

## **ONLINE LEARNING DURING COVID-19 PANDEMIC: YOUNG GRADUATES PERSPECTIVE: AN EMPIRICAL STUDY**

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### **ABSTRACT:**

The unforeseen outbreak of Covid-19, a deadly disease caused by a Coronavirus (SARS-CoV-2) terrified the entire world. Educational institutions (schools, colleges, and universities) are mainly based on traditional methods of learning, i.e., face-to-face lectures in a classroom. Many colleges and institutions have been forced to close indefinitely due to the Covid-19 pandemic outbreak. This situation presented a challenge to the Indian education system, forcing educators to shift to an online way of learning overnight. Issues surrounding the preparedness, layout, and implementation of online learning remain unanswered, particularly in a developing country, where technical constraints such as device compatibility and bandwidth availability represent a severe problem. It is unlikely that normal teaching will resume very soon.

This research paper aims to focus on student perceptions of online learning and the challenges faced by them with modern new technology such as login troubles, audio-visual problems, and internet connectivity. To determine students' views regarding online learning, primary data was collected on a college-level using Google forms, which included the respondents from various colleges, and institutions. We analyzed students' preferences for various aspects of online sessions, which will be crucial in developing effective online learning nature. The research design used in this study is descriptive and received responses from 100 students with a convenience sampling method.

The study highlights the impact of online learning, as well as students' willingness in using online learning resources. This pandemic has increased the adoption of online education and can be an essential factor to redefine the education system for the future as many courses are practical-oriented and it will be difficult to shift to online mode.

The findings of this study revealed that cost-effectiveness, ease of internet, easy navigation of online platforms, and video content supplemented with reading material

are the positive outcomes of online learning but students face issues during online learning and believe that online learning doesn't help in improving knowledge and study skills and 79 respondents out of 100 prefer classroom/traditional learning methods. This study will help to improve the online learning experience.

**Keywords:** Covid-19 Pandemic, online learning, perception, education, technology.

## **1. INTRODUCTION:**

**Aristotle** defined Education as *the process of training man to fulfill his aim by exercising all the faculties to the fullest extent as a member of society*. The fundamental purpose of education is to learn. Learning is the process of gaining new knowledge or skills through study, practice, or guidance.

The coronavirus disease 2019 (COVID-19) which was reported in China in December 2019 quickly spread over the world, eventually being declared a pandemic by the World Health Organization on March 11, 2020. In the early summer of 2020, universities around the world were forced to shut their campuses for an indefinite period in order to control the virus's transmission and move all of their academic programs online to accomplish their prescribed syllabus in the time allotted according to the academic calendar. During the lockdown, this situation caused educational institutions to consider other teaching approaches. Universities were unprepared for such a shift from traditional classroom teaching to entirely online classes. As a result, Learning has entered the digital world in today's environment. In this scenario, teachers and students are virtually connected. Online learning is easy to understand and implement. A fundamental component of this learning style involves the usage of a desktop, laptop, or smartphone, as well as the internet.

The main concern is the learning quality, which is directly linked to how well the content is structured and implemented. Online learning effectiveness is partly dependent on how content is chosen for the online environment, as well as identifying and solving the limits that students experience. The study only becomes more important by the fact that online education has never been performed on this scale in India, making it a massive social experiment.

## 2. OBJECTIVE OF THE STUDY:

1. To examine student's approach towards online learning during covid-19 outbreak.
2. To determine the benefits and challenges of online-learning.
3. To investigate effectiveness of online learning.

The findings of this study may contribute to the process improvement and evaluation of online education of educational institutions to better enable student learning.

## 3. LITERATURE REVIEW:

Hadiyanto, Sovia Wulandari, Liza Septa Wilyanti, Supian, Rengki Afria, Nazarudin (2021) in their research article "*The Effective Use of Full Online Learning to Replace Classroom Learning During the Covid-19 Pandemic*" published in the International Journal of Current Research and Review which primarily studied about the faculty level in universities where online learning is not optimally implemented in terms of basic implementation, course communication, resource authenticity, and time management, particularly for technical skills.

Sathishkumar, Radha, R., Saravanakumar Ar & Mahalakshmi, K. (2020) in their research article "*E-Learning during Lockdown of Covid-19 Pandemic: A Global Perspective*" published in the International Journal of Control and Automation focus on the online learning which is the most appropriate medium for everyone in this crisis to access information depending upon the convenience of time and place.

Yi Yang, Linda F. Cornelius (2004) in their article "*Students' Perceptions towards the Quality of Online Education: A Qualitative Approach*" published in Association for Educational Communications and Technology which focussed on qualitative research approaches such as interviews, observations, and archive data to understand the structure of students' perceptions of online learning. It also analyzed that educator plays a critical role in assuring the quality of online education. Not only because the educator is in immediate communication with the students, but also responsibility has been placed on his or her shoulders by institute/management. The administration should provide sufficient resources (training, administrative, financial), hire qualified educators, and motivate them to deliver excellent online education.

#### 4. RESEARCH METHODOLOGY:

The study is descriptive in nature, trying to understand the significance of online learning during times of crisis and pandemic such as the Covid-19. Primary and secondary sources have been used in this study. The information was gathered by the researchers from students pursuing undergraduate and post graduate degrees at various colleges and institutions in Navi Mumbai. An online questionnaire with help of Google form has been created to collect data. Journals, reports, search engines, and scholarly articles, research papers, and other academic publications are all used for secondary data sources. The research was conducted during month of June 2021. A total of 100 students took part in this research. Convenience sampling method was used in this study. Data on demographic characteristics were collected first, followed by technical preferences, perceptions, benefits and challenges from learners. Only statements with recorded responses can be used to derive conclusions. To summarize the results, frequency and percentage were calculated for the majority of the questions.

#### 5. DATA ANALYSIS

##### 1. Demographic Factors:

The demographic factors include gender, place of residence, and degree. There were more female respondents 70(70%) than male respondents 30 (30%). Majority of the respondents were belonging to urban background 87 (87%) whereas 13 (13%) were from rural areas. Majority of 83% of students are pursuing post-graduation degree whereas 17% of students are pursuing undergraduate degree.

<b>Factors</b>	<b>Frequency</b>
<b>Gender</b>	
Male	30
Female	70
<b>Place of Residence</b>	
Urban	87
Rural	13
<b>Degree</b>	
Undergraduate	17
Postgraduate	83

*Table 1 Demographic Factors*

**2. College conducting online classes as a result of Covid-19 pandemic.**

It has been observed that majority of colleges and educational institutions from where the respondents have participated in this survey are conducting online classes.

Classification	Frequency
Yes	100
No	-

*Table 2 Data on College conducting online classes*

**3. Online class format used by college and education institutions**

From below data, it is clear that the majority (67 %) of respondent's college use live online class format whereas 31% of respondent's college use live session format



*Diagram 1 Online Class Format*

which can be recorded and can be used for future use. Only 2% of respondent's college use recorded class format which is uploaded on another applications.

**4. Course material**

From below data, it is clear that the majority (79%) of respondents feel that video



*Diagram 2 Course Material*

content supplemented with reading material is sufficient for study purpose and 14 %

of respondents feel that reading material is adequate. 7 % of respondents find video content sufficient.

### 5. Expectation for college to conduct online classes in a week

It was observed that majority (51%) of respondents expect college to conduct online

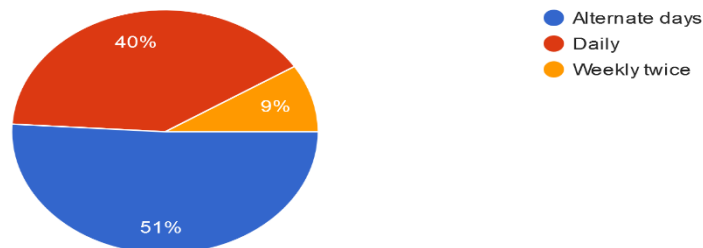


Diagram 3 Online class in a week

classes alternate days in a week whereas 40% of respondents feel that college should conduct online classes daily. Only 9 % of respondents expect college to conduct online classes twice in a week.

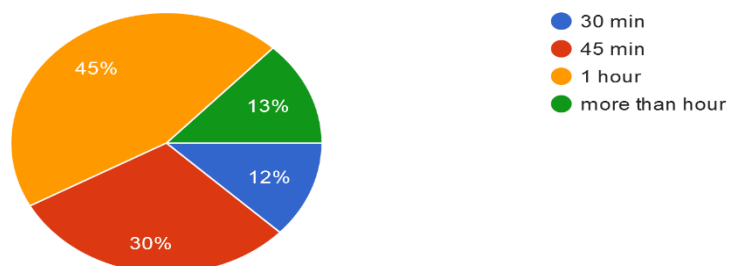


Diagram 4 Suitable Duration

### 6. Suitable duration for online classes (per session)

It was found that majority (45%) of respondents feel 1 hour as suitable duration for online classes and about 30% of respondents find 45minutes as suitable duration. 13% of respondents find 30 minutes as suitable duration for online classes.

### 7. Time needed as break between two online classes

From below pie-diagram, it is clear that majority (54%) of respondents need break time of 15 minutes between two online classes and 22% of respondents require 10 minutes break time.

Diagram 5 Break Time

Classification	Frequency
Yes	100
No	-

### 8. Attend online exams

According to below data, 100 respondents are willing to attend online exams.

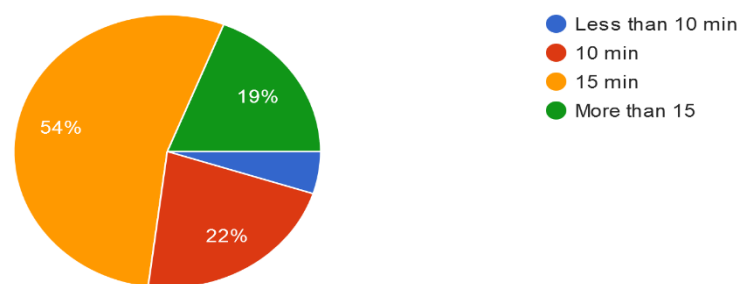
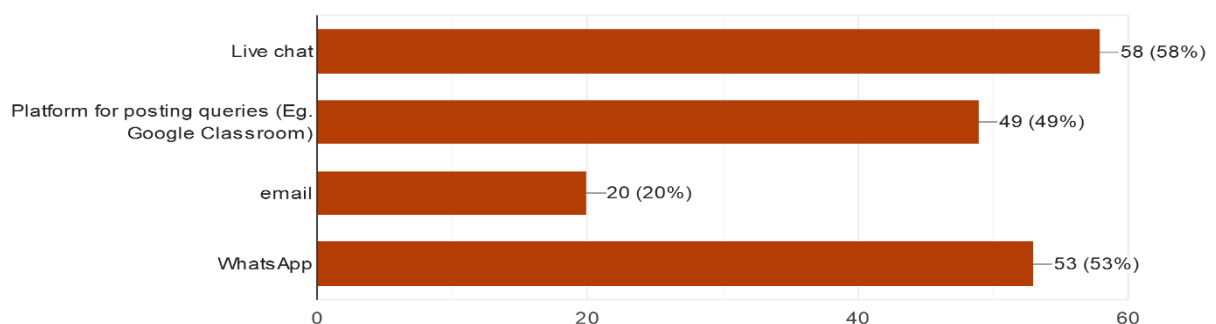


Diagram 6 Nature of Online exam

### 9. Nature of online exam

It was found that majority (51%) of respondents prefer nature of online exam to be combination of objective and subjective whereas 43% of respondents prefer objective type of online exam. Only 6% of respondents prefer subjective nature of online exam.



Bar Graph 1 Ways for clarifying doubts

### 10. Ways for clarifying queries

From below chart, it is clear that majority (58%) of respondents prefer live chat as effective way for clarifying queries and 53% of respondents find Whatsapp as way for clarifying queries and doubts. 49% of respondents prefer platforms for posting queries like Google Classroom whereas 20% of respondents prefer email to solve their doubts.

### 11. The device use

From the below table, it is clear that majority (51%) of respondents use laptop for online lectures whereas 47% of respondents use smartphone.

Device	Frequency
Laptop	51
Smartphone	47
Desktop	1
Tablets	1

Table 3 Device use

### 12. Application preferred for online-learning

It was found that majority (83%) of respondents prefer Google meet application for

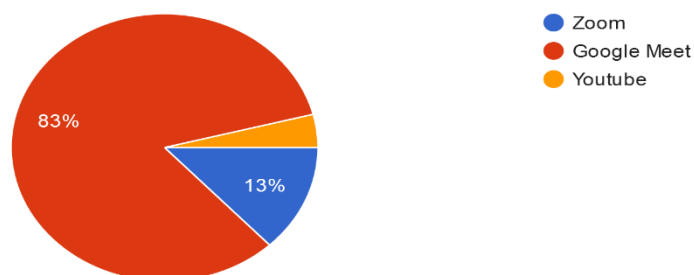
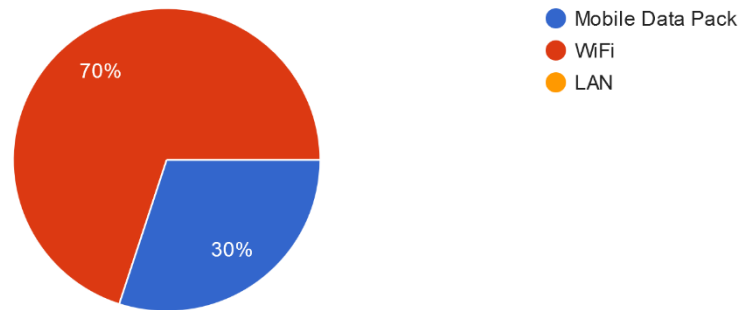


Diagram 7 App preference



online learning whereas 13% of respondents prefer Zoom app.4% of respondents prefer YouTube.



*Diagram 8 Source of internet*

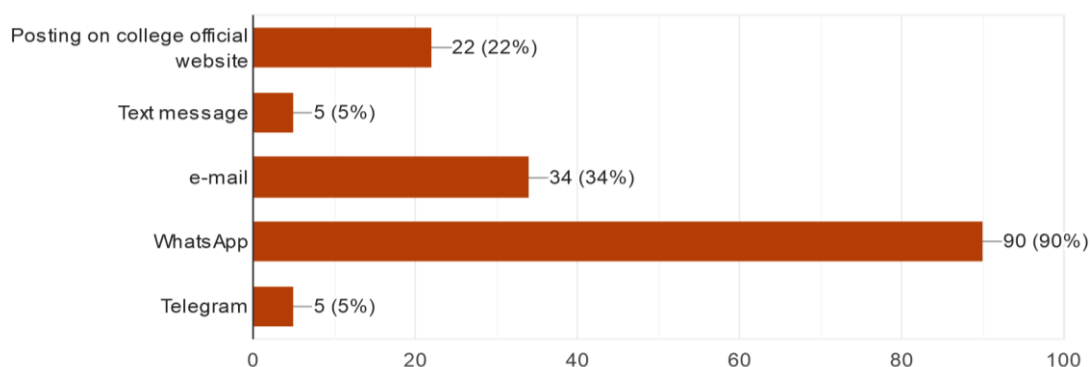
### **13. Communication means used by your college for any update**

According to below chart, it is clear that majority (90%) of respondents find whatsapp as an effective medium to receive updates from college whereas 34% of respondents receive updates from college/institutions through email.

### **14. Source of internet**

It was found that majority (70%) of respondents use Wi-Fi as source of internet and 30% of respondents use mobile data pack.

### **15. Improving knowledge through online-learning is better than traditional learning?**



It was found that majority (71%) of respondents don't believe that improving

*Bar Graph 2 Communication medium for update*

knowledge through online learning is better than traditional learning.

Classification	Frequency
Yes	77
No	23

**16. Does *Table 6 Issues faced during online learning* online-learning improve your study skill?**

According to table no.6, it is clear that majority (65%) of respondents don't find that online learning improve study skills whereas 35% of respondents feel online learning improve study skills.

Classification	Frequency
Yes	29
No	71

**17. Did you face any *Table 4: Opinion on learning* issues during online-learning?**

It is found that majority (77%) of respondents' faced problems during online learning and 23% of respondents don't face any issues during online learning.

Classification	Frequency
Yes	35
No	65

*Table 5 Improvement in study skills*

**18. Learning Preference**

According to table no.8, it is clear that majority (79%) of respondents prefer classroom learning and 21% of respondents prefer online learning

## **6. FINDINGS:**

1. The findings revealed the contribution of e-learning resources or facilities for the students by the flexibility of class participation time, ease of internet connection, easy navigation of the online class interface like Google Meet, and familiarity with the lecturer.
2. In study, it is found that majority (79%) of students prefer video content supplemented with reading material for study purpose
3. It was found that 90% of medium used for communication for any update by college/institution is Whatsapp.
4. According to survey, it is clear that majority of 79 respondents out of 100 prefer classroom learning.

Classification	Frequency
Classroom learning	79
Online learning	21

5. Majority of students in this study face issues during online learning and believe that online learning doesn't help in improving knowledge and study skills.
6. Long duration sessions should be avoided in order to increase student productivity, and a sufficient break of 15mins should be provided between two consecutive classes. It will not only reduce cognitive burden, but it will also reduce physical strain produced by long-term usage of electronic devices.
7. The ability of professors and students to use electronic devices and the internet is a crucial determinant of the effectiveness of online classrooms.

## **7. CONCLUSION:**

The parameters of the education system are shifting in response to aimed at preventing the spread of the new coronavirus, with online education becoming the primary mode of teaching. To keep up with the curriculum, universities and institutions are turning to online platforms. It's possible that it's too hard to assess how students and teachers will cope with online learning as they understand the shortcomings and adjust to handle them. In the wake of Corona, the majority of students had a clear view regarding online classrooms, according to the findings of this study. Online learning was determined to be useful since it offered

learners with flexibility and convenience. Because of the technological constraints, most students also indicated that online classes could be more difficult than traditional classroom classes.

#### **8. SCOPE FOR FURTHER RESEARCH:**

This research has contributed to the body of knowledge in this area of online education. It has also generated useful information from students, which can be used by educators to improve online education. More research in the field of strengthening communications and employing multi-media to enhance students' online educational experiences in terms of both course content and social connectivity is needed, according to this study. Future research could focus on tools that can help first-time students in an online learning environment.

Another recommendation from the current study is to undertake future research with bigger samples of postgraduate and undergraduate students, as the current study only included more responses from postgraduates. Additionally, holding a focus group with a chosen group of students could provide a more significant amount of data. A focus group can help the researcher go deeper into more detailed issues about different technologies and online learning experiences. Online courses are growing substantially, and research into collaborative technologies, as well as course structure, should be undertaken on a regular basis to ensure that a course is aligned with knowledge methods, increasing the likelihood of student success.

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