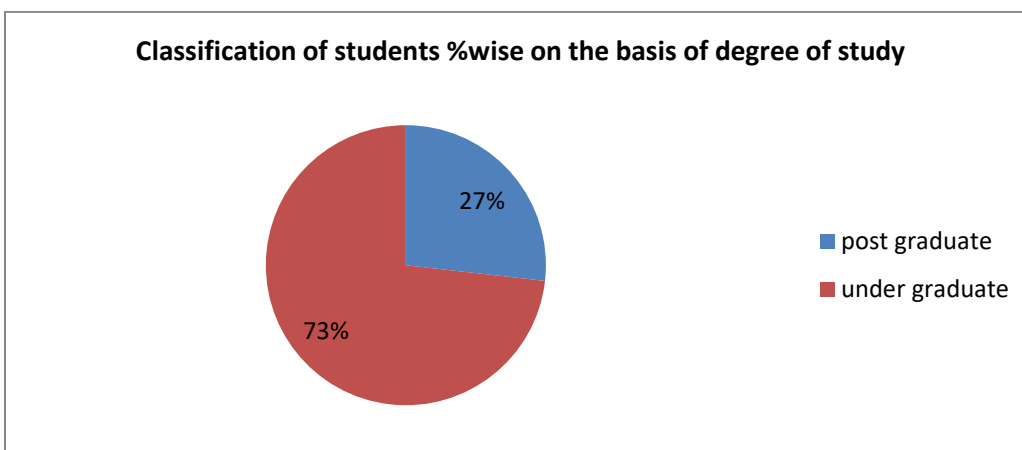

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Table 1c: Classification of students on the basis of course of study

S. No.	Course of study	No.of students
1	Business Studies	202
2	Arts	9
3	Computer application	34
4	Engineering	10
5	Science	10
6	Vocational	8
7	Law	7
	Total	280

The sample includes 202 students belonging to business studies, 9 belonging to arts, 34 belonging to computer applications, 10 of engineering and science, 8 students of vocational courses, and 7 students of law stream based on course of study.
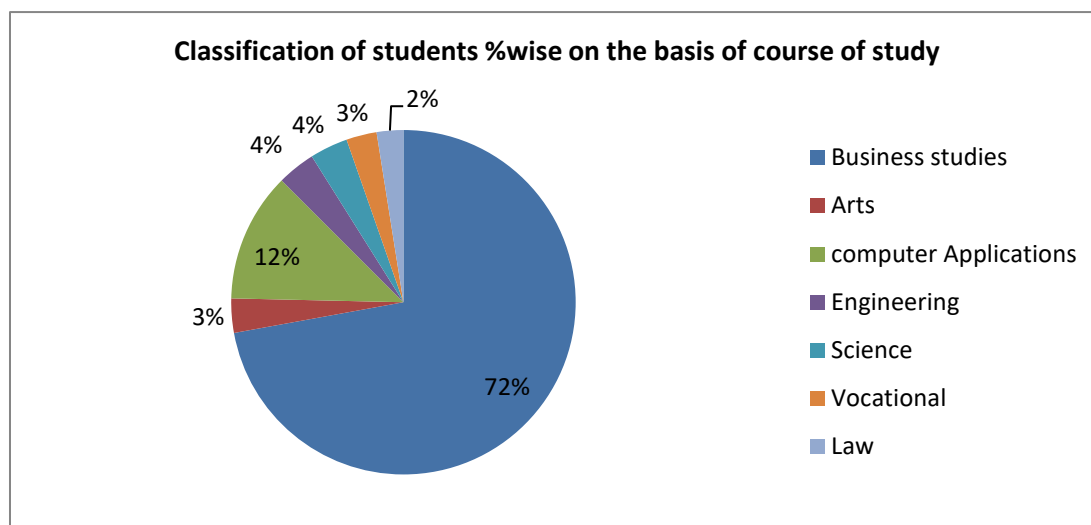

Figure: 1c

Table 1d: Classification of students on the basis of location

S. No.	Location	No.of students
1	Amritsar	18
2	Chandigarh	18
3	Ludhiana	137
4	Hoshiarpur	73
5	Jalandhar	20
6	Mukatsar	14
	Total	280

The sample of 280 students also has been divided based on location as 18 from Amritsar, 18 from Chandigarh,137 from Ludhiana, 73 from Hoshiarpur, 20 from Jalandhar, and 14 from Mukatsar.
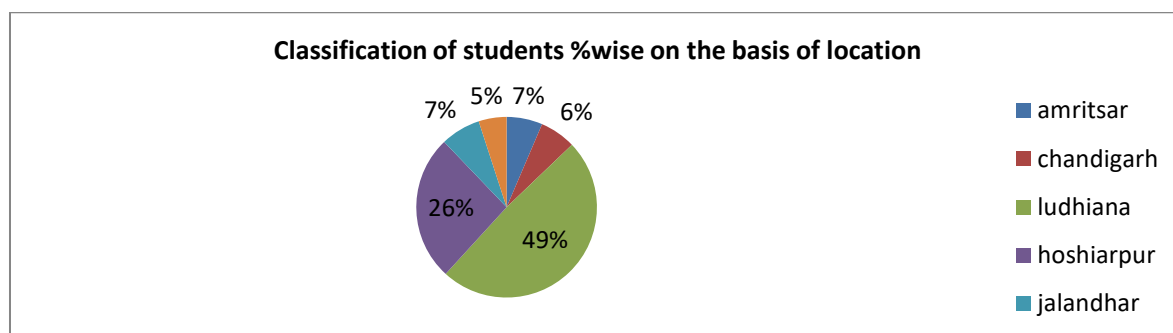

Figure: 1d

Table 2: Perception of students

No.	Perception of Students	Mean	Standard Deviation
1	Online education is suitable in covid-19	3.54	1.269
2	Students are always interested in the online sessions	3.00	1.276
3	Students are in a position to complete their syllabus on time in online education.	3.07	1.375
4	Students can easily manage their time according to their convenience in online education	3.31	1.312
5	Even the irregular students of college are interested in online education	3.14	1.328
6	Students have more sources to explore for education in case of online education	3.36	1.243
7	ZOOM app is a nice platform for the teachers and students to interact personally	3.20	1.446
8	Google classroom is a nice app for online education as per suitability of time.	3.46	1.269
9	Students can get immediate feedback in case of online education	3.39	1.320
10	Students feel more personally connected to their teachers in online education	3.22	1.460
11	Students get a mental relief when their queries are solved in online education	3.28	1.237
12	Queries are easily solved in case of online education	3.12	1.368

The above table shows the results of perceptions of the student. The average score is above 3. So the students perception does not carry a negative opinion about online education during the covid period. The student's view is from neutral to agree with side.   Students understand the need for online education during the covid period but do not accept it as an alternative to regular offline education.

Table 3: Difference in Perception of students on the basis of gender and Degree of the study

No.	Perception of Students	Gender	Degree of Study
1	Online education is suitable in covid-19	2.631(.106)	1.511(.220)
2	Students are always interested in the online sessions	1.226(.269)	9.027 (.003)
3	Students are in a position to complete their syllabus on time in online education.	4.537(.034)	3.279(.071)
4	Students can easily manage their time according to their convenience in online education	.560 (.455)	8.334(.004)
5	Even the irregular students of college are interested in online education	4.456(.036)	7.874(.005)
6	Students have more sources to explore for education in case of online education	1.928 (.166)	6.178(.014)
7	ZOOM app is a nice platform for the teachers and students to interact personally	2.319 (.129)	9.619 (.002)
8	Google classroom is a nice app for online education as per suitability of time.	5.344 (.022)	4.002 (.046)
9	Students can get immediate feedback in case of online education	.268(.605)	9.085 (.003)
10	Students feel more personally connected to their teachers in online education	4.142(.043)	8.498 (.004)s
11	Students get a mental relief when their queries are solved in online education	2.153(.143)	6.330 (.012)
12	Queries are easily solved in case of online education	1.683(.196)	7.198 (.008)

H0: No difference in perception regarding online education between male and female students. In most of the perceptions under the above case null hypothesis is accepted as the value is above 5% significance level. The result in perceptions 3,5,8 and 10 was different where the alternate hypothesis was accepted and the difference concerning gender was witnessed as value is below 5% significance level.

Second H0: No difference exists between undergraduate and post-graduate students regarding their perception of

online education during the Covid pandemic.   In most of the perceptions, the alternate hypothesis is accepted and a difference in opinion was noticed among UG and PG students. In perception, 1st and 3rd null hypothesis is accepted and there is no difference in opinion of UG and PG students at 5% significance level.

Table 4:Difference in Perception of students on the basis of Course of study and Location of student

No.	Perception of Students	Course of Study	Location
1	Online education is suitable in covid-19	1.207 (.303)	2.154 (.059)
2	Students are always interested in the online sessions	1.697 (.122)	4.029 (.002)
3	Students are in a position to complete their syllabus on time in online education.	1.576 (.154)	9.798 (.000)
4	Students can easily manage their time according to their convenience in online education	1.480 (.185)	6.049 (.000)
5	Even the irregular students of college are interested in online education	2.056 (.059)	5.552 (.000)
6	Students have more sources to explore for education in case of online education	.408 (.873)	3.273 (.007)
7	ZOOM app is a nice platform for the teachers and students to interact personally	1.995 (.067)	4.571 (.001)
8	Google classroom is a nice app for online education as per suitability of time.	1.299 (.258)	1.356 (.241)
9	Students can get immediate feedback in case of online education	1.947 (.074)	3.245 (.007)
10	Students feel more personally connected to their teachers in online education	1.918 (.078)	6.240 (.000)
11	Students get a mental relief when their queries are solved in online education	1.803 (.099)	6.675 (.000)
12	Queries are easily solved in case of online education	1.783 (.103)	6.489 (.000)

The third null hypothesis that student perception does not differ across the course of study. In all the perceptions the null hypothesis is accepted at a 5% significance level.

The fourth hypothesis that student perception does not differ according to the location of the student. In almost all the cases H0 is rejected and the alternate hypothesis that student perception differs according to the location of a student at a 5% significance level.   The result differs in perception1 and perception 8 where the null hypothesis is accepted at a 5% significance level.

CONCLUSIONS

He survey was conducted to study the perception of students regarding online education during the covid 19 pandemics. The study was carried during the lockdown 3 period. The result indicates that most of the student accept the online education during the covid but the response is not very much positive which show that student is not considering online education as an alternative to offline regular education.   ANOVA was applied to test the difference in perceptions. It was concluded that male and female students carry the same viewpoint. Most UG and PG students have a difference in opinion regarding online education. Almost in all the course of study null hypothesis is accepted and the opinion of the student is the same across the course of study. In a different location, the student carries different perceptions regarding online studies. The significance of the study is that while implementing online education different strategies, should be used as UG and PG students carry different perceptions. The location-wise difference was also witnessed so different strategies should be used in different locations to promote online education. The study has the limitation that convenience sampling is used in a limited area of Punjab. Online teaching creates a lot of opportunities but along with that, there are some potential drawbacks that students want the colleges, teachers, and universities to consider. The most essential advantage is that students have a lot of options, but more options mean more variance in the quality of teaching methods, online resources, and student support.

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