



ACCEPTANCE OF ONLINE LEARNING BY STUDENTS IN PRESENT SCENARIO: A STUDY ON STUDENTS WHO ARE CURRENTLY PURSUING B.TECH AND MBA

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ABSTRACT

This study has been undertaken to investigate the parameters which are affecting the students to attend online classes or trainings, considering the covid 19 pandemic situation we analysed four parameters, firstly how supportive is the student's environment next does they have gadgets which support present online platforms, instructor involvement during the sessions and lastly the impact of these online sessions on their personal life. For a long period, traditional teaching method which used a classrooms setup where the instructor explains the concepts to the students using a board has been a widely practised approach. Now days many of the educational institutions or training centres are continuously updating them with the latest technology and developing creative and effective online content to meet the demand and expectations of the students and to stay ahead in the market. In our investigation we found that maximum of the students showed interest towards online sessions with few improvements.

Keywords: *Digital learning, Black board teaching, Online platforms, Gadgets, Instructor*

- 1. INTRODUCTION:** Teaching methods have been continuously evolving over time with respect to needs and development of technology. For a long period, traditional teaching method which uses a classrooms setup where the instructor explains the concepts to the students using a board has been a widely practised approach. However, last decade has witnessed introduction of many new online platforms and tools which had potentially replaced the existing traditional model with the digital tools. Slowly black board is being replaced with digital presentation, study material is made available online, instead of a physical assessment copies they have also turned online as they promise a fast and accurate results. Earlier, learning environment and exposure was limited to a classroom, introduction of digital learning has removed this barrier the widened to scope of learning this has increased learning capabilities and creativeness among students as they now have access to a lot of information. Educational institutions are continuously updating themselves with the latest technology and developing creative and effective online content to meet the demand and expectations of the students and to stay ahead in the market. Many government and private organizations are funding and encouraging research and innovation on digital learning as this might be the future.

2. SCOPE OF STUDY AND LIMITATIONS:

The Study concentrates only on the students who are pursuing Bachelor of Technology (B.Tech) and Master of Business Administration (MBA) of various colleges who will be graduating in the years' 2021 and 2022. The scope of the study is limited to metropolitan, cosmopolitan, and urban cities of Andhra Pradesh and Telangana states. This study involves the acceptance of online learning by students in present covid 19 pandemic situations. Based on the questionnaire, all the information is extracted through an e-mail, phone calls and personal interaction. The findings of the study may be beneficial to both institutions and students in future.

3. LITERATURE REVIEW:

Xu, Di, and Shanna Smith Jaggars, in the research title - The impact of online learning on students' course outcomes: Evidence from a large community and technical college system|| (2013). They compared online versus face-to-face course outcomes across a large state community college system. Used an instrumental variable approach to address endogenous student sorting between course delivery formats. Analysed yield robust negative estimates for online learning in terms of both course persistence and course grade. IV estimates are consistently stronger than OLS estimates, suggesting that online students tend to be positively selected.¹

Weiner, Cornelia, in the research title - Key ingredients to online learning: Adolescent students study in cyberspace—the nature of the study|| (2003), mentions few important points in their study, they examined 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 suggested that instructors should be selective in the way they integrate online units into traditional, classroom-delivered courses. This integration was 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. This additional research provided greater insight into which factors promote e-learning success.²

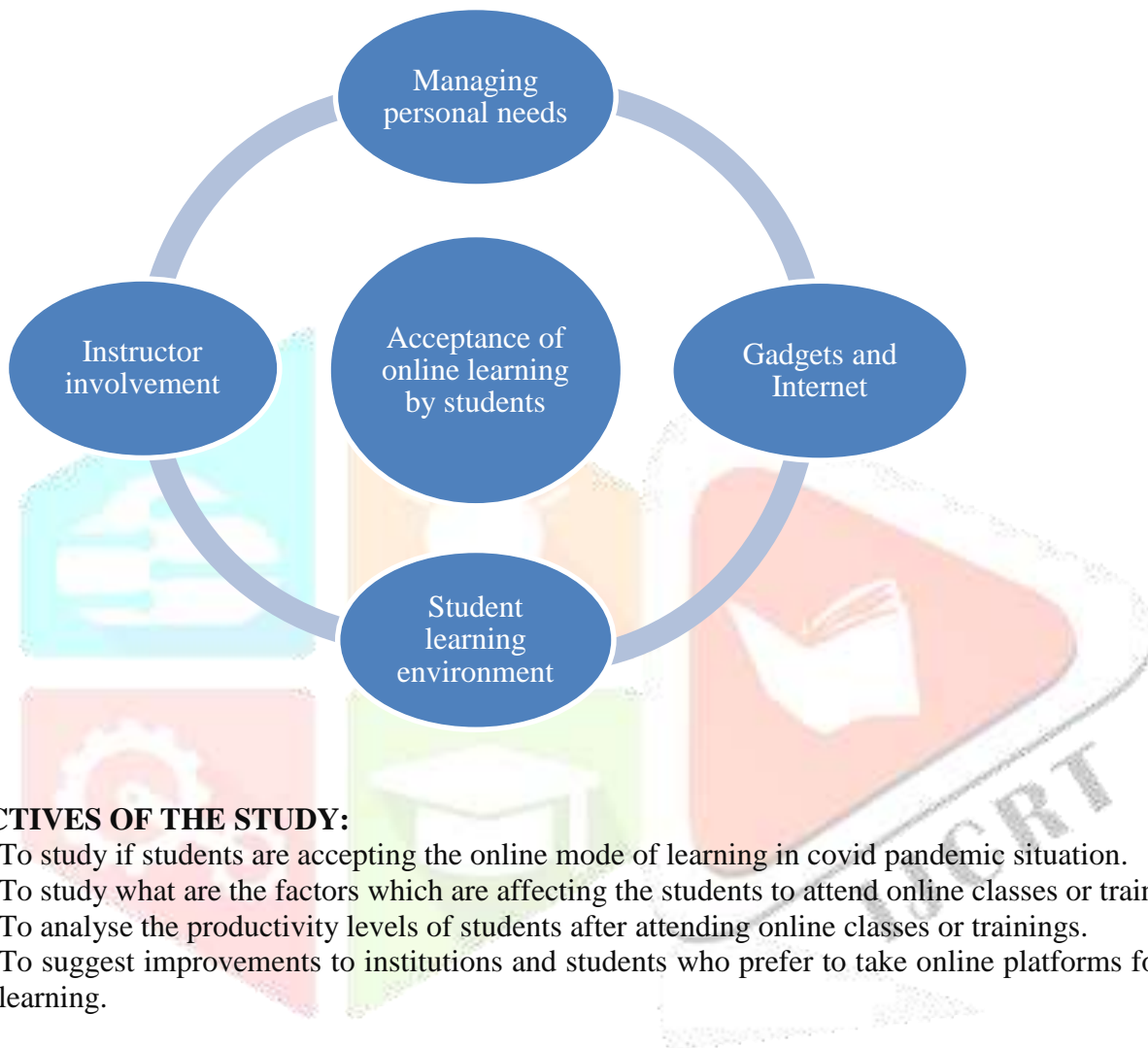
Muilenburg, Lin Y., and Zane L. Berge, in the research title - Student barriers to online learning: A factor analytic study|| (2005), reported on a large-scale ($n = 1,056$), exploratory factor analysis study that determined the underlying constructs that comprise student barriers to online learning. The eight factors found were (a) administrative issues, (b) social interaction, (c) academic skills, (d) technical skills, (e) learner motivation, (f) time and support for studies, (g) cost and access to the Internet, and (h) technical problems. Independent variables that significantly affected student ratings of these barrier factors included: gender, age, ethnicity, type of learning institution, self-rating of online learning skills, effectiveness of learning online, online learning enjoyment, prejudicial treatment in traditional classes, and the number of online courses completed.³

Song, Liyan, et al., in the research title - Improving online learning: Student perceptions of useful and challenging characteristics.|| (2004), reported that Online courses and programs continue to grow in higher education settings. Students are increasingly demanding online access, and universities and colleges are working to meet the demands. Yet many questions remain re: the viability and veracity of online learning, particularly from the learner perspective. The purpose of this study was to gain insights into learners' perceptions of online learning. Seventy-six (76) graduate students were surveyed to identify helpful components and perceived challenges based on their online learning experiences. Results of the study indicated that most learners agreed that course design, learner motivation, time management, and comfortableness with online technologies impact the success of an online learning experience. Participants indicated that technical problems, a perceived lack of sense of community, time constraints, and the difficulty in understanding the objectives of the online courses as challenges. Suggestions for addressing the challenges are provided.⁴

Paechter, Manuela, and Brigitte Maier., in the research title - Online or face-to-face? Students' experiences and preferences in e-learning.|| (2010) report showed which aspects of e-learning courses do students experience as being favorable for learning. When do students prefer online or face-to-face learning components. These questions were the subject of a research study in a sample of 2196 students from 29 Austrian universities. The students completed a questionnaire on their experiences attending an e-learning course, on their perceived achievements, and on their preferences for online or face-to-face learning components. Students appreciated online learning for

its potential in providing a clear and coherent structure of the learning material, in supporting self-regulated learning, and in distributing information. They preferred face-to-face learning for communication purposes in which a shared understanding has to be derived or in which interpersonal relations are to be established. An especially important result concerns students' perceptions of their learning achievements: When conceptual knowledge in the subject matter or skills in the application of one's knowledge are to be acquired, students prefer face-to-face learning. However, when skills in self-regulated learning are to be acquired, students advocate online learning.⁵

4. CONCEPTUAL FRAMEWORK OF THE STUDY:



5. OBJECTIVES OF THE STUDY:

- To study if students are accepting the online mode of learning in covid pandemic situation.
- To study what are the factors which are affecting the students to attend online classes or trainings.
- To analyse the productivity levels of students after attending online classes or trainings.
- To suggest improvements to institutions and students who prefer to take online platforms for teaching and learning.

6. RESEARCH METHODOLOGY:

For the purpose of this study the data has been collected from both primary and secondary sources. The secondary data was collected from various journals, websites and magazines for purpose of literature survey. The primary data was collected through e-mails, phone calls and personal interviews; this survey is done with a specific intention and on a specific subject, and observation. The information was collected during the period of May 2020 to June 2020. This study is conducted to know the opinions of the students who are studying Bachelor of technology or Master of Business Administration to know if the students are accepting online classes or online trainings through various already existing online platforms. The students' responded for this survey are below the age of 25 years. The Questionnaires is distributed to 320 students who are studying various courses like B.Tech or MBA in different specializations. A valid sample size of 300 is considered for the current study with a response rate of 93.75%. The sample type is convenient sampling and the questions are designed to know the satisfaction of the respondents with likert scale ranging from strongly disagree (1) to strongly agree (5). The data has been analysed and tabulated with necessary interpretations.

7. DATA ANALYSIS AND RESULTS:

The study analyses the acceptance of online learning by students in covid pandemic situation. The data collected has been analysed and the findings of the study are discussed in the paper. It is found that 80% respondents' agreed that they like learning through online platforms.

Respondents towards acceptance of online learning by students (N= 300) (Table: 1)

Questionnaire for respondents to see the acceptance of online learning by students in present scenario	SD	D	N	A	SA	Mean
1. Do you like learning in online mode?	20	0	10	60	210	4.46
2. You are ready to learn online in dynamic schedule vs your class room learning in static schedule	40	22	78	102	58	3.38
3. Productivity of student is increasing after undergoing online learning	26	34	214	4	22	2.87
4. You have a stable internet to have an uninterrupted learning experience	27	94	29	4	146	3.49
5. Your existing device(laptop/cell phone) is supporting all the online platforms referred by educational/training institutions to learn	36	0	26	64	174	4.13
6. You are spending additional money every month for internet and cell phone/laptop services	12	19	18	58	193	4.33
7. Your house/study environment is supportive for learning	0	0	156	56	88	3.77
8. You are facing difficulty in understanding content online	0	64	54	156	26	3.48
9. How is your interaction with the instructor while the session is going on? (Ex- asking questions/doubts)	64	3	167	66	0	2.78
10. Instructor explanation of concepts is better in online compared to class board explanation	57	29	184	30	0	2.62
11. Instructor internet is stable and able to deliver uninterrupted session	32	10	110	127	21	3.31
12. Your online sessions schedule is balanced and you have time for other activities	26	34	123	117	0	3.10
13. Many times institutions are scheduling online classes or training classes suddenly and asking you to attend them.	19	69	102	92	18	3.07
14. You feel stressful and demotivated to attend online sessions on weekends	23	8	52	124	93	3.85

SD= Strongly Disagree D = Disagree N = Neutral A = Agree SA = Strongly Agree

8. FINDINGS AND SUGGESTIONS:

From the above data, it is observed that more than 80% of the respondents are ready to adapt to online learning, this shows a demand for online learning in current covid19 pandemic situation. Nearly 69% of them have stable internet and devices to support online learning; at the same time 82% of the respondents say that their existing devices support maximum of the current online platforms for learning. One more main parameter we observed here in our study is that around 85 % of the students started spending more on internet when compared with before covid 19 pandemic situation; though they are interested in online sessions, investing high on internet and majority of them having electronic devices but nearly 50% of the students feel that their productivity is not increasing equivalence with their expectation through online classes. There are various reasons for that mainly we found that

48% of the students are facing problem when instructors are explaining any doubts through online when compared to black board explanation. Many of the students around 45% feel that they are not able to interact with instructor that easily as few online platforms restricting user responses. Many of the respondents while interacting with us said that they are facing difficulty in understanding the content delivered online as compared to classroom learning which suggests the instructors should modify and redesign the content delivery with respect to online learning. The survey also suggests that institutions are scheduling online classes without prior intimation and on weekends, this is making students feel stressed and demotivated hence, advanced scheduling and ensuring that students have adequate time for other activities and have professional and personal life balance.

9. CONCLUSION:

From our study, it is evident that 80% of the students are liking the online learning and are ready to adapt to the dynamics of online learning. Availability of technology is supporting this change. As the effectiveness and delivery of the content differs from a physical classroom with that of a virtual classroom, institutions should work on training their instructors and redesigning the content exclusively for online delivery keeping its constraints and barriers in mind. Since internet and device services are an additional cost to the students, an aid or allowance should be supported by the institutions to make online learning more affordable to the students so that productivity of students might also be achieved eliminating few mentioned barriers.

10. REFERENCES:

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