

# An Evaluation of Students' Reception to Online Learning During COVID-19

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**Abstract:** COVID-19's fast proliferation has posed substantial concerns to the educational community. Online lectures have replaced traditional face-to-face classroom lectures. Students have been influenced by the abrupt shift to embrace changes in the learning approach from physical to virtual classes. The goal of this study is to find out what factors influence students' intentions to use e-learning during the COVID-19 pandemic. The study is empirical in nature and is based on primary data collected from the students of various universities, using a structured questionnaire and secondary data were collected from various published journals and websites. Respondents were chosen on a simple random sampling method. The data was analyzed and interpreted by applying the statistical tools such descriptive statistics and graphical representation in SPSS. The research highlighted the various challenges the students and teachers faced with the transition from conventional method to online mode. Most university faced difficulty as they had lack of infrastructure. The study concluded that the students have a reasonable level of self-efficacy with distant learning; they find the IT tools intuitive; they are comfortable with computers and the internet; and they intend to use online learning frequently. Students, despite their support for online learning, want to return to the classroom.

**Keywords:** COVID-19, Online learning, Technology, Traditional method, University.

## 1. Introduction

According to the World Health Organization, a pestilent pneumonia of unknown disease was discovered in Wuhan City, Hubei Province, China, in late December (Strzelecki, A.; Rizun, 2020). The World Health Organization (WHO) proposed a politician name for the virus on February 11, 2020, because the coronavirus diseases 2019 (COVID-19) is a disease that has rapidly spread over the world. Over one million cases of COVID 19 were reported from South Korea, China, Italy, Iran, and other countries between 15 January and 12 April 2020. (Strzelecki, A. 2020). Finally, the most recent WHO data (as of June 16, 2021) estimates that there are 1 billion 785 million cases of COVID-19 disease worldwide, with 3.8 million deaths.

As a result, many countries have implemented lockdowns and restrictions, including the closure of numerous educational institutions, in the hopes of preventing the spread of infection (Wheeler et al., 2010; Kawano and Kakehashi, 2015). A growing number of universities around the world, including the United States, India, China, South Korea, and many more, have shifted to online learning from the conventional method.

Online learning is focused on online learning, which requires both students and teachers to have technical skills and expertise (U S Department of Education, 2010). In a comparative study, online learners had a far lower success rate than face-to-face learners. The scholars' opinion was backed by motivation, contentment, and attendance (Adams, et al, 2015). Within the context of the previous observation. When compared to hybrid and face-to-face students. Hybrid students performed poorly in terms exams, whereas face-to-face students can clarify their doubts with the help of an educator, this is not the case for online students 2016 (Powers, Brooks, Galazyn, Donnelly)

The goal of this study is to find out how students feel about the university's transition to online learning policy, specifically whether they accept the communication tools utilised in online learning. The authors intend to conduct a poll among university students to attain this purpose. This is how the document is laid out to demonstrate the structure.

## 2. Review Literature

- 1) Since Covid 19, all the cities, transportation, businesses, educational institutions, and other daily works of individuals was partially suspended (Peters, et al, 2020). The Chinese Universities offered number of online courses has exceeded 500-million and almost 300-million people has taken part in it due to rapid development of open online courses (Shang & Cao, 2017). The number of universities around the world has rapidly shifted from offline to online learning. Many education institutions depend upon online education. The unexpected outbreak of Covid19 pandemic.
- 2) The Peking University has launched live online programs of 1824 graduate online courses and 2613 undergraduate online courses to make sure that the teaching operation is normal with 44700 students stays home or dorms (Lei, 2020).
- 3) There is a rapid increase towards online teaching due to pandemic, as colleges and universities are closed thanks to covid19 pandemic, as this is the only option left (Martinez, 2020). Students who are learning online are unable to manage and are not satisfied (Artino, 2007; Puziffero, 2008).
- 4) A study conducted in China, it addressed that the anxiety of the scholars is connected with online learning (Wang &

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Zhao, 2020). Online education provides top quality education to mass students (Bates, Moore & Anderson, 2003).

- 5) In a survey conducted since March teachers agreed that, they need not be prepared for online teaching and students who have no logins to finish the given assignments (DeWitt, Herold & Yettick, 2020). Thanks to online system, many students are not ready to handle their course nature, which needs practical knowledge, and previously many courses were offline (Gomez, et al, 2020).

### 3. Statement of problem

Due to the circumstances, education classes are compelled to use distance learning instead of traditional learning. The university was having trouble transitioning from classroom format to online style of instruction. Students who learn online struggle to keep up and are dissatisfied. The anxiousness of scholars is linked to online learning, according to a study done in China. The goal of this study is to see how students feel about the university's shift to online learning policies, specifically whether they accept the communication tools that are utilised for online learning. The author intends to collect the data among university students to attain this purpose.

### 4. Scope of the Study

The study highlights the emerging trends in the educational sector during Covid 19 in the competitive scenario and the major problems faced by the students. Thus, although finding new alternatives remains very important, the emphasis is towards the comfort level or disprove the relationship between students' perceptions of technology and the detrimental effect that technology may have on students' ability. A person's perceived efficacy" for performing a task tends to be a better predictor of that task's outcome than past performance.

### 5. Limitations of the Study

The article gives an outline of the circumstances that the higher education institutions have faced since the pandemic began in March 2020. The report should not be understood as presenting a complete picture of the issues that higher education faces. In today's context, the author believes that sharing experience is vital, and that each university makes a substantial contribution to the worldwide battle to adapt. More surveys of the country's educational institutions, including new case studies, are fair and required, according to the author. The author also predicts that after the epidemic, when life and work resume (without constraints or health hazards), the global level of education will be even greater.

### 6. Research Methodology

This research work is dependent on primary data that was collected from students from various fields of education and secondary data collected from various online published sources and journals.

*A. Types of Research:* The proposed study is descriptive in nature.

*B. Type of Data:* The proposed study includes both primary and secondary data

*C. Sources of Data:* Primary data and secondary data were collected for the purpose of the study. A structured questionnaire was issued to gather primary data. Secondary data was collected from various articles, journals, websites.

*D. Sampling Design:* The sampling design for the study were the students who had attended online classes from the start of March 2020. Simple random sampling was used.

*E. Data Analysis Procedure:* The data collected was obtained using descriptive statistics and the results were interpreted using SPSS.

### 7. Objectives of the Study

1. To study the student's attitude towards University's policy of transition to online learning.
2. To examine if they accept the various communication tools used for online learning.
3. To study the student's preference towards online learning or offline learning.

### 8. Data Analysis

*A. Experience*

1) *I enjoy using computers*

Table 1

|         | Frequency | Percent | Valid Percent | Cumulative percent |
|---------|-----------|---------|---------------|--------------------|
| Valid 1 | 101       | 22.3    | 22.3          | 22.3               |
| 2       | 79        | 17.5    | 17.5          | 39.8               |
| 3       | 137       | 30.3    | 30.3          | 70.1               |
| 4       | 89        | 19.7    | 19.7          | 89.8               |
| 5       | 46        | 10.2    | 10.2          | 100.0              |
| Total   | 452       | 100.0   | 100.0         |                    |

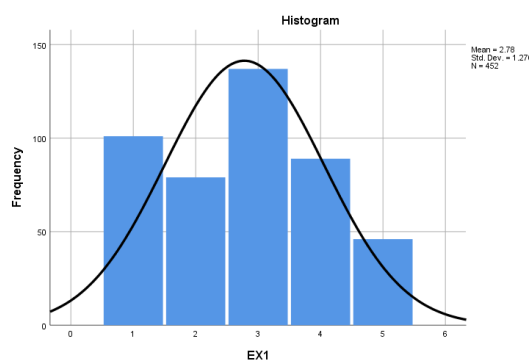


Fig. 1.

*Interpretation:*

Here for this question the responses are as follows, 22.3% have strongly disagreed, 17.5% have disagreed, 30.3% were neutral, 19.7% have agreed, and 10.2% have strongly agreed to the question.

2) *I am comfortable using the internet*

Table 2

|         | Frequency | Percent | Valid Percent | Cumulative percent |
|---------|-----------|---------|---------------|--------------------|
| Valid 1 | 103       | 22.8    | 22.8          | 22.8               |
| 2       | 93        | 20.6    | 20.6          | 43.4               |
| 3       | 130       | 28.8    | 28.8          | 72.1               |
| 4       | 73        | 16.2    | 16.2          | 88.3               |
| 5       | 53        | 11.7    | 11.7          | 100.0              |
| Total   | 452       | 100.0   | 100.0         |                    |

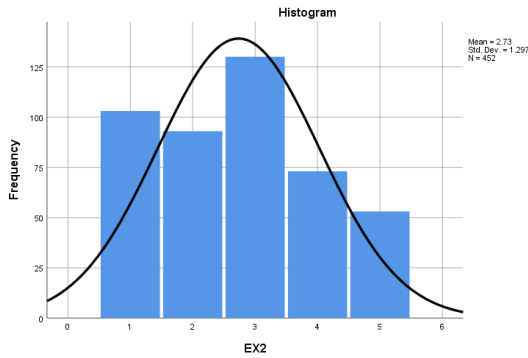


Fig. 2.

*Interpretation:*

Here for this question the responses are as follows, 22.8% have strongly disagreed, 20.6% have disagreed, 28.8% were neutral, 16.2% have agreed, and 11.7% have strongly agreed to the question.

3) *I am comfortable saving and locating files*

Table 3

|         | Frequency | Percent | Valid Percent | Cumulative percent |
|---------|-----------|---------|---------------|--------------------|
| Valid 1 | 107       | 23.7    | 23.7          | 23.7               |
| 2       | 105       | 23.2    | 23.2          | 46.9               |
| 3       | 116       | 25.7    | 25.7          | 72.6               |
| 4       | 83        | 18.4    | 18.4          | 90.9               |
| 5       | 41        | 9.1     | 9.1           | 100.0              |
| Total   | 452       | 100.0   | 100.0         |                    |

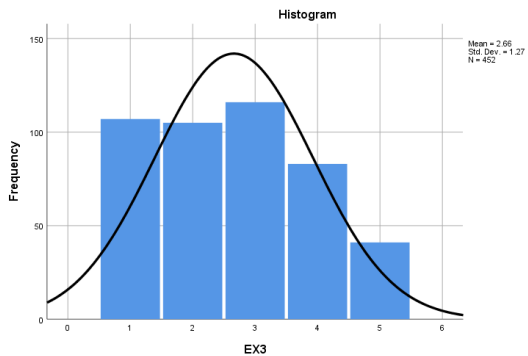


Fig. 3.

*Interpretation:*

Here for this question the responses are as follows, 23.7% have strongly disagreed, 23.2% have disagreed, 25.7% were neutral, 18.4% have agreed, and 9.1% have strongly agreed to the question.

B. *Enjoyment*

1) *I find online learning process enjoyable*

Table 4

|         | Frequency | Percent | Valid Percent | Cumulative percent |
|---------|-----------|---------|---------------|--------------------|
| Valid 1 | 26        | 5.8     | 5.8           | 5.8                |
| 2       | 48        | 10.6    | 10.6          | 16.4               |
| 3       | 148       | 32.7    | 32.7          | 49.1               |
| 4       | 102       | 22.6    | 22.6          | 71.7               |
| 5       | 128       | 28.3    | 28.3          | 100.0              |
| Total   | 452       | 100.0   | 100.0         |                    |

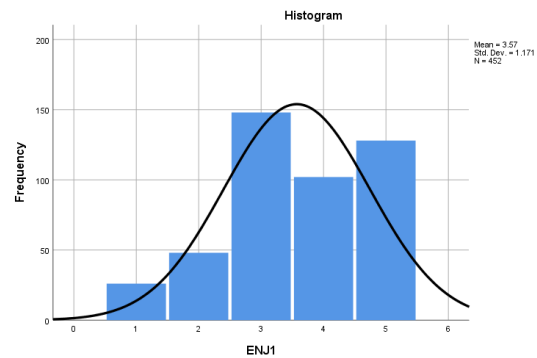


Fig. 4.

*Interpretation:*

The results for the questions asked are as follows: 5.8% Strongly disagreed, 10.6% disagreed, 32.7% of the respondents were neutral about it whereas 22.6% have agreed and the rest 28.3% have strongly agreed to the given questions.

2) *The actual process of using online learning is pleasant*

Table 5

|         | Frequency | Percent | Valid Percent | Cumulative percent |
|---------|-----------|---------|---------------|--------------------|
| Valid 1 | 23        | 5.1     | 5.1           | 5.1                |
| 2       | 60        | 13.3    | 13.3          | 18.4               |
| 3       | 168       | 37.2    | 37.2          | 55.5               |
| 4       | 98        | 21.7    | 21.7          | 77.2               |
| 5       | 103       | 22.8    | 22.8          | 100.0              |
| Total   | 452       | 100.0   | 100.0         |                    |

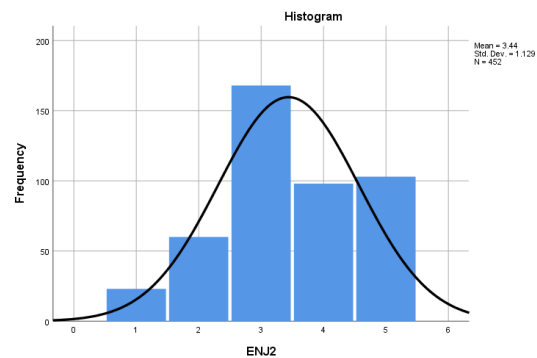


Fig. 5.

*Interpretation:*

The results for the questions asked are as follows: 5.1% Strongly disagreed, 13.3% disagreed, 37.2% of the respondents were neutral about it whereas 21.7% have agreed and the rest

22.8% have strongly agreed to the given questions.

3) *I have fun using online learning*

Table 6

|         | Frequency | Percent | Valid Percent | Cumulative percent |
|---------|-----------|---------|---------------|--------------------|
| Valid 1 | 27        | 6.0     | 6.0           | 6.0                |
| 2       | 45        | 10.0    | 10.0          | 15.9               |
| 3       | 147       | 32.5    | 32.5          | 48.5               |
| 4       | 101       | 22.3    | 22.3          | 70.8               |
| 5       | 132       | 29.2    | 29.2          | 100.0              |
| Total   | 452       | 100.0   | 100.0         |                    |

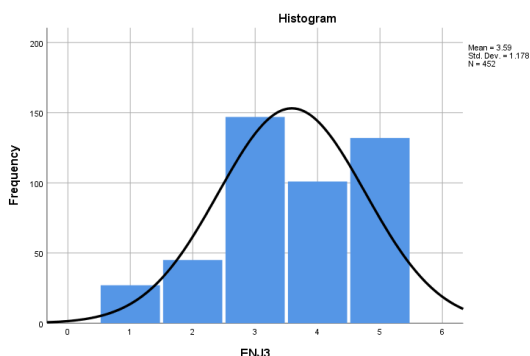


Fig. 6.

*Interpretation:*

The results for the questions asked are as follows: 6.0% Strongly disagreed, 10.0% disagreed, 32.5% of the respondents were neutral about it whereas 22.3% have agreed and the rest 29.2% have strongly agreed to the given questions.

**9. Findings**

The result in accordance with all the dimensions show the following:

- Students prior experience has a significant impact on users' acceptance of online learning. 22.3% of the respondents totally disagree to the fact that they enjoy using computers whereas only 10.2% have strongly agreed to this point and 30.3% have neutral opinion about it. The reasons for disagreeing could be because of fact that they must sit lonely for longer durations in front of PCs with a lot of other distractions and some may not be used to modern technology.
- 28.8% were neutral, 16.2% have agreed, and 11.7% have strongly agreed to the question if they are comfortable using the internet but 22.8% strongly feel uncomfortable and the reasons for this could be that network keeps fluctuating especially in rural areas, chances of virus or bugs entering into software's.
- Majority of the respondents i.e., 23.7% strongly disagree to the point that they do not feel comfortable in saving and locating files as security of confidential information is always a concern since there are high chance of information being hacked or leaked out.
- Shift in education system due to outbreak of covid 19 has given a positive impact on online learning process. Being able to access the meet at convenience from anyplace,

access to recordings anytime, flexible schedule, balance between study commitments and pursue their passions have resulted in 28.3% of respondents strongly agree that they enjoy learning online, 22.6% just agree to it, 32.7% are neutral about it and only 5.8% strongly disagree to this fact. 22.8% strongly agree, 21.7% agree, 37.2% are neutral, 13.3% disagree and remaining 5.1% strongly disagree to the fact that they find the actual process of using online learning as pleasant.

- 29.2% of respondents strongly agree, 22.3% agree and just 6.0% strongly disagree to the question whether they have fun using online learning. The positive responses could be because of fact that online learning permits every student to have equal opportunity to participate in classroom discussion which increases student interactions and gain more knowledge, usage of videos, pictures can have a lasting impact in minds of hearers, presentations can be made livelier and more interactive thereby creating a good impression in site of invigilators.

**10. Suggestions**

Students say that in the last few months (since March 2020), online learning has enhanced their effectiveness through improving course performance and productivity. They have a moderate to high level of trust in online learning. Students find online learning tools and software to be simple to use and comprehend the principles behind them. Some teachers found it difficult to change traditional teaching methods and strategies, which may have resulted in a modest drop in teaching quality when compared to traditional study methods. If they could contact with classmates and teachers in person rather than through a computer screen, less than half of the students stated they would return to traditional education. They were perplexed by the intentions to take course tests and diploma exams online, as well as exhibit their work to a higher authority.

This research was undertaken during the coronavirus epidemic, which affected every country. All educational institutions were taken aback and were compelled to react swiftly to the new reality. Because many institutions will be functioning remotely (or partially) in the coming months, the author feels the research findings will be beneficial to university policymakers. Any new distance learning instrument, technique, or guideline should be introduced slowly and with sufficient planning. Student attitude toward adopting technology is influenced by how the technology is presented to them as one of the most important acceptance variables—the initial impression is critical.

**11. Conclusion**

In May–June 2020, when all universities were compelled to move to online study due to the coronavirus outbreak, an online poll of full-time and part-time students was undertaken. This survey invited students to express their opinions on the acceptability of online learning. They have a reasonable level of self-efficacy with distant learning; they find the IT tools

intuitive; they are comfortable with computers and the internet; and they intend to use online learning frequently. Students, despite their support for online learning, want to return to the classroom. If Higher Education Institutions are required to function online pursuant to COVID-19, this research is critical for policymaking.

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