PERCEPTION TOWARDS ONLINE LEARNING: A STUDY WITH REFERENCE TO M.P. REGION

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ABSTRACT-

The enlightening structure across the world has hugely been impacted due to the scene of COVID-19; it obliged the shutdown of informational associations, which negatively affected understudy groups across the globe. In view of its irresistible nature, COVID-19 mentioned guidelines and approved containments that gigantically affected individual participation of teachers, students, and parents. The objective of this research is to investigate students, teachers and parents understanding and perception of supporting, encouraging and adopting e-learning mechanism and to find out the challenges and problems faced by students, teachers and parents during e-learning. Thus, it is important to understand the perception of various stakeholders towards this mechanism so as to see that whether this mechanism can be continued even after the pandemic is over. A descriptive research design is being selected for the study. A self-structured closed-ended questionnaire was used for data collection. In this paper, the findings indicate that a large majority of respondents have a positive perception of e-learning. It is found that perception is almost the same and despite the challenges, online learning is still the choice of the stakeholders. However, the need is to balance the learning mechanism for attaining Sustainable Development Goal 4 that is the quality education goal mentioned in the 17 Sustainable Development Goals. The present research can generate quest to evolve the structured e-learning mechanism with the physical learning to attain the quality education in the future. The study is limited to specified area so it cannot generalize the findings at mass level.

Key Words- Sustainable Education, Sustainable Development, Perception, e-learning, COVID-19, Pandemic, Satisfaction

INTRODUCTION-

Covid pandemic has affected human existence as well as affected clinical instruction and residency preparing all over. With standards of social removing, all face-to-face classes were suspended because of the continuous COVID-19 pandemics.

The COVID–19 pandemic has disturbed educating in an assortment of organizations and schools. In numerous nations, including India, common up close and personal classes must be suspended to guarantee the security of understudies, speakers, and patients. To limit the effect of lockdown, universities, colleges and schools needed to discover another way to deal with educate understudies. Luckily, current innovation empowered electronic learning (e-figuring out how) to be the center strategy for showing the educational program during the COVID–19 pandemic.

The traditional delivery system for higher education has been a classroom sitting with a professor giving a lecture and students listening and writing notes. Interaction between the professor and student has been viewed as an essential learning element within this arrangement. However, covid-19 pandemic in educational delivery mechanisms have challenged this paradigm.

Traditionally, online learning apparent as need intelligence contrasted with face- to-face learning. It is mostly because of the absence of social presence, absence of social collaboration, and absences of understudies' fulfillment. Nonetheless, internet learning has been advanced as being more practical and advantageous than customary instructive conditions just as giving occasions to more students to proceed their instructions.

1.1 LITERATURE REVIEW-

- Hall (2000) in his assessment battled that e-learning will appear as finish courses, admittance to content for "without a moment to spare" learning, admittance to segments, individually courses and administrations, and the detachment of "courses" to procure and test information versus content as a prompt, relevant asset to determine a quick, maybe, once just issue. Learning is and will keep on being a deep-rooted measure, that could be gotten to anyplace at whenever to meet a particular need or need. Lobby in his investigation added that more connects to constant information and exploration would turn out to be promptly accessible. Given the movement of the definitions, at that point, electronic preparing, web-based learning, e-learning, circulated learning, web-based learning and net-based learning all talk about one another (Hall and Snider, 2000; Urdan and Weggen, 2000).

- Comparable additionally to e-learning and its connected terms is innovation-based learning (Urdan and Weggen 2000). Urdan and Weggen in their investigation shared that e-learning covers a wide arrangement of applications and cycles, including PC based learning, online learning, virtual study halls, and advanced coordinated efforts. With the end goal of their report, they further modified their definition to the conveyance of substance through all electronic media, including the Internet, intranets, extranets, satellite transmission, sound/video tape, intelligent TV, and Disc ROM. They cautioned, nonetheless, that e-learning is characterized more barely than distance realizing, which would incorporate content-based learning and courses directed by means of composed correspondence. Like Hall and Snider 2000), Urdan and Weggen (2000) had set separated distance learning and e-learning in their glossaries, making, notwithstanding, e-learning comprehensive and interchangeable to all PC related applications, apparatuses and measures that have been deliberately adjusted to esteem added learning and instructing measures.

- With the essential significance of e-learning the hang of being superb by the old corporate learning worldview, the projected advantages are profoundly appealing. Hall and Karon (2000) in their examination exploited the openness of courses by means of intranets and web, preparing can act naturally paced accessibility of preparing whenever and spot, preparing being more affordable, furthermore, decreased or wiped-out movement time. Urdan and Weggen (2000) added that a higher maintenance of substance through customized learning is conceivable on the grounds that innovation-based arrangements permit more space for singular contrasts in learning styles. Besides, they featured improved coordinated effort and efficiency among understudies as the online climate offers contextual analyses, narrating, exhibits, pretending, and recreations among different apparatuses. Along this line, Urdan and Weggen likewise remarked that internet preparing is less scary than teacher driven courses. Web based learning, they state, is without hazard climate that supports evaluating new things and committing errors.

- As per Judrups (2015), the improvement of information the board and e-adapting obviously are created for quite a long time as the two controls manage information catch, sharing, application and generation; have imperative innovative segments to improve learning; and contribute to building a constant learning society.

- Judrups (2015) found that information the executives and e-adapting normally bring the two orders closer and upholds mix. Model analysis confirmed a few coordination draws near. The broader methodology is to base combination on common ground, which is distinguished as learning. In any case, these methodologies are most certainly not actualized in production environment and require vital specialized particular and application support.

1.2 RESEARCH GAP-

As researchers often study sustainable development and underline the role of education in accomplishing sustainable development goals, we think that some research focuses on the perception of students, teachers and parents to incline sustainable development to the education content, particularly within the framework of online learning.

1.3 OBJECTIVES OF THE SYUDY-

- To know the perception of students, teachers and parents towards online learning.
- To find out the challenges and problems faced by students, teachers and parents during online learning.

1.4 RESEARCH METHODOLODY-

Survey method was considered to carry out this study. Looking into the covid-19 pandemic situation, due to the closure of school, colleges and universities online survey method seemed appropriate for data collection. A well structured and self-developed questionnaire was prepared based on attitudinal (strongly agree, agree, neither agree nor disagree, disagree, strongly disagree) and nominal scale (yes, no, can't say) which was a closed ended questionnaire. The basic details cover the demographic information of students, teachers and parents and the

questions based on the level of satisfaction of students, teachers and parents. The online survey was carried out from 7th December 2020 to 15th December 2020.

Snowball sampling technique was adopted for drawing sample. Sample size was of 200 participants while data was collected from 232 respondents.
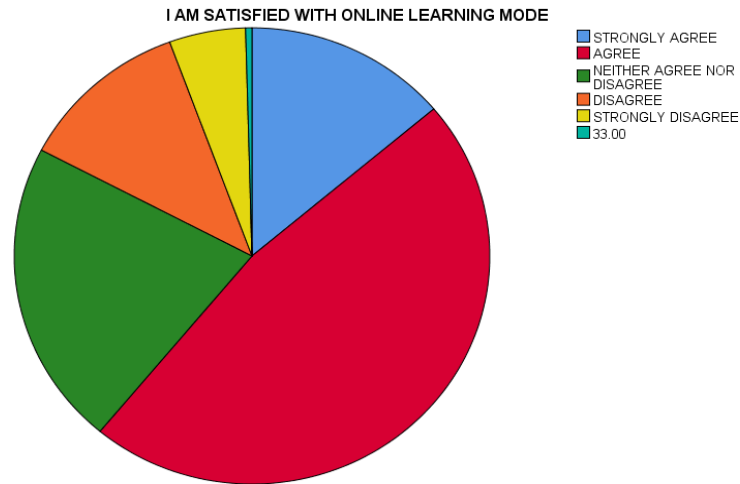
Statistical measure like frequency count and percentage was used to analyze the responses of all the questions of the questionnaire for assessing the section of responses. Later by using graphs data was interpreted to reflect the major key areas.
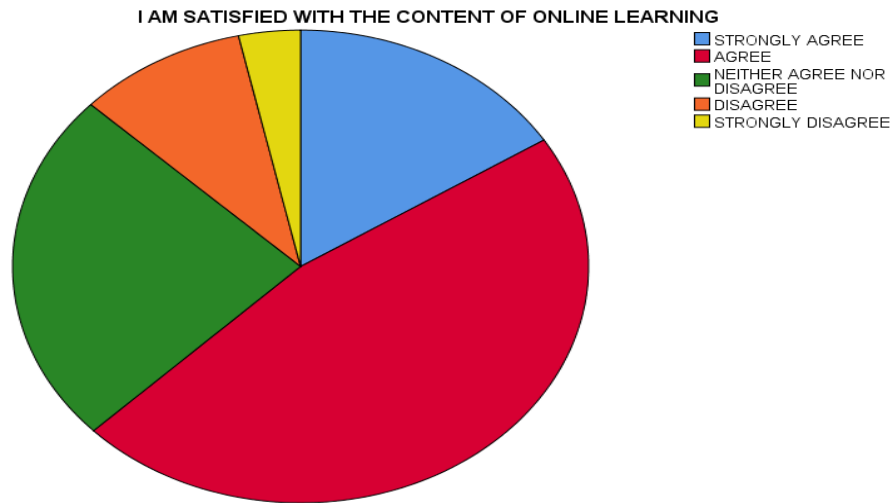
1.5 DATA ANALYSIS AND INTERPRETATION-
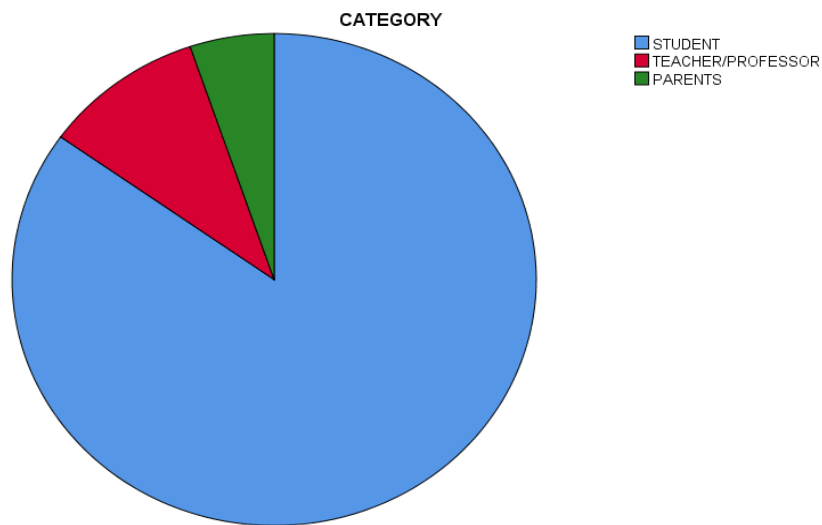
GRAPH 1 shows category of respondents

The above figure illustrates that out of our total sample size i.e.,231 respondents collected from the survey, majority were the students.

I AM SATISFIED WITH ONLINE LEARNING MODE

Legend:
- STRONGLY AGREE
- AGREE
- NEITHER AGREE NOR DISAGREE
- DISAGREE
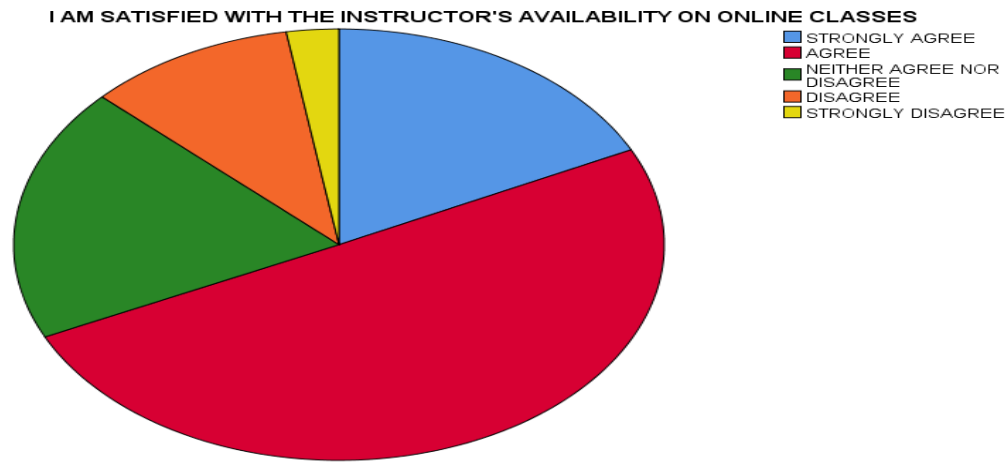- STRONGLY DISAGREE
- 33.00

GRAPH 2

The above figure depicts that majority of the respondents are satisfied with online learning mode because it is easily available, saves time, saves money. It also has flexible time schedule and environment.

I AM SATISFIED WITH THE CONTENT OF ONLINE LEARNING

Legend:
- STRONGLY AGREE
- AGREE
- NEITHER AGREE NOR DISAGREE
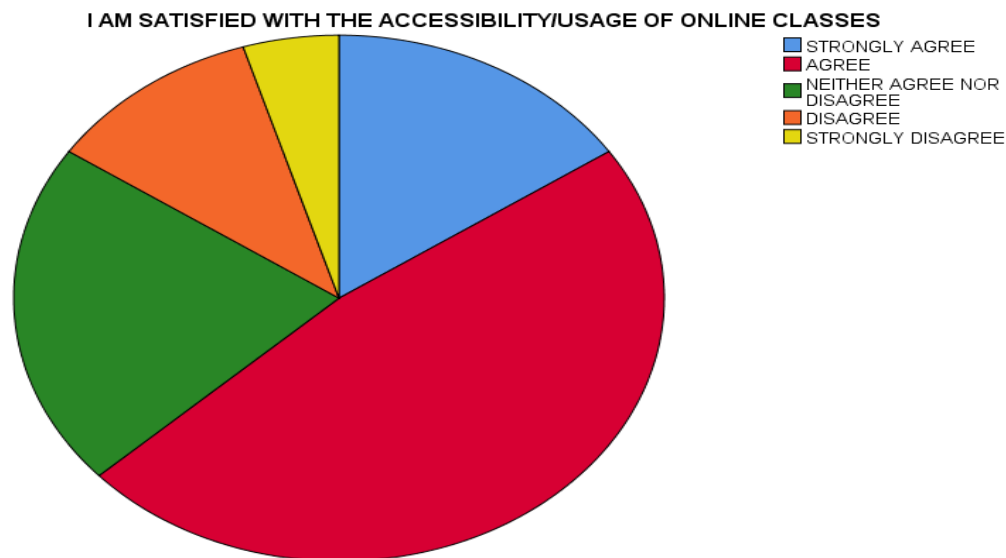- DISAGREE
- STRONGLY DISAGREE

GRAPH 3

From above figure it has been found that majority of the students are satisfied with the content of the online learning but there is a large variation between the satisfaction of the students as the content of the learning is quite important to improve participation of students which enhance the knowledge of the students.

I AM SATISFIED WITH THE INSTRUCTOR'S AVAILABILITY ON ONLINE CLASSES

STRONGLY AGREE
AGREE
NEITHER AGREE NOR DISAGREE
DISAGREE
STRONGLY DISAGREE

GRAPH 4

Above figure illustrates that 50% of the respondents are satisfied with the instructor's availability on online classes as they are available when needed with the help of presentations, documents, videos, etc

I AM SATISFIED WITH THE ACCESSIBILITY/USAGE OF ONLINE CLASSES

STRONGLY AGREE
AGREE
NEITHER AGREE NOR DISAGREE
DISAGREE
STRONGLY DISAGREE

GRAPH 5

From the above figure it has been concluded that majority of respondents are satisfied with the accessibility/usage of online classes as it is easily accessible and user friendly too.

8
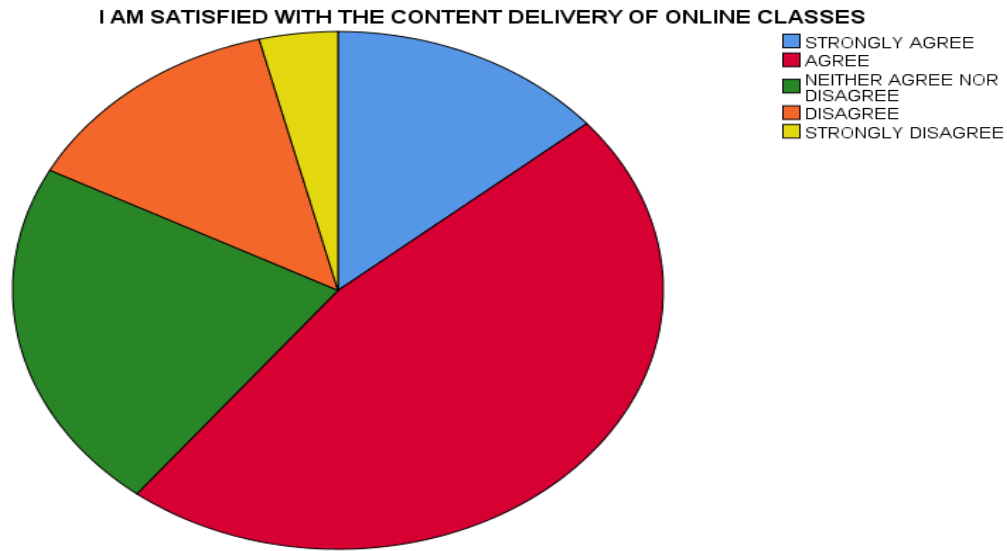
GRAPH 6

The above figure illustrates that maximum respondents are satisfied with the delivery on the content of online classes as teachers/ professors shares study materials, presentations on screen while taking online classes.
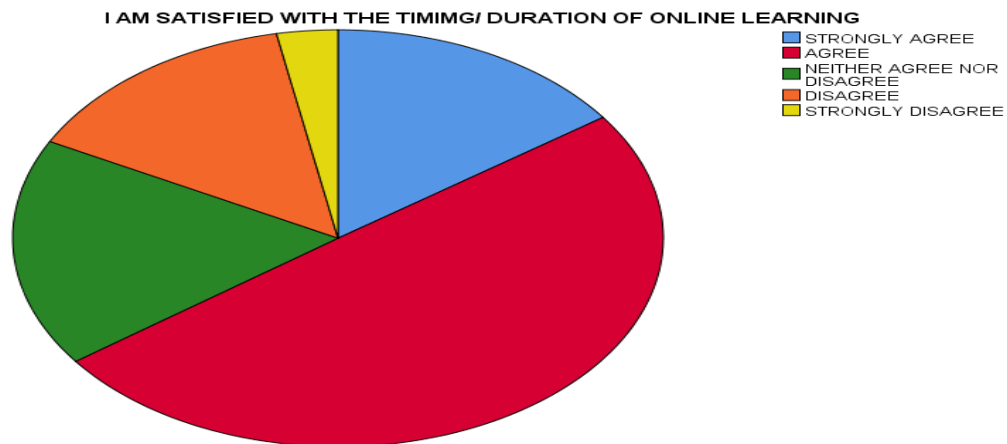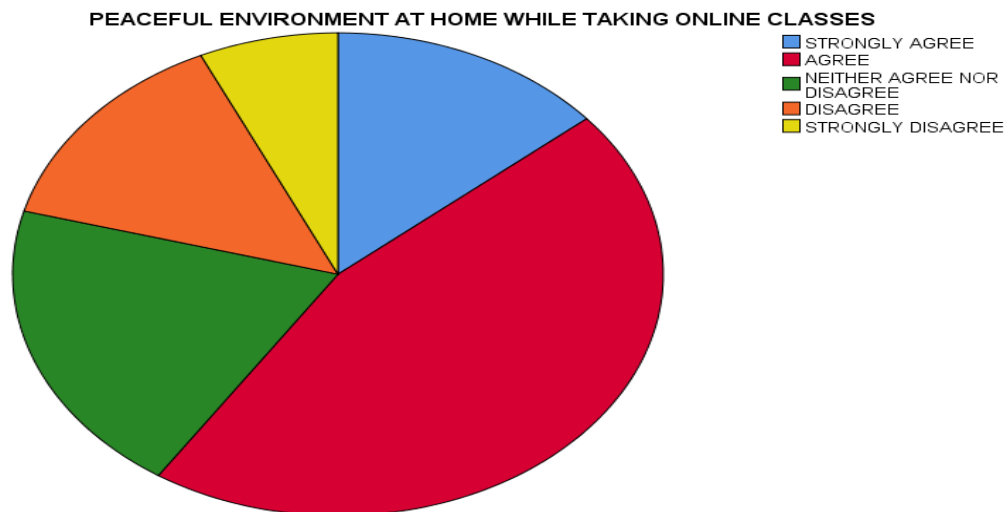

GRAPH 7

The above graphs shows that the 50% of the respondents are satisfied with the timing/ duration of online classes because it has flexible time schedule.
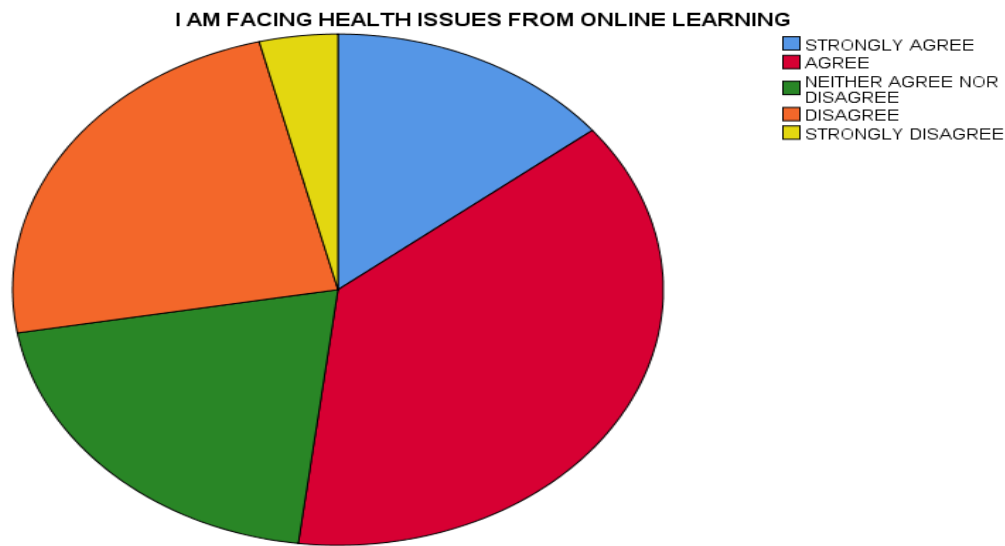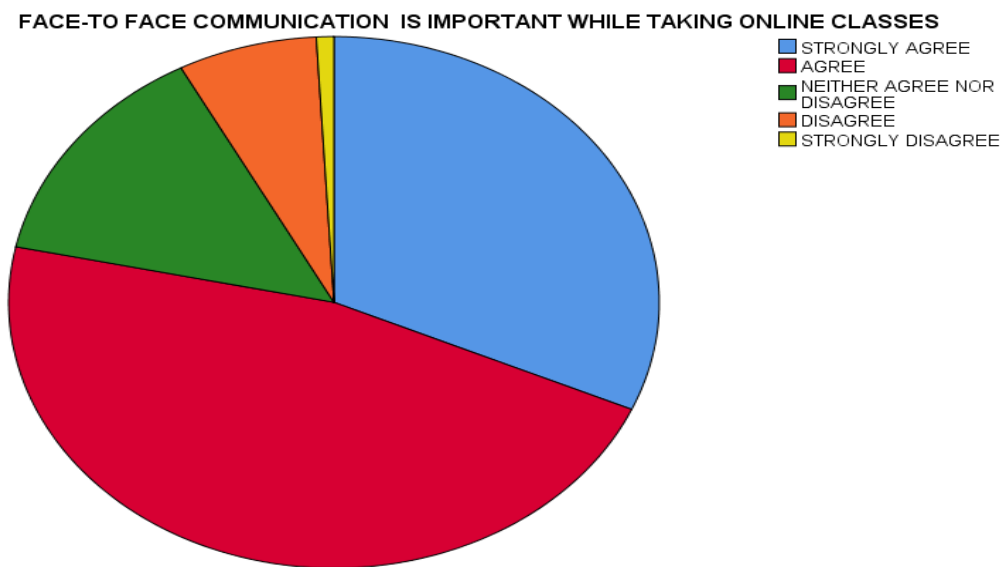

GRAPH 8

The above figure illustrates that majority of respondents are facing health issues because of the continuous sitting while taking online classes.
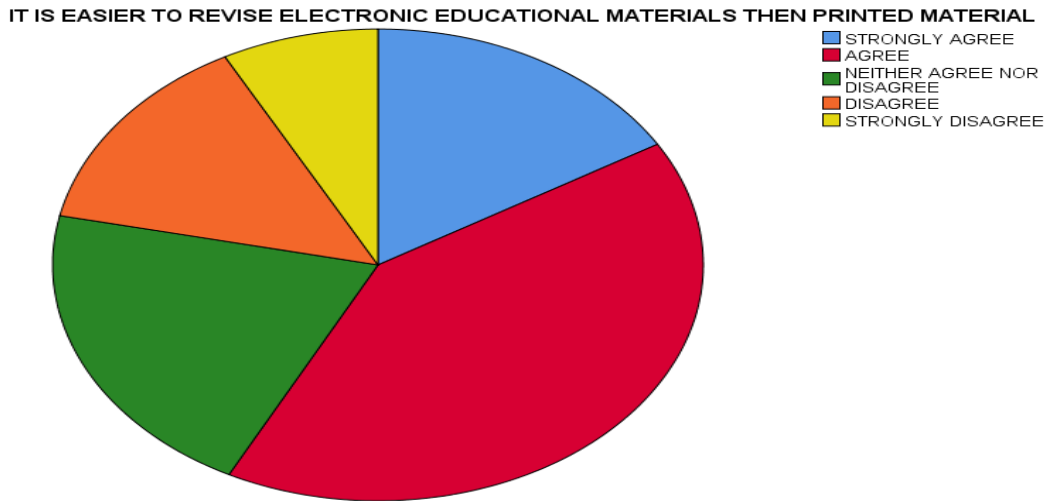
GRAPH 9

The above study depicts that majority of the respondents are agree that there is a peaceful environment at home while taking online classes but there is also a large variation in the perception of students, teachers and parents on this matter because taking online classes at home creates disturbance which distracts students and teachers as well.

FACE-TO FACE COMMUNICATION IS IMPORTANT WHILE TAKING ONLINE CLASSES

Legend:
- STRONGLY AGREE
- AGREE
- NEITHER AGREE NOR DISAGREE
- DISAGREE
- STRONGLY DISAGREE

GRAPH 10

From above figure, it has been revealed that majority of the respondents are agree to the fact that face-to-face communication is important while taking online classes because while learning, face-to-face plays a major role including expressions, moves by which understanding the topic becomes easier.

IT IS EASIER TO REVISE ELECTRONIC EDUCATIONAL MATERIALS THEN PRINTED MATERIAL

Legend:
- STRONGLY AGREE
- AGREE
- NEITHER AGREE NOR DISAGREE
- DISAGREE
- STRONGLY DISAGREE

GRAPH 11

The above graph shows that it is easier to revise electronic educational materials then printed material because of its versatility but with the huge expenses of the internet, it creates distraction in learning process.

**DO YOU FIND THE ONLINE LEARNING ENVIRONMENT INTERESTING**

Legend:
- YES
- NO
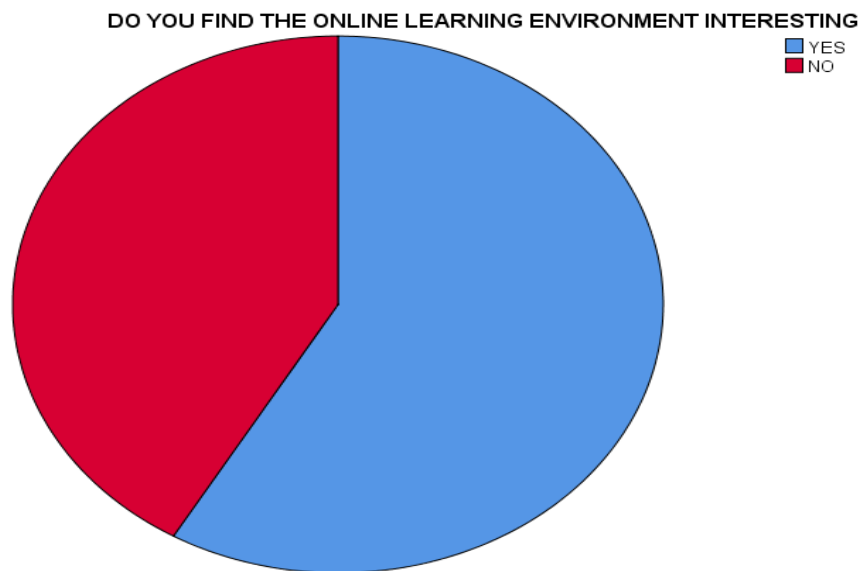
GRAPH 12

From the above graph, it has been depicted that majority of the respondents found it interesting however the online classes have its own limitations.

12

**DO YOU FIND ONLINE LEARNING TIME-SAVING**

■ YES
■ NO
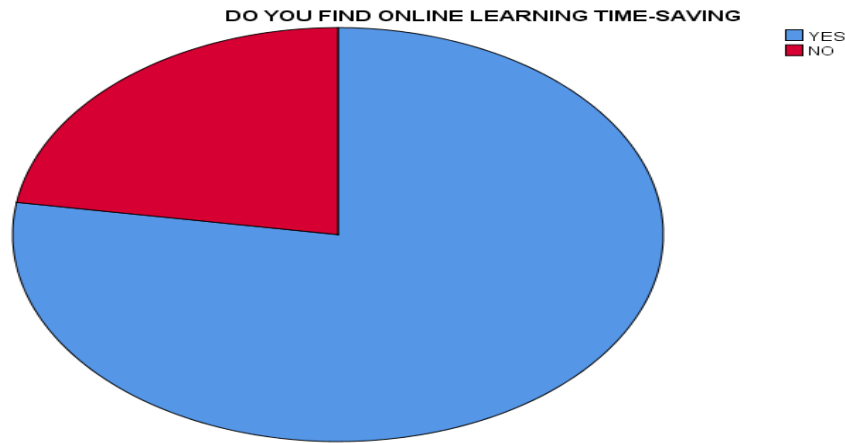
GRAPH 13

The above graph illustrates that majority of the respondents said that they found online learning time saving because online learning requires no travel and today's mobile technology means students/ teachers can stay connected to school/college anywhere.

ARE YOU LEARNING AS MUCH YOU WERE BEFORE SWITCHING TO ONLINE LEARNING

■ YES
■ NO
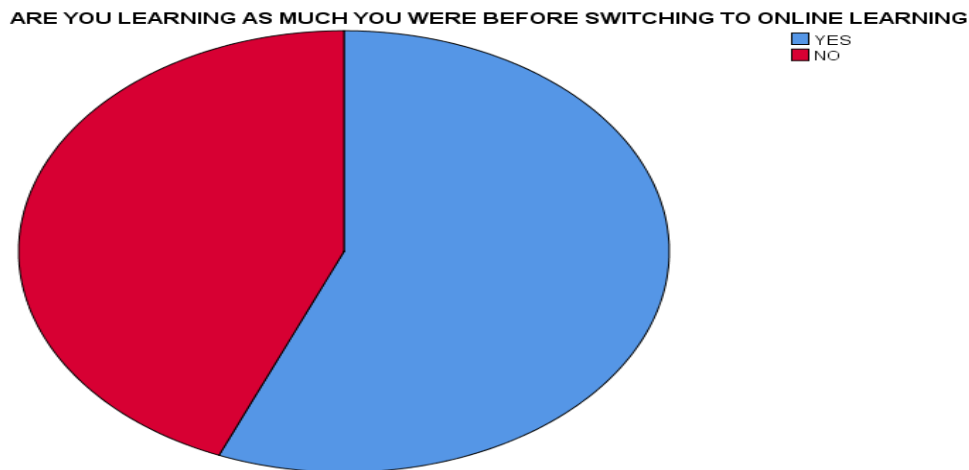
GRAPH 14

The above figure depicts that majority of the respondents are learning as much as they are learning before switching to online mode of learning as students and teachers appreciated the social aspect of Zoom classrooms and they found online learning interesting and adapting skills like communication, organizational, computer skills, time management, writing skills and adapt the ability to meet deadlines.

ARE YOU FACING ANY CHALLENGES WHILE TAKING ONLINE CLASSES
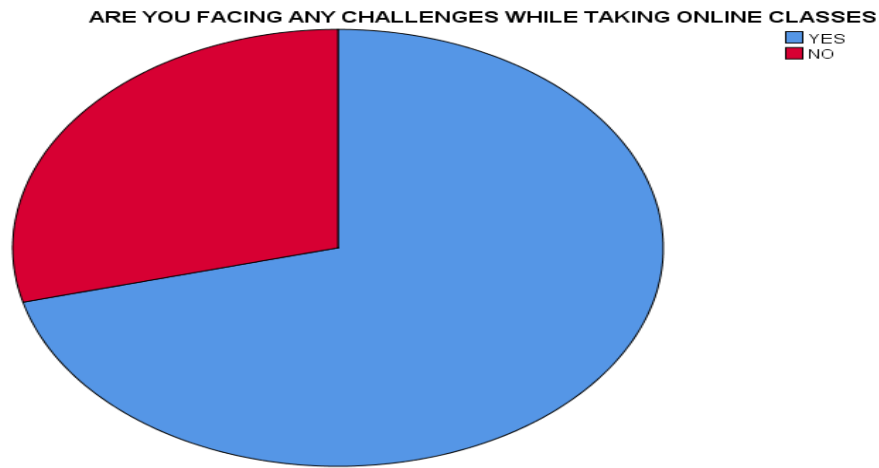
GRAPH 15

From above figure, it has been found that majority of respondents are facing challenges while taking online classes because of its improper connectivity and heating effect of device and the quality of the content is not up to the mark.

DO YOU WANT ONLINE MODE SHOULD BE USED AFTER THE PANDEMIC ALSO
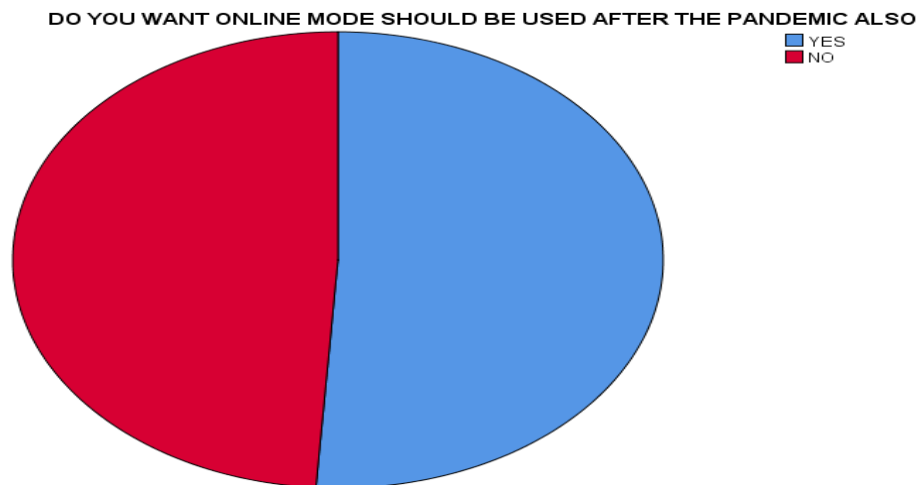
GRAPH 16

The above figure depicts that 52% respondents said that online teaching-learning mode should be used after lockdown also due to its comfortable working environment, flexible time and money saving and 48% of respondents found that online learning and teaching does not provide the taste of traditional form of learning.

DESCRIPTIVE STATISCTICS

	N	Minimum	Maximum	Mean	Std. Deviation
I AM SATISFIED WITH ONLINE LEARNING MODE	231	1.00	3.00	2.6017	2.26059
I AM SATISFIED WITH THE CONTENT OF ONLINE LEARNING	231	1.00	5.00	2.3766	.97854
I AM SATISFIED WITH THE INSTRUCTOR'S AVAILABILITY ON ONLINE CLASSES	231	1.00	5.00	2.2987	.96547
I AM SATISFIED WITH THE ACCESSIBILITY/USAGE OF ONLINE CLASSES	231	1.00	5.00	2.4156	1.03020
I AM SATISFIED WITH THE CONTENT DELIVERY OF ONLINE CLASSES	231	1.00	5.00	2.4675	1.01619
I AM SATISFIED WITH THE TIMIMG/ DURATION OF ONLINE LEARNING	231	1.00	5.00	2.4026	1.00771
I AM FACING HEALTH ISSUES FROM ONLINE LEARNING	231	1.00	5.00	2.6537	1.10787
PEACEFUL ENVIRONMENT AT HOME WHILE TAKING ONLINE CLASSES	231	1.00	5.00	2.5455	1.10586
FACE-TO FACE COMMUNICATION IS IMPORTANT WHILE TAKING ONLINE CLASSES	231	1.00	5.00	1.9870	.90160
IT IS EASIER TO REVISE ELECTRONIC EDUCATIONAL MATERIALS THEN PRINTED MATERIAL	231	1.00	5.00	2.5541	1.15170

15

DO YOU FIND THE ONLINE LEARNING ENVIRONMENT INTERESTING	231	1.00	2.00	1.4156	.49389
DO YOU FIND ONLINE LEARNING TIME-SAVING	231	1.00	2.00	1.2251	.41856
ARE YOU LEARNING AS MUCH YOU WERE BEFORE SWITCHING TO ONLINE LEARNING	231	1.00	2.00	1.4372	.49712
ARE YOU FACING ANY CHALLENGES WHILE TAKING ONLINE CLASSES	231	1.00	2.00	1.2900	.45477
DO YOU WANT ONLINE MODE SHOULD BE USED AFTER THE PANDEMIC ALSO	231	1.00	2.00	1.4892	.50097
Valid N (listwise)	231				

TABLE 1 shows Descriptive Statistics

The above table shows the mean value and the standard deviation of the items representing the various parameters associated with online learning. In majority of the cases the mean value is came out to be near to 2 with the standard deviation of the range in-between 0.5-1.5. This indicates that majority of the respondents i.e., parents, teachers and students are at the consensus regarding the various parameters related to online teaching-learning. They are in support of this mechanism observing this present time of pandemic where the online teaching learning have been proved as a blessing.

1.6 CONCLUSION-

Despite the challenges associated with online learning mechanism especially in the study area wherein the major respondents are from Bhopal and Raisen district believes that online teaching-learning mechanism should be continued even after lockdown however, on the other side group of respondents are of opinion to switch to traditional learning mechanism once this pandemic is over. These two sets of perception actually give the thought of implementing blended approach which already UGC has declared to be implemented in the higher education institutions. The challenge is to have the perfect blend of online and traditional classroom learning mechanism to ensure quality education.

1.7 LIMITATION AND FUTURE SCOPE

This research was conducted considering the whole Madhya Pradesh Region as a sample. However, the data has been collected from majorly two districts and the sample is also very small to generalize any statement.

Similar researches could be conducted to focus on every state of the country and streamline the most preferred applications. The research findings could be compared with other states and countries to determine the perception towards online learning and classroom learning. Such kind of studies would help to develop a sustainable model for teaching-learning in order to support the SDG4 i.e., quality education.

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