

A STUDY OF PERCEPTION AND READINESS OF MANAGEMENT STUDENTS TOWARDS ONLINE TEACHING

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Abstract - The current study proposes a comprehensive structural model to determine whether online learning perceptions and online learning readiness affect students' online learning performance and course satisfaction. A questionnaire was voluntarily completed by 75 management students. Furthermore, it was found that students' computer/Internet self-efficacy for online learning readiness had a mediated effect not only on online learning perceptions and online discussion score but also on online learning perceptions and course satisfaction. Significance of online learning is widely recognized as a means to enhance accessibility and quality of teaching learning process in the world. Therefore, the current paper has its objective to explore perception and readiness of education students for online learning.

Keywords: online learning, traditional teaching, COVID-19, Learning Skills, Technology. Quality of education, student readiness.

INTRODUCTION

The growing coronavirus pandemic compelled decision makers and education officials across the world to shut down schools. All lectures and in-person classes were halted; millions of students were sent home. Conventional education was forced to be suspended. In the midst of social distancing and isolation, most of us seemed to get caught off guard. Close to a billion people are still locked down after the coronavirus outbreak brought life around the world to a virtual standstill. The pandemic is expected to have enormous economic consequences and it is also having a devastating impact on global education. According to the latest figures released by UNESCO, some 1.3 billion learners around the world were not able to attend school or university.

E-learning had become an important method in education for its efficiency in providing education with lower costs, for ease of accessibility at anytime and anywhere and for overcoming many traditional educational problems. Several e-learning and online learning tools and methods have been explored in the literature as effective tools and methods to expand the possibilities of teaching and learning in the profession fields.

Although e-learning (and various blended approaches that integrate online components into traditional classes) continues to grow rapidly, it still remains at an early stage of development. Consequently, developers and deliverers of online learning need more understanding of how students perceive and react to elements of e-learning (since student perception and attitude is critical to motivation and learning) along with how to apply these approaches most effectively to enhance learning (Koohang & Durante, 2003). Since online learning has become highly popular in educational institutions, throughout this process, there has been and will continue to be a need for faculty and students to re-examine students' readiness and to re-develop a more comprehensive measure of students' readiness. By undertaking this task, teachers can design better online courses and guide students toward successful and fruitful online learning experiences.

Since online learning environments also allow students to have more flexibility in their learning-activity arrangements, students need to make decisions about and to exercise control over their learning activities in terms of pace, depth, and coverage of the content, type of media accessed, and time spent on studying. Thus, the dimension of learner control also becomes an important part of students' readiness (Stansfield, McLellan, & Connolly, 2004).

Nowadays we usually equate educational technology with computers, laptops, iPads, iPhones, etc. However, technology is not that new to education and most probably in 50 years it will look very different from what we now consider as being hi-tech. Just to make a point here, in the early 1800s, a technological innovation was introduced to the classroom that would prove to have a profound impact on teaching. Online learning provides many benefits for students who want flexibility while attending college. Some advantages include: The ability to take courses on your schedule The opportunity to learn on any connected device, without having to relocate or attend class in person even if online courses can be part of a degree course, they can be carried out independently to master a particular subject or learn a specific skill. Hybrid education: hybrid education allows students to follow a combination of courses online and on campus. Regardless of the type or types of online training you choose, the options are generally

LITERATURE REVIEW

Kransow (2013) poses a critical question for instructors working in the online environment. How can online courses be designed to maximize student satisfaction as well as student motivation, performance and persistence? Drawing on the literature, Kransow emphasizes the importance of building a sense of community in the online environment. Yet, building an online community that fosters student satisfaction involves strategies that go beyond facilitating interaction with course components. Building community also requires, among other elements, interaction with each other, that is, between student and instructor and among students in the course. Sher (2009), in his study of the role such interactions play in student learning in a Web-based environment, found interaction between student and instructor and among students to be significant factors in student satisfaction and learning

This study is an extension of previous research on student satisfaction with online education (Cole, Shelley, & Swartz, 2013, Swartz, Cole, & Shelley, 2010, Shelley, Swartz, & Cole, 2008, 2007). Researchers used a multi-item survey instrument to assess how well student expectations were met in selected online courses. Graduate and undergraduate students were asked first whether they were satisfied with their experience with e-learning. Following that, they were asked to explain what made the experience satisfactory or unsatisfactory. Student satisfaction is defined as "the learner's perceived value of their educational experiences in an educational setting" (Bollinger & Erichsen, 2013, p. 5).

OBJECTIVE OF THE STUDY:

- To Study the meaning and concept of online teaching.
- To analyse the perception and readiness if student towards online teaching.

RESEARCH METHODOLOGY

Researchers conducted a cross-sectional, observational study including only management students studying in various management institutes in Pune city, India. The data was collected using semi-structured questionnaire which was developed by using google forms. Simple random sampling technique was used to identify prospective respondents and the google form questionnaire was shared through WhatsApp social media through the available contacts of management. The total number of questionnaires which were circulated was unknown as researchers encouraged their identified respondents to share the google form questionnaire to as many contacts of management students they have. A completely filled questionnaire received used for data analysis were 75 obtained management students from different management institutes in Pune city. For this research secondary data was collected through various sources like, Websites, Journals, Articles, and Project reports are the main sources for secondary data.

Scope and Limitations of the Study: The study targets only to the Management students who are

Taking higher education courses only in Pune city, hence the perception of respondents students may vary from the perception students from other higher education courses. Study is conducted with the view of understanding only the concept, perception and readiness towards online tutoring.

THE MEANING AND CONCEPT OF ONLINE TEACHING

Influence of technology and evolution of online education: Online learning is the newest and most popular form of distance education today. Within the past decade it has had a major impact on postsecondary education and the trend is only increasing. The experience of online learning is like for students and how it has changed the role of the instructor online education, learning is asynchronous or synchronous or a combination of both. Asynchronous learning is teaching and learning that do not happen at the same time (Moore & Kears-ley, 2011), while synchronous learning refers to teaching and learning that happen at the same time, both of which are conducted through technologies such as Internet. The COVID-19 crisis of 2020 and the ensuing lock downs in many countries have led to increased online tutoring by both established online tutoring agencies as well as traditional schools adapting to the new environment. This has led to challenges on the technological site, but also for students not used to online teaching and available of resources for online tutoring. The remote teaching and learning efforts that all professors and students are now engaged in do not resemble what we think of as traditional teaching to online education. Quality online learning programs are high-input operations, requiring both time to develop and significant investments to run. Many of us are worried that the rapid shift to remote learning will tarnish the reputation of online education.

Teaching and Learning After COVID-19: The COVID-19 has resulted in schools shut all across the world. Globally, over 1.2 billion children are out of the classroom. As a result, education has changed dramatically, with the distinctive rise of e-learning, whereby teaching is undertaken remotely and on digital platforms a result, education has changed dramatically, with the distinctive rise of e-learning, whereby teaching is undertaken remotely and on digital platforms, With this sudden shift away from the classroom in many parts of the globe, some are wondering whether the adoption of online learning will continue to persist post-pandemic. While some believe that the unplanned and rapid move to online learning – with no training, insufficient bandwidth, and little preparation – will result in a poor user experience that is uncondusive to sustained growth. “I believe that the integration of information technology in education will be further accelerated and that online education will eventually become an integral component of school education,” says Wang Tao, Vice President of Tencent Cloud and Vice President of Tencent Education.(World Economic Fourm) There are, however, challenges to overcome. Some students without reliable internet access and/or technology struggle to participate in digital learning; this gap is seen across countries and between income brackets within countries.

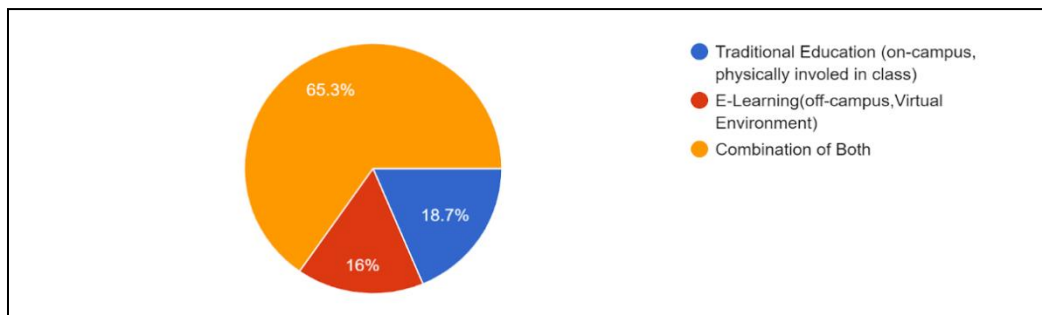
While many universities and colleges are moving towards online teaching,virtual classes through video calls(ZOOM,GOOGLE CLASSROOM,HANGOUT) and other online platform to uploading the study material online, these institutions are going an extra mile to minimise loss of students. Many such platforms have also been launched via government for the availability of the online studies:

- The SWAYAM Moocs courses are web based multi-media courses designed especially for students in the higher education sector.
- -PG Pathshala is another platform on which e-books upto PG level can be accessed.
- National Digital Library of India :The National Digital Library of India is an integration platform for schools, colleges, universities, teachers, students.

Result and Discussion: The Study include total no of 75 respondents from various management colleges of Pune City. Out of total respondents, (39) were the male respondents (51%), while remaining were the female 36 respondents in the total 75 respondents. From the total respondents,94.6% of the students are aware of online teaching and only 65 (87.7%) respondents were having smart phones with proper internet

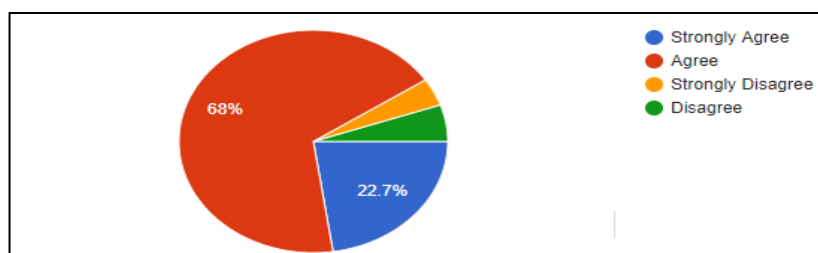
connection to attend online lecture, and around 68% of respondent have attended online lecture on various platform.

GRAPH NO 1: Preferable mode of education after COVID-19 pandemic?



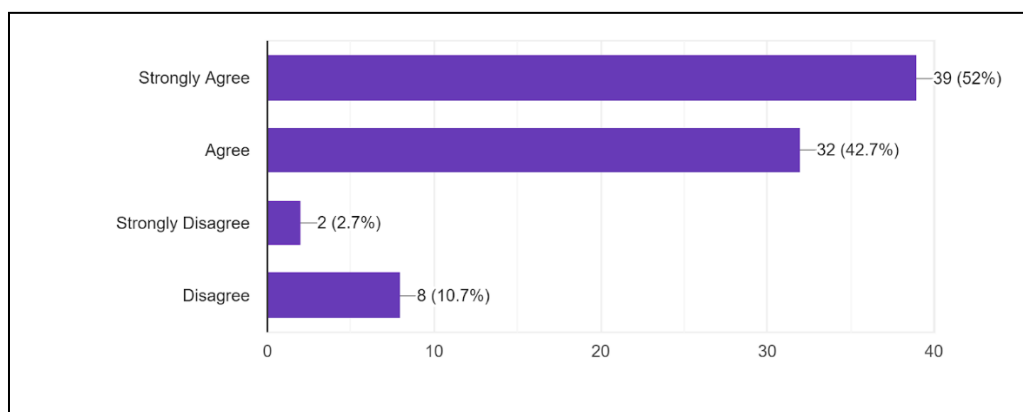
From the responses collected from the 75 respondent, the results shown in the graph state that (65.3%)respondent agreed that there must a combination of both traditional learning and E-learning as it would be more effective and 18% respondent said that mode of education should be traditional.

GRAPH NO 2: online lectures are time saving and convenient



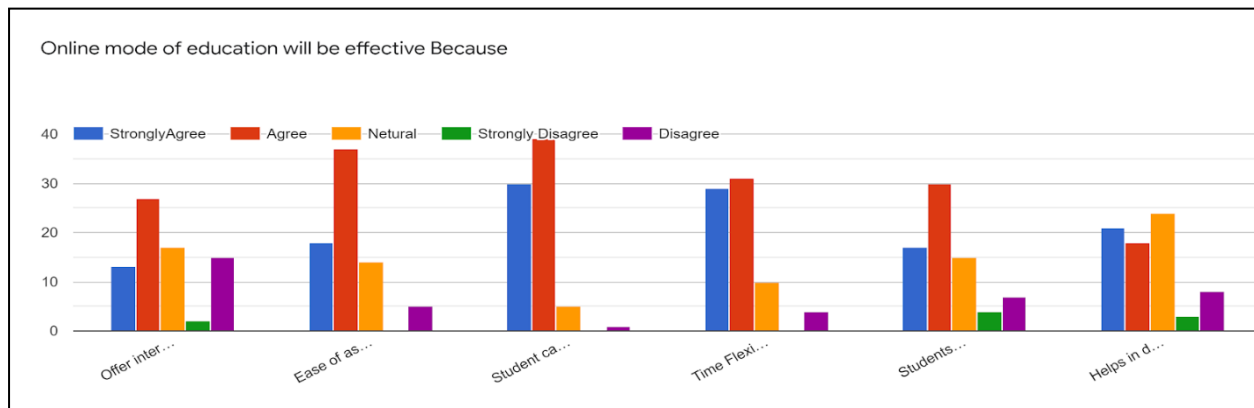
Based on the data collected using structures questionnaire related to online lecture convince, when asked to students 68% student agreed to it while 27.7% stongly agree that online lecture system would be time saving and convenient.

GRAPH NO 3: Personal touch (traditional teaching) is important in learning.



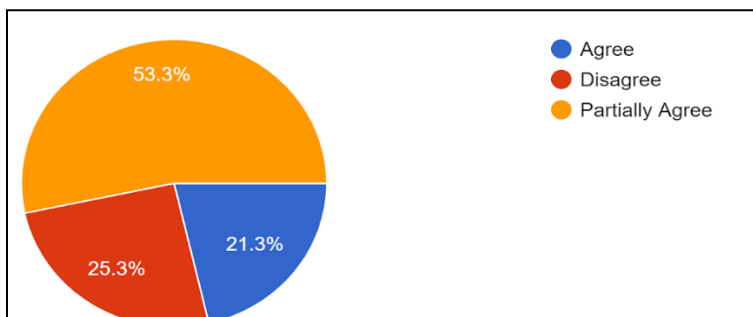
When the questions asked question asked on is traditional teaching is important in learning (52%) respondent strongly agreed that personal touch is very much important in teaching, whereas (10.7%) respondent disagree to the same.

GRAPH NO 4: Effectiveness of online education.



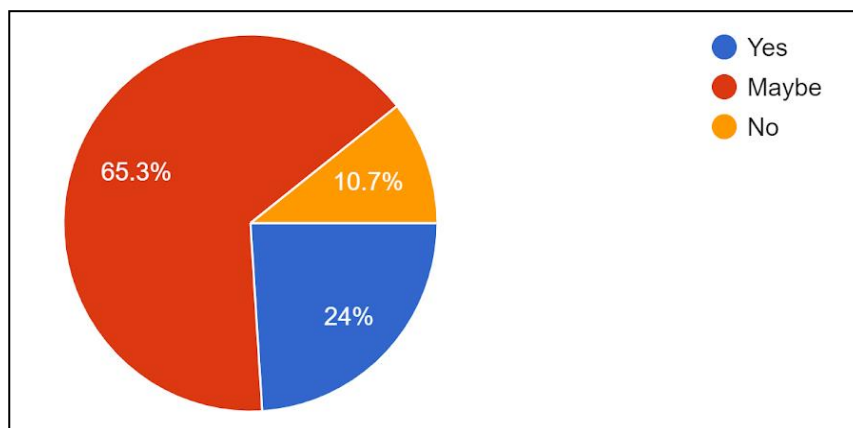
When asked about the effectiveness in online education of the majority respondent agreed that online education offers interactive mode of education, easy access to course material, time flexibility helps in developing students skills. Some respondent were neutral in answering the questions on effectiveness of online education

GRAPH NO 5: online lectures are better to understand the concept and clear the concept



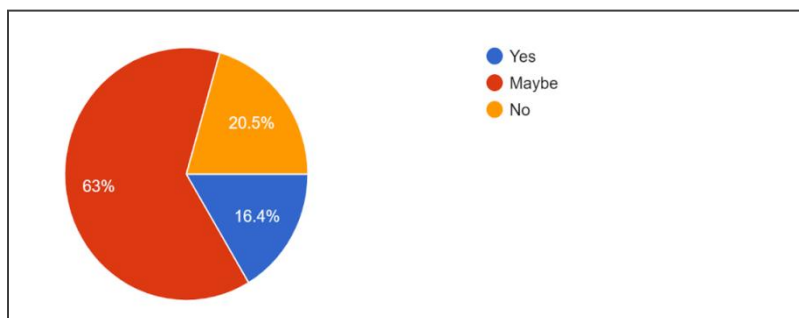
When asked about understanding the concept in online lectures 53.3% respondent partially agreed that online lecture is better to understand, while(25.3%) responded that they are unable to understand the concept of online learning and stick to traditional learning.

GRAPH NO 6: Can E-learning help in improving the quality of education?



Based on the data collected,it was asked that weather E-lerning can hepl in improving the quality of education it was observed that (65.3%) students are still confued about the quality of te education after the the process has moved to online sysytem.

GRAPH NO 7: Can E-learning help in equal chance of placements as campus students



Based on the data collected, it was asked that whether E-learning can help in placements as campus students it was observed that (63%) respondent are not confident that they will get placed in the organization after taking online degree.

CONCLUSION

This study conducted to evaluate perception and readiness of management students towards online learning. This study showed acceptable levels of individual characteristics towards the readiness of online education, learners are ready to accept this move from traditional classroom teaching-learning methodology to online learning methodology. where as more technical support to students will be required to conduct online learning as availability of technology and internet is still an issue, the importance of online teaching competency and their perception of their ability play a major role in how student approach towards online teaching goals, tasks, and challenges. Studies of online teaching competencies are important. it is important need to develop and create a safe online space by means of making use of advanced technology to manage the gap of digital divide between students and faculty to get that personal touch of teaching in e-learning so as to provide a synchronous learning experience as that of traditional classroom.

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