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### Assess the perception towards online teaching among school going students and undergraduate students during COVID pandemic

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#### Abstract

Due to COVID 19 pandemic the educational system have been forced to shut down in order to prevent the spreading of virus which immensely affected the traditional learning method and creates the demand of online classes. In this study the main aim is to assess the perception towards online teaching among school going and undergraduate students. A Quantitative approach with descriptive research design was conducted to assess the perception towards online teaching among school going students and undergraduate students during COVID Pandemic. Non-probability convenient sampling technique was used to select the samples of 60 students [30-school students, 30-undergraduate students. The data collection includes collecting demographic data and the samples were asked to fill the online survey self-questionnaire. The finding revealed that among school students 22(73.33%) had moderate level of perception, 5(16.67%) had poor perception and 3(10%) had good perception towards online teaching during COVID pandemic. It also shows that among college students 14(46.67%) had moderate level of perception, 10(33.33%) had poor perception and 6(20%) had good perception towards online teaching during COVID pandemic. It clearly portrays that the mean score of perception among school students was  $24.73 \pm 6.32$  and the mean score of perception towards college students was  $24.57 \pm 6.39$ . The calculated student independent 't' test value of  $t = 0.101$  was not found to be statistically significant. This clearly infers that there was no significant difference in the level of perception towards online teaching between the school and college students.

**Keywords:** COVID19, online learning, student's perception

#### Introduction

With the COVID-19 -a novel corona virus disease spreading across the globe, many countries have ordered closure of all educational institutes. Educational institutions have come to a functional standstill since they had to protect their students from viral exposures, which are likely in a highly socializing student community. In the beginning of February 2020, schools only in China and a few other affected countries were closed due to the proliferating contamination. However, by mid-March, nearly 75 countries have implemented or announced closure of educational institutions. As on 10th March, school and university closures globally due to the COVID-19 has left one in five students out of school. According to UNESCO, by the end of April 2020, 186 countries have implemented nationwide closures, affecting about 73.8% of the total enrolled learners (UNESCO, 2020) <sup>[1]</sup>.

As the schools and colleges are shut for an indefinite period, both educational institutions and students are experimenting with ways to complete their prescribed syllabi in the stipulated time frame in line with the academic calendar. These measures have certainly caused a degree of inconvenience, but they have also prompted new examples of educational innovation using digital interventions. This is

a silver lining on a dark cloud considering the sluggish pace of reforms in academic institutions, which continues with millennia-old lecture-based approaches in teaching, ingrained institutional biases and obsolete classrooms. Nevertheless, COVID-19 has been a trigger for educational institutions worldwide to pursue creative approaches in a relatively short notice. During this time, most of the universities have shifted to online mode using Blackboard, Microsoft Teams, Zoom, or other online platforms <sup>[2]</sup>. Educational institutions in India have also made a transition to online teaching environment soon after Union Government's decision to impose nation-wide lock-down for 21 days from 25th March, 2020 which was later extended for 19 more days. However, the major concern is about the quality of learning which is closely related with how well the content is designed and executed. Effectiveness of learning also depends on how the content is curated to online environment and also in understanding and addressing the constraints faced by students. The study is even more relevant considering that in India the system of online education has never been tried at this scale and this is like a massive social experiment. Further, in agriculture education sector, the curriculum of agriculture gives a lot of importance to practical aspects and adopting it to online

platform can decide the effectiveness. In this line, we have examined Indian agricultural students' perception regarding online education and various attributes which could make the online learning more effective and successful (Muthuprasad T, *et al.*, 2021) [3].

Practically, many schools and colleges draw attention to web based learning (e-learning platforms) for their key action plan by 2019, however not all acted with power and assurance to actualize these action plans. Presently, in this pandemic situation many institutions are focusing on these issues. They will likewise acknowledge how fundamental an interest in staff and teacher's turn of events and preparing is for the effective usage of value web based learning just as the requirement for a strong innovation foundation (Jung Y, Lee J, 2018) [4].

UNESCO (United Nation Education Scientific and Cultural Organization) report shows that around 91% of total global student activity has been disrupted (COVID-19 Educational response) [5].

With the spread of COVID-19, we believe the global scale of online courses will grow sharply. Therefore, there should be more focus and attention paid to the occurrent online teaching model, and we do call for more practice of online teaching to avoid the transfer of personnel to reduce the risk of cross-infection to the minimum (Hongyu Jin, 2021) [6]. In the recent time, the research on exploring students' perception and their expectation from e-learning has been on surge (Armstrong, D., 2011) and (Biswas, B.; Roy, S.K.; Roy, F., 2020) [7].

"National Center for Education Statistics" has reported the growing requirement of e-learning due to its increasing acceptance recently. Several studies indicate that most of the students enrolled in online courses are satisfied with the mode of learning. However, studies also reveal that perceptions of learners are affected by a host of factors (Shrestha, E., *et al.*, 2019 and Salloum, S.A, 2019) [8].

Online learning is still new, and it is continuously evolving by the rapidly changing technologies. More efforts are required by all online educators to integrate pedagogy with technologies in order to enhance student learning. In nutshell, online discourse as a communication activity could be very beneficial in current online learning environment to the students or learners, by providing a space for information exchange and to generate deeper thinking, but only if educators understand how it would work and how students learn in the online environment (Zhu, X., 2018) [9].

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. At this prevailing situation of virtual teaching and setting of new normal of teaching-learning methodology, it becomes all more important to get to know the opinion of learners and to explore learners' inclination towards this novel teaching methodology, such as their degree of adaptation and amendment if any they would like to suggest for the same or want to reject it altogether. Against such a backdrop, this study aims to examine the perception of e-learning during COVID-19 lockdown period. So the investigator selected this topic which will provide a better understanding of online teaching among school and college students.

## Methods and Materials

A Quantitative approach with descriptive research design was conducted to assess the perception towards online teaching among school going students and undergraduate students during COVID Pandemic. The formal permission was obtained from the Principal, Saveetha College of Nursing. The investigator selected 60 students [30-school students, 30-undergraduate students] by non-probability convenient sampling technique. Inclusion Criteria for the samples were Students who are willing to participate in the study and Students who are available at the time of study. Exclusion Criteria for the samples were the Students who are not willing to participate in the study. The investigator first introduced her to the School and college students and developed a good rapport with them. An informed consent was obtained from the students and confidentiality of the responses assured. The data collection includes collecting demographic data and the samples were asked to fill the online survey self-questionnaire and each student took 20 – 30 minutes to answer the questions the data collected were organized and tabulated for further data analysis and interpretation.

## Results and Discussion

### Section A: Description of the demographic variables of students.

**Table 1:** Frequency and percentage distribution of demographic variables of school students and college students. N=60(30+30)

Demographic Variables	School Students		College Students	
	No.	%	No.	%
<b>Age</b>				
15 to 18	30	100.0	0	0
18 and above	0	0	30.0	100.0
<b>Gender</b>				
Male	9	30.0	10	33.3
Female	21	70.0	20	66.7
<b>Education</b>				
School	30	100.0	0	0
College	0	0	30	100.0
<b>Which device you prefer for online learning?</b>				
Laptop	9	30.0	6	20.0
Desktop Computer	12	40.0	8	26.7
Smartphones	9	30.0	16	53.3
<b>Previous experience in e-learning?</b>				
Yes	1	3.3	5	16.7
No	29	96.7	25	83.3

The table 1 shows that, among school students, all 30(100%) were aged between 15 to 18 years. Regarding gender, 21(70%) were female and 9(30%) were male, all 30(100%) were school students 12(40%) prefer desktop computer for online learning and 29(96.7%) had no previous experience in e-learning.

The table also shows that among college students, all 30(100%) were aged 18 years and above and were college students. With respect to gender, 20(66.7%) were female and 10(33.3%) were male.

### Section B: assessment of level of perception towards online teaching during COVID pandemic among school students and college students.

**Table 2:** Frequency and percentage distribution of level of perception towards online teaching during COVID pandemic among school students and college students N = 60(30+30)

Level of Perception	School Students		College Students	
	No.	%	No.	%
Poor ( $\leq 50\%$ )	5	16.67	10	33.33
Moderate (51 – 75%)	22	73.33	14	46.67
Good ( $>75\%$ )	3	10.0	6	20.0

The above table 2 shows that among school students 22(73.33%) had moderate level of perception, 5(16.67%) had poor perception and 3(10%) had good perception towards online teaching during COVID pandemic.

The table 2 also shows that among college students 14(46.67%) had moderate level of perception, 10(33.33%) had poor perception and 6(20%) had good perception towards online teaching during COVID pandemic.

The present study is supported by Samiullah Dost *et al.*, (2020) [10] conducted a study to investigate perceptions of medical students on the role of online teaching in facilitating medical education during the COVID-19 pandemic. The samples were Medical students across all years from UK-registered medical schools. 2721 medical students across 39 medical schools responded. Medical schools adapted to the pandemic in different ways. A significant difference was found between time spent on online platforms before and during COVID-19, with 7.35% students before versus 23.56% students during the pandemic spending >15 hours per week ( $p < 0.05$ ). The greatest perceived benefits of online teaching platforms included their flexibility. Whereas the commonly perceived barriers to using online teaching platforms included family distraction (26.76%) and poor internet connection (21.53%). Online teaching has enabled the continuation of medical education during these unprecedented times. Moving forward from this pandemic, in order to maximize the benefits of both face-to-face and online teaching and to improve the efficacy of medical education in the future, it was suggest medical schools resort to teaching formats such as team-based/ problem-based learning. This uses online teaching platforms allowing students to digest information in their own time but also allows students to then constructively discuss this material with peers. It has been found to be effective in terms of achieving learning outcomes.

**Table 4:** Association of level of perception towards online teaching during COVID pandemic among school students with their selected demographic variables n = 30

Demographic Variables	Poor		Moderate		Good		Chi-Square Value
	No.	%	No.	%	No.	%	
<b>Previous experience in e-learning?</b>							$\chi^2=9.310$ d.f=2 p = 0.010 S**
Yes	0	0	0	0	1	3.3	
No	5	16.7	22	73.3	2	6.7	

\*\*<0.01, S – Significant

The table 4 shows that the demographic variable previous experience in e-learning had shown statistically significant association with level of perception towards online teaching during COVID pandemic among school students at  $p < 0.01$  level and the other demographic variables had not shown statistically significant association with level of perception towards online teaching during COVID pandemic among school students.

### Section C: Comparison of level of perception between school students and college students during COVID pandemic.

**Table 3:** Comparison of perception towards online teaching during COVID pandemic between school students and college students N = 60(30+30)

Groups	Mean	S.D	Student Independent 't' test Value
School Students	24.73	6.32	t = 0.101 p = 0.920 N.S
College Students	24.57	6.39	

N.S – Not Significant

The table 3 portrays that the mean score of perception among school students was  $24.73 \pm 6.32$  and the mean score of perception towards college students was  $24.57 \pm 6.39$ . The calculated student independent 't' test value of  $t = 0.101$  was not found to be statistically significant. This clearly infers that there was no significant difference in the level of perception towards online teaching between the school and college students.

The present study was supported by Karl L. Smart and James J. Cappel (2006) [11] conducted a study which examines students' perceptions of integrating online components in two undergraduate business courses where students completed online learning modules prior to class discussion. The results indicate that participants in an elective course rated the online modules significantly better than those in a required course. Overall, participants in the elective course rated the online modules marginally positive while those in the required course rated them marginally negative. These outcomes suggest that instructors should be selective in the way they integrate online units into traditional, classroom-delivered courses. This integration should be carefully planned based on learner characteristics, course content, and the learning context. For most participants of the study (83 percent), this was their first experience completing an online learning activity or module. In addition, the largest dissatisfaction factor reported among the participants was the time required to complete the online modules.

### Section D: Association of level of perception with selected demographic variables.

#### Association of level of perception towards online teaching during COVID pandemic among college students with their selected demographic variables.

The study shows that none of the demographic variables had shown statistically significant association with level of perception towards online teaching during COVID pandemic among college students.

## Conclusion

The analysis revealed that there is no difference in the level of perception between the school students and undergraduate students. The researcher concluded that in the process of ensuring the quality of online education, the instructor plays a key role. Not only because the instructor “faces” the students directly, but also because more responsibility has been put on the instructor’s shoulder. The administrator should provide sufficient supports (training, administrative, monetary, and promotional), hire qualified faculty, and motivate faculty to provide effective online teaching. The findings of this study indicated that majority of the students evinced a positive attitude towards online classes in the wake of corona. The online learning was found to be advantageous as it provided flexibility and convenience for the learners.

## Source of funding

None

## Conflicts of interest

The author declare no conflicts of interest.

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