

COVID scenario and attitude of college students towards online classes in Punjab

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ABSTRACT: The present study attempts a preliminary analysis on the data collected from 150 degree courses in various academic institutes in Punjab State. The survey instrument included 14 items rated on five point Likert scale to collect the students attitude responses. Post COVID in curriculum there is a need for online teaching to be combined with the traditional teaching, got the maximum average mean of 3.98. The statement that students well understand the concepts taught online, got the second maximum average of 3.69. However, the statement that students didn't experience any technical glitches in online teaching, registered minimum mean score of 2.15. Similarly when asked if they feel assignments given online served them better, students gave second minimum average score of 2.49 to this item. Also students reported low ratings for items if online learning improves their self-discipline and concentration.

Key words: Attitude, Analysis, online learning, college students

I. INTRODUCTION

The COVID 19 scenario altogether changed the technology and methodology of teaching-learning process in the institutions of higher education especially. This study is an effort to analyse the students' attitude towards this challenged state of affairs in academic field. For the purpose, a survey instrument was used from the study, "Medical students' feedback on paradigm shift to online teaching during covid-19 lockdown" by Sunder et.al., 2020. A few changes though were made in the survey to represent the objectives the study. Few items were deleted, some added. The present study attempts a preliminary analysis on the data collected from 150 degree courses in various academic institutes in Punjab State. The students' responses have been collected through Google form and survey questionnaire as well. The survey instrument included 14 items rated on five point Likert scale to collect the students attitude responses. The descriptive statistics for these statements are as follows:

Table 1 Item Descriptives

Sr. No	Statements	Sum	Mean	SD
1	I get sufficient time for understanding the subject during online mode	527	3.51	1.091
2	I am satisfied with the online teaching provided to class	512	3.41	1.307
3	I well understand the concepts taught online	553	3.69	1.249
4	I like attending online classes	515	3.43	1.071
5	Online tasks improve my self-discipline	423	2.82	1.285
6	I find it suitable the system of online examination	514	3.45	1.233
7	I feel assignments given online served students better	373	2.49	1.646
8	My teachers provide me several different ways to demonstrate and easily understand the content of online classes	537	3.58	1.082
9	Teachers are approachable through selected or allowed online platforms when students need help	550	3.67	1.230
10	I feel that I am physically isolated from my classmates in online class	541	3.61	1.036
11	I feel the need for online teaching to be combined	597	3.98	1.298

	with the traditional teaching, post COVID in curriculum			
12	I didn't experienced any technical glitches in online teaching	323	2.15	1.273
13	Teachers are better equipped and quick at explaining the concepts online	545	3.63	1.190
14	I am able to concentrate well in online learning mode	452	3.01	1.237

Post COVID in curriculum there is a need for online teaching to be combined with the traditional teaching, got the maximum average mean of 3.98. The statement that students well understand the concepts taught online, got the second maximum average of 3.69. However, the statement that students didn't experience any technical glitches in online teaching, registered minimum mean score of 2.15. Similarly when asked if they feel assignments given online served them better, students gave second minimum average score of 2.49 to this item. Also students reported low ratings for items if online learning improves their self-discipline and concentration.

The students had different ratings for a question relating to their perception if assignments given online served them better with maximum standard deviation (SD) score of 1.646. Online system of examination comes with its own perils like poor internet connectivity, online process security and infrastructural barriers. This might have made students to face problems while submitting written assignments online successfully.

Interestingly students didn't feel isolated in online learning mod. When asked if they feel that I they are physically isolated from other classmates in online class, students have been found to be consistent in their replies with minimum standard deviation (SD) score of 1.036.

Merits of online mode of learning

The COVID 19 followed by lockdown situation has substantially influenced human life and social system. As far as education industry is concerned, teaching had to shift on online mode eliminating the physical contact between teachers and students. This teaching learning came with its perils and promises. Following are some of the major merits of online mode of learning:

1. Efficient teaching-learning process: As per the survey instrument item number 13 as the students if their teachers are better equipped and quick at explaining the concepts online. Students gave fourth maximum average rating of 3.63 for this question. Online learning offers teachers an efficient way to deliver lessons to students by way of provision of many tools like videos, PDFs, podcasts and PPS etc. teachers can use all these

tools as part of their lesson plans. All this matter is available in soft form and can be easily shared with students.

2. Accessible Time and Place: The survey items number 2 and 3 records students perception of satisfaction with online learning. When asked if they get sufficient time for understanding the subject during online mode and whether they are satisfied with the online teaching provided to class, students gave average ratings of 3.51 and 3.41 respectively for items.

3. Social media platforms and approachable teachers: Teachers are approachable through selected or allowed online platforms when students need help. These platforms include email, WhatsApp, telegram and SMS. Students gave third maximum average rating of 3.63 for this survey item number 9.

4. Improved Student Attendance: In the survey item number 3 students responded to a question if they well understand the concepts taught online. They gave the second highest mean rating of 3.69 to this item. Similarly students like attending online classes with the mean rating of 3.43 for item four. This led to improved attendance. Further students can attend classes from their respective homes.

5. Online Examination: During lockdown and afterwards students developed the preference for online mode of examination, if classes are not possible in physical mode on continuous basis. Learners find it suitable the system of online examination as per item number 6 with average rating of 3.45. For the item number 11, students gave maximum average rating of 3.98 stating that they feel the need for online teaching to be combined with the traditional teaching, post COVID in curriculum.

Demerits of online mode of learning

1. Online classes and Technical Issues: Learners find it difficult to maintain connectivity in online mode of learning due to technical glitches. As per item number 12 of the survey stating students didn't experienced any technical glitches in online teaching got minimum average rating of 2.15. Though, in physical mode of learning this issue does not arise due to classroom contact between teacher and the taught.

2. More screen-time and concentration issues:

Students gave fourth average minimum rating of 3.01 to the item number 14 of the survey instrument to respond the item that they are able to concentrate well in online learning mode. More the screen time more are the issues related to concentration in online class. Lack of physical contact as is applicable in offline teaching mode, paves way for monotony and hence lack of ability to concentrate well in online class.

3. Lack of self discipline and self motivation:

When asked if the students feel that they have in terms of self discipline during online classes, they did not responded very enthusiastically. They gave third minimum average rating of 2.82 to the statement number 5. Students lack self motivation too as they did not feel comfortable with idea of submitting online assignments. The reason may be that method like; role plays, management and technical games, case studies and research analysis are better applicable in physical setting rather than online settings.

II. CONCLUSION

In a nut shell it can be concluded that online learning mode had its own merits and demerits. As per reported responses, students liked this learning technology and wished it to be combined with offline learning in curriculum after COVID 19 scenario in the wake of absence of regular physical mode of teaching. They also reported the efficiency the teachers to demonstrate and explain the concepts well in online class through various teaching tools. Most interestingly in this survey students did not feel isolated from rest of class, they seem to be adaptable to this mode now in the year 2021. Students also favoured the online mode of examination because class are also being run on online pattern. Besides, there is another side of the coin. Students faced many problems related to online connectivity, technical snags, and concentration.

REFERENCES

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