Perception of Online Learning Among College Students: A Systematic

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Abstract:

The epidemic of Covid 19 in the world affects most of the countries. The majority of countries are affected by a lack of social movement among the people. The economic factors of the population affected the worst. In India, the lockdown period whole economic factors are stumbled due to Closure of all economic Factors. The service sector mainly the Education system remained closed for a few Month. After the relaxation of the lockdown by the government, the education system has planned its teaching by transfer from the conventional system to digital learning that is online learning. But the Online learning has to Create a number of drawbacks in the outreach of education to the students. This paper has revealed the perception of the student among the online learning which the student has studied their online courses and attending their class.

Keywords: Covid 19, Conventional, Economic, Education, Online Learning.

INTRODUCTION

The COVID 19 has disrupted the lifestyle of people all over the world. The pandemic has already, and rapidly, been catastrophic to the global economy(Nandal, Nandal, & Anuradha, 2020).Education is intended to make one's life more civilised, cultured, and democratic(Nandal, Nandal, & Kataria, A Secondary School Study Of Family Environment, 2021).The education in the world and also in India have changed their system of education to an online system due to pandemics of disease. The Online system called online learning is classes are conducted through the online mode using the internet. However, 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 is the internet supported platform the teacher and student are interact using the various platform like Google meet, Zoom and go to a meeting. The teachers taking the classes on this platform to the student. Apart

from that students are learning through the various courses in the Swayam, Coursera, and Udemy They are learning from these platforms using the recorded videos. The material is posted on a particular platform for their study.

Review of Literature

Monica trakuru, TapankumarJha, in their article "E-learning effectiveness in higher education". She analysed the effectiveness of e-learning in higher education both gender-wise and in geographical areas. The objective of the study reveals the effectiveness of E-learning with the course undertaken by student's gender-wise. effectiveness of E-learning is varying among cities. Sampling has taken from Delhi Ahmedabad, both cities are Tiera cities. Tools used for the study is the 5 Likert scale. The Conclusion of the study shows E-learning has been willingly accepted by students as a source of reference and academic illumination. Findings that have female students are equally effectively using E-learning when compared to their male counterparts. The Effectiveness of E-learning does not vary with the city.

MeenakshiThanji and S. Vasantha in their article "A study of benefits and limitations of e-learning, A learner's perspective" in their article analysed the E-learning limitation and benefit. The objective of the study reveals the impact of perceived benefit and limitation on the effectiveness of online learning. The data collected from 150 learners which include 114 Fulltime learner and 36-part time learners. SEM was used to analyse the collected data and evaluate the suitability of the model. The conclusion of the study reveals the main benefit of online learning is they are studied in their flexible time and in any location. The major limitations experienced by learners is cut down the interaction with co-learners and instructors.

STATEMENT OF THE PROBLEM

In this day the learning of student has changed according to development of the information and communication tools and online leaning platform. Especially in the time of COVID-19 most of the Educational organization conducts their whole education process online and many institutions have conducted their student-oriented development programs and webinars online. Today learning

through the internet is Unavoidable. The statements of the problem seek the answer for what is the student perception towards the online learning and obstacles faced in online learning.

OBJECTIVES OF THE STUDY

The objective of the study has framed according to the problem defined in the study

1.To Know the student perception towards online learning.

2.To Exhibit obstacles faced by the student in online learning.

METHODOLOGY OF THE STUDY

The study was conducted in Delhi NCR. Especially it is collected from the Delhi NCR city colleges both Arts and Science College Student. The Coimbatore city consists of 5 to 10 Arts and management Colleges.

Sampling Size and Method

The data was collected from the 126 Respondents. Here the respondent means a student of the Colleges. The Non Random sampling technique were used in that the Convenience sampling method was adopted in this study.

Tool used

After the data validation the simple percentage and Chi-square tools were applied for the testing of hypothesis.

Hypothesis

HO: There is no significant association between Gender and Duration of the course taken.

HO: There is no significant association between Gender and Subject of Online Course Completion.

HO: There is no significant association between Gender and the Problem faced at the time of online Class

Analysis and Interpretation

Simple percentage

Table-I: Gender of the respondents

GENDER	Number of Respondents	Percentage
Male	82	65
Female	44	35
Total	126	100

The Table-I shows the gender wise distribution of the respondents among 82 (65%) of the Respondents Are Male and 44(35%) of the Respondents are female.

Chi-Square Test

Table-2: Duration of course taken by the Respondents

		4 weeks		6 weeks		8 weeks		12 weeks		Total	
										No	%
		No	%	No	%	No	%	No	%	No	%
Gender	Male	37	45.1	13	15.9	6	7.3	26	31.7	82	100.0
	Female	12	27.3	8	18.2	8	18.2	16	36.4	44	100.0
total		49	38.9	21	16.7	14	11.1	42	33.3	126	100.0

The Table-2 given above gives the gender wise distribution of the respondents among duration of the courses taken. It is seen that, among males 45.1% have taken 4 weeks' duration course and only 7.3% have taken 8-week duration course. Among females, 36.4% have taken the 12 weeks' duration course whereas only 18.2% have taken 6 weeks and 8weeks duration course. The association between Gender and Duration of the course was tested statistically by framing the following hypothesis.

Ho: There is no significant association between Gender and Duration of the course taken

Chi square test was applied to test the Hypothesis.

	Value	df	Si .
Chi-Square	5.667	3	Ns

Table value: 7.815   Ns — Not significant

The calculated value of chi square is 5.667 which less than the table value of 7.815 at 5% level of significance which shows that there is no significant association between Gender and Duration of course taken. Hence the Hypothesis is accepted. The calculated value of chi square is 5.667 which less than the table value of 7.815 at 5% level of significance which shows that there is no significant association between Gender and Duration of course taken. Hence the Hypothesis is accepted.Table-3: Subject of Online Course Completion of the Respondents

		Major		General		Total	
		No.	%	No.	%	No.	%
Gender	Male	24	29.3	58	70.7	82	100.0
	Female	13	29.5	31	70.5	44	100.0
Total		37	29.4	89	70.6	126	100.0

The Table: 3 given above gives Subject of Online Course Completion of the respondents. It is seen that, among males 70.7% have Completed their Online Course in General subject and 29.3% completed their Online Course in Major subject. Among Females 70.5% have completed their Online Course in General subject and 29.5% completed their Online Course in Major subject.

Ho: There is no significant association between Gender and Subject of Online Course Completion. Chi square test was applied to test the Hypothesis.

	Value	df	Sig
Chi-Square	.001	1	Ns

Table value: 3.841   NS — Not significant

The calculated value of chi square is 0.001 which less than the table value of 3.841 at 5% level of significance which shows that there is no significant association between Gender and Subject of Online Course Completion. Hence the Hypothesis is accepted.

Table 4: Problem faced by the respondent at the time of online Class

		Connectivity Problem		Breaking of Voice		Screen Sharing		Total	
								No.	%
		No.	%	No.	%	No.	%		
Gender	Male	47	57.3	28	34.1	7	8.5	82	100.0
	Female	22	50.0	19	43.2	3	6.8	44	100.0
total		69	54.8	47	37.3	10	7.9	126	100.0

The Table 4 given above gives Problem faced by the respondent at the time of online Class. 57.3% of male has faced connectivity Problem.8.5% of Male has faced screen sharing problem. 50 % of Female has faced the connectivity Problem. 6.8% of Male has faced screen sharing problem.

Ho: There is no significant association between Gender and Problem faced at the time of online Class. Chi square test was applied to test the Hypothesis.

Chi-Square Test

	Value	df	Sig
Chi-Square	1.013	2	Ns

Table value: 5.991   NS-Not significant

The calculated value of chi square is 1.013 which less than the table value of 5.991 at 5% level of significance which shows that there is no significant association between Gender and Problem faced at the time of online Class. Hence the Hypothesis is accepted.

FINDINGS OF THE STUDY

- There is no significant association between Gender and Duration of course taken.
- There is no significant association between Gender and Subject of Online Course Completion.
- There is no significant association between Gender and Problem faced at the time of online Class.

CONCLUSION

Day to day the changing scenario of education in the India tends adaptation of new technology is needed. in spite of that The traditional system of education system restrict the learning environment. The online learning is the platform which spread the learning environment widely due to the pandemic situation. This study highlights the on online learning perception among learners. It Conclude that learner has completed their online course on time, majority of the students are appreciated but there is network problem widely accepted issue. Internet connection plays a vital role in the online programme. Network helps the learners to connect with the educational platform. Now UGC regulations accept the online platform learning.

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