

A study on attitude of students adopting off – campus classes through online mode during covid – 19 lock down with reference to Chennai city

¹Mariyappan N., ²Mariyammal N.

¹Research scholar, Department of commerce, SRMIST, Chennai

²Research scholar, Department of Engineering and Technology, SRMIST, Chennai

¹Email – gananathan1160@gmail.com

²Email – baelukapoor@gmail.com

Abstract: *One of the most significant occurrences in the weeks and months since Covid-19's spread and subsequent lockdown has been the movement of educational institutes to go online for their communication, instruction, and tutoring of students in all fields and specialties. With students spread across the country, the online experience has been crucial in ensuring that students continue to learn and engage in the courses they have chosen, as well as that schools finish their syllabus and teaching on time. One of the most common criticisms about online education is that it lacks the "personal" touch of a traditional classroom setting. The online platform has challenged students to be more turned on and attentive because a model was broken and behaviours in class did not actually shift to this new setting.*

Key Words: *Online class, Covid – 19, Lockdown, Pandemic, classroom experience, Personal touch.*

1. INTRODUCTION:

The entire student community struggled to cope when entire countries and educational institution blocks were shut down due to COVID-19. It had to adjust to a student culture that was wary of leaving their houses or interacting with strangers in any way. Students were the ones who suffered the most as a result of the epidemic's lockdown and quarantine measures. Even if the impacts of the pandemic on students' education will take time to appear, we may examine what they have been so far and what changes educational institutions have made to adapt to successful teaching and learning. Many people assume that classrooms are one-way, but they may be interactive, with faculty using tools like screen-share, chat, and whiteboard to engage and entice students to connect with one another and with the faculty, resulting in a better learning experience. A synopsis of the article is provided below. It all starts with recognising the problem and conducting a literature research on how students are using digital technologies for their online learning. Following that, the research methodologies used in this study will be presented. The analysis, findings, recommendations, and conclusions are then presented.

1.1 IDENTIFIED PROBLEM

The study investigates the adaptability of online classes as well as the various factors that determine their acceptance. This study tries to demonstrate why students have accepted online teaching methods during the COVID – 19 epidemics, with a focus on Chennai. This study aims to determine how students use online mode learning in their regular studies, as well as the factors that influence students' willingness to attend online classes. It also aims to examine students' perceptions of ease and convenience when using online mode.

2. LITERATURE REVIEW:

- **(Luekens et al., 2004)**^[1] In this article, the author determined that in online courses, instructor quality has a considerable impact on student happiness. Instructor quality refers to a professional who is aware of students' educational needs, has unique teaching abilities, and knows how to meet those requirements.
- **(Lee, 2014)**^[2] In this study the author claimed that course design, instructor quality, rapid feedback, and students' expectations are the four most important drivers of learning outcome and satisfaction in online classrooms.
- **(Budur et al., 2019)**^[3] According to the author of this essay, not meeting students' expectations might lead to poor learning and dissatisfaction with the course. Student satisfaction is described as a student's ability to compare the desired benefit with the observed effect of a product or service.
- **(Shehzadi et al., 2020)**^[4] UNESCO supports remote learning programmes and open educational applications during school closures induced by COVID-19 in this study so that schools and teachers can continue to educate their students when the school is closed. As a result, many institutes opt for online classes.

3. OBJECTIVES OF STUDY

- ❖ To find out the attitude of the students attending online classes during continuous lock down.
- ❖ To collect the opinion of the students about online Evaluation system.
- ❖ To find the problems faced by them, while attending classes through online mode.
- ❖ To analyse the reasons to adopting online classes during pandemic.
- ❖ To analyse whether the E – Study materials given by the tutor are effective or not.

4. RESEARCH METHODOLOGY

A total of 135 participants were selected using a basic random sample procedure as respondents. In this study, both primary and secondary data were used. The questionnaire served as a tool for gathering information from respondents. The research largely relies on primary data. Secondary data was gathered from a variety of sources, including newspapers, journals, and the internet. The data is analysed using the SPSS 20 software. The statistical procedures used were the chi-square test, ANOVA, and correlation test.

5. LIMITATION OF THE STUDY:

- ❖ This study is conducted with reference to Chennai district. So, it is difficult to study the impact of COVID – 19 on large population of student society.
- ❖ The sample size is limited to 135 responses due to time constrain.
- ❖ The data is collected only from the students who attending online classes.

6. HYPOTHESIS OF THE STUDY:

1. H_0 = There is no significant relation between willingness to attend online classes and effective teaching instruction given by teachers / professors.
2. H_0 = There is no significant relation between willingness to attend online classes and paying full attention during online classes.
3. H_0 = There is no significant relation between obtaining proper study materials for the exam preparation from tutors and usefulness of study materials to pass their examination.

7. DATA ANALYSIS :

TABLE 1.1 (Demographic Variable of Respondents (Students))

Demographic factors	Options	Frequency	Percent
Age	10 – 15	15	11.1
	15 – 20	69	51.1
	20 – 25	51	37.8
Qualification	High school	15	11.1
	Higher secondary	33	24.4
	UG	36	26.7
	PG	51	37.8
Family Income	50000 – 150000	38	28.1
	150000 – 250000	67	50
	250000 – 500000	30	22.2
Gender	Male	83	61.5
	Female	52	38.5

Primary data

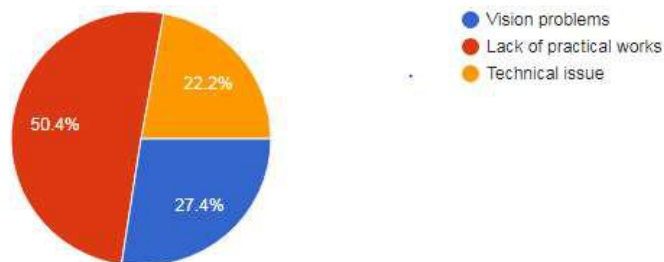
Table 1 shows that majority (51.1 per cent) of the respondents belong to the age group of between 15 – 20 years, majority (61.5 per cent) of the respondents are male, majority (37.8 per cent) of the respondents are pursuing their Post Graduate degree, majority (50 per cent) of the respondents family income between 150000 – 250000 per month.

What are the problems you have faced during online classes in lock down?

TABLE 1.2 (Problems faced by students)

Particulars	Frequency	Percent	Valid percent	Cumulative percent
Vision related problems	37	27.4	27.4	27.4
Lack of practical works	68	50.4	50.4	77.8
Technical issue	30	22.2	22.2	100
Total	135	100	100	

Chart 1.2



Problems faced by students

INTERPRETATION

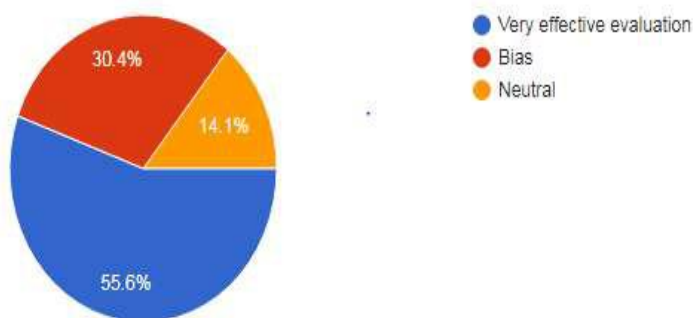
This study gives a clear picture of the table showing that majority of the respondents faced the problem of lack of practical works and physical interaction during online classes and the response were 50.4%. Vision related problems and Technical issue are also affecting the adoption of online mode learning drastically and the responses were 27.4% and 22.2% respectively.

Student’s opinion about online assessment.

TABLE 1.3 (Student’s opinion about online assessment)

Problems	Frequency	Percent	Valid percent	Cumulative percent
Very effective evaluation	75	55.6	55.6	55.6
Bias	41	30.4	30.4	86
Neutral	19	14.1	14.1	100
Total	135	100	100	

Chart 1.3



Opinion

INTERPRETATION

The study shows that the students mainly consider the online evaluation systems are very effective and response for the same was 55.6%. Bias in evaluation system and Neutral evaluation systems are also being considered by the students and the response were 30.4% and 14.1% respectively.

HYPOTHESIS TESTING

Chi – square test for willingness to attend online classes and effective teaching instruction.

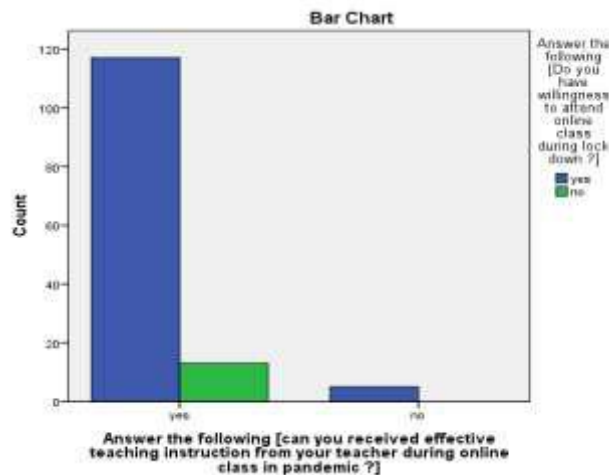
H₀ = There is no significant relation between willingness to attend online classes and effective teaching instruction given by teachers / professors.

H₁ = There is a significant relation between willingness to attend online classes and effective teaching instruction given by teachers / professors.

TABLE 2.1 (Chi-Square Tests)

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	.553 ^a	1	.457		
Continuity Correction ^b	.000	1	1.000		
Likelihood Ratio	1.033	1	.310		
Fisher's Exact Test				1.000	.598
Linear-by-Linear Association	.549	1	.459		
N of Valid Cases	135				

a. 2 cells (50.0%) have expected count less than 5. The minimum expected count is .48.



INTERPRETATION

The significant value 0.457 is more than 0.05 which is significant at 5% level. It infers that the null hypothesis is accepted and the alternative hypothesis is rejected. There is no significant relation between willingness to attend online classes and effective teaching instruction given by teachers / professors. Hence, students are not attracted by effective teaching method during online classes.

Correlation test for willingness to attend online classes and paying full attention during class instruction.

H₀ = There is no significant relation between willingness to attend online classes and paying full attention during online classes.

H₁ = There is a significant relation between willingness to attend online classes and paying full attention during online classes.

TABLE 2.2 (Correlations)

		Do you have willingness to attend online class during lock down	Can you pay full attention in your online class like traditional class room
Do you have willingness to attend online class during lock down?	Pearson Correlation	1	.099
	Sig. (2-tailed)		.251
	N	135	135
Can you pay full attention in your online class like traditional class room	Pearson Correlation	.099	1
	Sig. (2-tailed)	.251	
	N	135	135

INTERPRETATION

The significant value of 0.251 is more than 0.05 which is significant at 5% level. It infers that the null hypothesis is accepted and the alternative hypothesis is rejected. There is no significant relation between willingness to attend online classes and paying full attention during online classes. Hence, the students who are willing to attend the online classes may not pay full attention in class’s instruction due to some distraction.

ANOVA test for obtaining proper study materials for the exam preparation from tutors and usefulness of study materials for their exam preparation.

H₀ = There is no significant relation between obtaining proper study materials for the exam preparation from tutors and usefulness of study materials to pass their examination.

H₁ = There is a significant relation between obtaining proper study materials for the exam preparation from tutors and usefulness of study materials to pass their examination.

TABLE 2.3 (ANOVA)

Is the study materials given by tutor during online class is helpful to qualify examination

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.230	1	.230	4.159	.043
Within Groups	7.293	132	.055		
Total	7.522	133			

INTERPRETATION

The significant value of 0.043 is less than 0.05 which is significant at 5% level. It infers that the null hypothesis is rejected and the alternative hypothesis is accepted. There is a significant relation between obtaining proper study materials for the exam preparation from tutors and usefulness of study materials for their exam preparation. Hence, the study E – materials which are given by the teachers/ professors are very helpful for the students to prepare their examination and to get pass marks in the respective subjects.

8. MAJOR FINDINGS FROM THE HYPOTHESIS TESTING:

- There is no significant relation between willingness to attend online classes and effective teaching instruction given by teachers / professors. Hence, students are not attracted by effective teaching method during online classes. **(Chi – square test)**
- There is no significant relation between willingness to attend online classes and paying full attention during online classes. Hence, the students who are willing to attend the online classes may not pay full attention in class’s instruction due to some distraction. **(Correlation)**
- There is a significant relation between obtaining proper study materials for the exam preparation from tutors and usefulness of study materials for their exam preparation. Hence, the study E – materials which are given by the teachers/ professors are very helpful for the students to prepare their examination and to get pass marks in the respective subjects. **(ANOVA)**

9. CONCLUSION:

Even though many students were unfamiliar with online learning before pandemic lock down, they were found to be more enthusiastic about it because of its multiple benefits. Almost all of the students said that they were willing to come in flexible study hours; they could spend quality time with their studies during the lockdown period and be stress-free. Later, it turned out to be the other way around, as students began to experience issues such as eyesight problems, a lack of sufficient internet access (a technical difficulty), and the pressure to complete assignments on time. Finally, there are both positive and bad aspects to students' attitudes on taking online classes amid pandemic lockdown.

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