



Perception Of Secondary School Students Towards Online Education By Using E- Learning Platforms Of Teaching.

Neha Mehra^{1*}

Research scholar, Department of Educational Studies,
Central University of Jammu

Dr. J.N.Baliya^{2**}

Head and Associate Professor of Education Department,
Central University of Jammu

Abstract

Covid-19 pandemic, no doubt has affected all spheres of human life but highly impacted the field of education worldwide. All education institutes get closed due to lockdown so that there will be no chance of spreading viral infection among students which leads to jeopardising of whole education system. The consequence of this that there was sudden change in whole education system and due to these changes educational institutes are forced to shift from traditional teaching to online platforms to minimise the academic loss. Yet the success and effectiveness of online education is on questionmark in developing countries like india where the digital divide of society poses a serious challenge. The present research paper focus to study the perception of secondary school students towards online education. This paper wants to investigate the answers of research questions like what kind of benefits and challenges faced by secondary school students in online education, how was their attitude towards online teaching and what kind of remedial measures can be adopted to overcome the challenges faced by them in online education in pandemic. For this the sample includes 52 secondary school students from 7 schools comprising both private and government schools in kathua through purposive sampling who takes education in online mode. The tool for data collection consists of self constructed questionnaire by using google form. The findings of the study are online improved technical skills of students, material is available 24x 7hrs, flexible in nature, guidance and counselling is needed to stay motivated, it saves the students from risk of transmission of covid- 19, students don't believe online classroom can replace traditional classroom teaching.

Keywords: Perception of secondary school students, E- learnig education,covid19, benefits and challenges.

Introduction

With the entrance of Corona virus in 2019, outlives had faced complete lockdown. Our entire education system had affected. “Education is the key to personal development and the future of societies. It unlocks opportunities and narrows inequalities. It is the foundation of informed, tolerant society, as well as a key engine of long-term progress. The COVID-19 pandemic has led to the largest disruption of education ever,” said by Secretary General Antonio Guterres when launched his policy brief on ‘Education and COVID19’. In history COVID-19 pandemic had created the largest disruption in education by affecting 1.6 billion students in almost all country including 23.8 million students who had dropped and could not able to access to schools in next year’s (Economic Times, 2020). Our educational institutes like schools, colleges and universities to avoid any kind academic loss was forced to shift on online mode of education from traditional mode of Education. Educational institutes adopted E- learning, flexible learning and Swayam platforms. Online education mingles the internet and technology in the process of education which improve the teaching learning experiences. Online education can become successful only with respect to three categories i.e. access, digital literacy and assessment. To avoid the viral infection and illness in the wake of corona virus, online education is the smart alternative to traditional face to face teaching learning process in education system to overcome the academic loss (Rajamously,2022). All school, colleges and universities taught through Google classrooms, wiseapp, Google meet, zoom meet, etc. Increasing the accessibility and affordability of education for many students, particularly those who would have been unable to obtain it in the event of a pandemic (Bianco & Carr-Chellman, 2002). Thus, every three years, the license for an educational institution should only be renewed following an inspection by the appropriate department authorities. Online had become an integral part of all educational institutions.

Background

Snigdha, Chaitali and Devanshi Sharma (2022) investigated in their review paper on benefits and challenges of online education having 21 studies that online education develop new skills, enhance technological friendliness whereas also impact the mental health, increase academic dishonesty and lower social interaction. **Muthuprasad, Aiswaraya, Aditya and Girish (2021)** investigated in their study “‘Students’ perception and preference for Online education in India during COVID -19 pandemic “investigated that respondents (70%) were willing to join for Online classes to manage the curriculum during this pandemic. Smart phones were preferred by most of students for online learning. **Dipak (2021)** in his study “student’s perception towards online class during COVID-19 pandemic” studied that 81.7% students joined first time joined the online class and they feel confident in using online class where as 58.1% students faced in using the online class, various problems and more than 59% found that online class is the easier and common platform to share the knowledge and collect the required information. **Abhinandan and Anupama (2020)**, studied on “A study on perception of teachers and students toward online classes in Dakshina Kannada and Udupi District” and examined that after

using online classes students get maximum support from teachers due to this they feel comfortable but don't want to replace the traditional classes with E- learning classes .Perception of teachers about online education was that they face lot of difficulties in conducting the Online classes due to technical and network issue. **Arshad, Vivek and kamalun (2020)**, investigated that in Covid-19 students have positive perception regarding e-learning in his study named "Student's perception towards E-learning during COVID-19 Pandemic in India: An Empirical study". **Chandra (2020)**, studied on "Online education during COVID-19: perception of academic stress and emotional intelligence coping strategies among college students" and the findings revealed that fear of academic failure and E- learning and home environment have significant difference among male and female students. Almost shifted themselves to creative activities and joined courses which help them in learning new technical skills. After using emotional intelligence, it was seen that the negative effects which were the consequences of current pandemic situation, students were trying to deal with these negative effects.

Research Questions of the present study

- 1) What is the perception of secondary school students towards online education by e- learning Platforms of teaching?
- 2) What are the benefits of online education by e- learning Platforms of teaching to secondary school students?
- 3) What are the problems faced by the secondary school students in online education by e- learning platforms of teaching?
- 4) What is perception of secondary school students towards plans and criteria of evaluation on online education by e- learning platforms of teaching?
- 5) What is the attitude of secondary school students towards online education by e- learning Platforms of Teaching.?
- 6) What is perception of secondary school students towards motivation online education by e- learning platforms of teaching?
- 7) What are the remedial measures to solve the problems of secondary school students regarding the online education by e- learning platforms of teaching?

Material and methods

The present study aims to describe the perception of secondary school students towards online education by e- learning platforms of teaching. The survey method was selected which was most appropriate to the problem under investigation. The students studying in (9th to 12th class) secondary schools located in Kathua district constitute the population of the study. The data is collected from 52 students studying in government and

private schools comprising the sample of the study. Purposive sampling technique is applied for determining the perceptions of students towards online education.

Tool used in the study

A self-constructed questionnaire as a tool developed by investigator with help of Google forms through extensive review of literature related to Perception of students towards E- learning by online platforms of teaching. The questionnaire consists of seven dimensions and 30 items. The dimensions of questionnaire are given as:

D1: Structure of online classes

D2: Benefits of online education

D3: Problems faced during online education

D4: Plans & criteria for evaluation in online education

D5: Attitude towards online education

D6: Motivation during online education

D7: Remedial measures

Analysis and findings of data

The percentage analysis was used to explore the total individuals' responses of both govt. and private secondary school students included in sample on each question under 7 dimensions regarding perception towards online education.

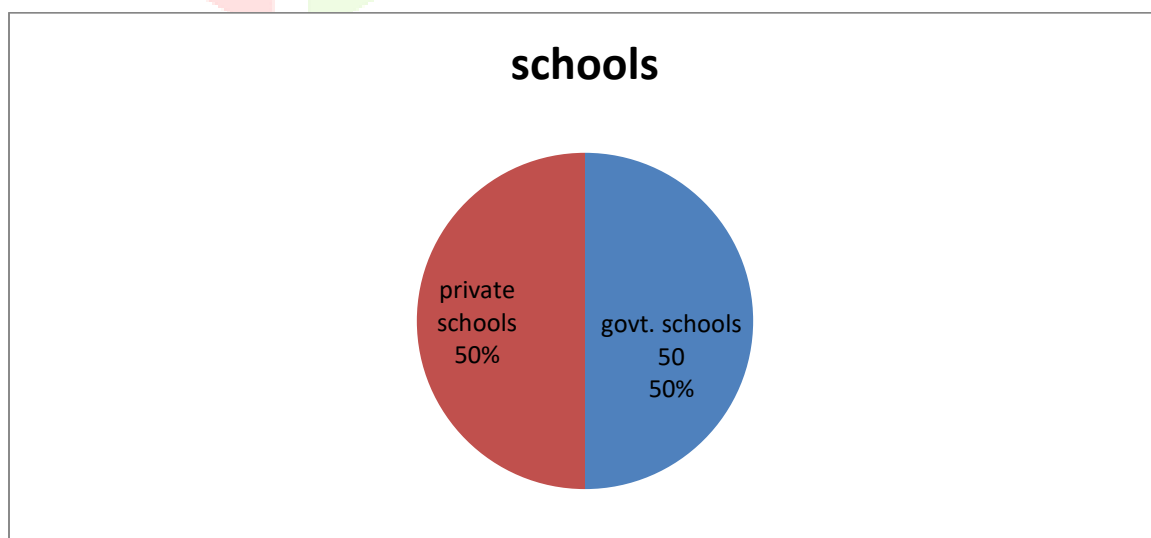


Fig. 1.1- 100% response of students of private and government secondary schools was recorded

The following statements under each dimension are the findings of the study as:

Dimension 1: Structure of online classes

- 70.6% students preferred live online classes while 19.6% preferred YouTube classes, 5.9% like to receive reading material only and 3.9% preferred recorded online classes.
- 50% students preferred video content with reading material, 26% preferred only reading material according to syllabus, 16% preferred finding study material by their own after attending online lecture.

Dimension 2: Benefits of online education

- 76.5% students found online education flexible, available 24x7 and save time which can take place any time while 23.5% of 52 students don't found online education flexible but time bound and wastage of time.
- 52% of 52 students found online reading content not good as compared to library books in their school while 48% of 52 students found online learning material good in quantity and quality as compared to library books in their school.
- 66.7% students admitted that their technical skills improved by using different applications, channels and software in online classes while 7.8% don't found any improvement in their technical skills. 25.5% of 52 students are not sure about progress in their technical skills due to online shift in education.
- 90.2% students think that they can personalize their online learning according to their need while 9.8% don't agree.

Dimension 3: Problems faced due to online education

96% of 52 students missed concepts due to poor network, 39.2% students think they do not score good if school suddenly conduct offline exams, 74.5% students experienced isolation, distractions, not feel motivated and failure in time management and 86.3% students felt that continuous sitting in E-learning class affect the mental and physical health.

Dimension 4: Plans and criteria for evaluation in online education

64% students think online exams are not better than offline exams while 36% students agree that online exams are better and 72% students felt that 5-10 min quizzes at end is necessary to achieve better understanding in online.

Dimension 5: Attitude towards online education

50% students show negative attitude to continue with E- learning classes over real classroom lectures after get rid from covid-19 pandemic, 40% wants to continue with E- learning classes while 10% are not sure.

Dimension 6: Motivation during online education

82% students agreed that personalized E- learning material searching keeps them motivated to learn more while 18% disagreed with the statement and 88% students found need of emotional motivation from teacher to cope with stress due to pandemic covid-19.

Dimension7: Remedial measures

Student's responses recorded as Reduce syllabus, provide offline notes, Study material should be provided before taking class, objective type question should be provided in exam, Reading material should be simple and understandable and Class wise website should be generated for students to access learning material E-learnig easily without wasting time in searching inappropriate materials available E- learnig.

Conclusion and Discussions

Findings of this study are in line with the findings of the studies conducted by Abhinandan & Anupama (2020), Chakraborty (2020), Teuku& Kurniawati (2020), Dipak (2021), Melisa (2021) on perception of students towards online learning. The purpose of any research study is to find out some concrete solution pertaining to the problem taken in hand by using different stages of research. The proper data analysis and its interpretation led to drawing out most valid and justified conclusions. The conclusions of the study are online education can't replace the benefits of traditional classroom learning. Face to face & web-based learning environment have their respective uses but also their limitations. Online education is flexible. Online education helps in maintaining guidelines of covid-19 pandemic and risk of transmission of infection. Technical skills and knowledge of first time users improved. Network issues are faced by students. Online education is stressful & effect health and social life of students Audio video study material available online helps students to learn thoroughly the concepts in long term.

Suggestions for further research

Further research can be done in the lines suggested below:

1. The present study can be more comprehensive by extending it to state or national level.
2. A sample of 52students of secondary schools have been taken in the study, same study can be done on larger sample and on higher educational institutions, professional institutions etc.

3. The study can be further taken to compare the effect of traditional education and online education on the academic achievement and satisfaction of students.

4. The study can be further undertaken to compare the perception of board exam and non- board exam classes towards online education and examination pattern.

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