



LEARNERS' PERCEPTION ON EFFECTIVENESS OF ONLINE TEACHING-LEARNING PROGRAM DURING COVID-19 IN HIGHER EDUCATION LEVEL

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ABSTRACT

The whole educational system from elementary to tertiary level has been collapsed during the lockdown period of the novel coronavirus disease 2019 (COVID-19) not only in India but across the globe. This is a portrayal of teaching-learning modes adopted by over India for the teaching-learning process and subsequent semester examinations. It looks forward to an intellectually enriched opportunity for further academic decision-making during any adversity. The intended purpose of this paper seeks to address the required essentialities of online teaching-learning in Education amid the COVID-19 pandemic and how can existing resources of educational institutions effectively transform formal education into online education with the help of virtual classes and other pivotal online tools in this continually shifting educational landscape. The paper employs both quantitative and qualitative approaches to the perceptions of learners on online teaching-learning modes and also highlighted the implementation process of online teaching-learning modes. The objective of the study was to study the learner perception of the effectiveness of online teaching during covid-19. The findings of the study were However, most learners also reported that online classes could be more challenging than traditional classrooms because of the technological constraints, delayed feedback and inability of the instructor to handle effectively the Information and Communication Technologies.

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INTRODUCTION

The coronavirus pandemic has generated changes in the teaching-learning process in higher education institutions and has influenced the interaction between teachers and learners. Many governments took measures in order to avoid spreading the virus and to ensure the continuity of the educational process, and universities considered an option, an alternative to traditional learning (Baran, 2011). Online teacher person is built on both teachers traditional teaching experiences and also new conditions that they face as move to online teaching. During the coronavirus pandemic, it became an essential element for maintaining the activity of schools and universities. propose online and remote learning as a necessity in times of lockdown and social distancing due to the covid-19 pandemic (Ali, 2020). This pandemic has taught us to think critically. Rather it is a great moment for learning. Thus, online learning demands us to be more adaptable to the ways the situation arises. most of the people preferred mode of education is online/e-learning/virtual way and people think that online education is an effective way of learning and some people prefer offline education (Pasha and Gorya, 2019). Online learning is education that takes place over the Internet.

It is often referred to as “e-learning” among other terms. Online learning was found to be advantageous as it provided flexibility and convenience for the learners (Muthuprasad, Aiswarya, 2020 and Aditya and Jha, 2021). The reasons for this acceptability are ease of use, a controllable environment. implications of the online learning program were a very great idea (Demuyakor, 2020). During this quarantine time information technology is serving as the solution for the ongoing learning process through innovative and learning management systems. learners not only use new technology but also retain its education thereby helping learners and academic staff who are seeking guidance for digital literacy (Dhawan, 2020). learning and teaching online during covid-19 encourage reflection on how best to promote young children's development and learning with online communication tools to vary depending on the instructor or learner technological abilities to access online sites and use computers (Kim, 2020) The efforts of stakeholders namely teachers, learners and institutional administrators are on for the optimal use of the technology and efficient learning process. The ultimate goal is to minimize the learning gap that arouses due to lockdown in which learners are attending an online session in order to complete their regular degree/diploma program (Nagar, 2020). However, when using E-learning platforms there are also some elements that might be considered obstacles in learners' process of learning, such as decreased motivation in learners,

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delayed feedback or help due to the fact that teachers are not always available at the time learners may need help while learning or feelings of isolation due to lack of physical presence of classmates. Irregularity of the learners in the online class, the unstable internet connection and electricity are the two main reasons behind the irregularity problem. Learners' attendance range was 40%–60% for this study (Amin, Zubayer, Deb and Hasan, 2021). learners had a high interest in learning using video, learning using LMS (Learning Management System) and printed media, but not all learners were satisfied throughout the learning from home process (Susila, Qosim and Rositasari, 2020). learners were affected by the lack of interaction with both teachers and peers. The E-learning platforms were not able to support video conferences, except occasionally, in small groups and at special hours when the server was not overcrowded (Coman and Tiru, 2020). Teachers are facing difficulties in conducting online classes due to a lack of proper training and development for doing online classes (Kulal and Nayak, 2020). Nonetheless, these obstacles can be overcome with the help of teachers who should adapt their teaching strategies to the needs of learners. college became more resilient to online learning after that disastrous event. Technology helped them overcome the barriers in those difficult times (Dhawan, 2020) In order to do so, experience and knowledge about teaching in the online environment are necessary. Thus, we believe that these challenges and disadvantages could be more prominent while the educational process takes place exclusively online. necessary technical changes must be made in online learning design to facilitate peer interaction (Hasan and Khan, 2020).

Researcher came across many studies in the learner perception on effectiveness of online teaching learning program during covid-19 in higher education level (Ali, 2020, Demuyakar, 2020, Gautam and Gautam, 2020, Nagar, 2020, Kim, 2020, Dhawan, 2020, Nwankwo, 2020, Baczek, Szpringer and roszyń, 2020). The researcher has identified they were less active during online classes compared to traditional class (Baczek, Szpringer, jaroszyń, 2020). The major findings propose online and remote learning as a necessity in times of lockdown and social distancing due to the covid-19 pandemic (Ali, 2020). Most of reviews stated that online learning is helping to create interest among the learner and it also provides effective learning that's why the researcher is interested enough to conduct research on online teaching-learning.

This study will help to find out the learners' attitudes towards e-learning during COVID – 19 Pandemic. The research gap is found when it comes to studying the perception of the learners towards online learning during the Covid-19 pandemic situation in India when online learning has been emerged as the only available option to continue learning. The objective of the study: To study the learner perception on the effectiveness of online teaching during covid-19. To study the problems faced by learners while they are attending online teaching during covid-19.

METHODOLOGY

This study came under the descriptive study method of quantitative survey. The population of the study has all UG learners of Talcher Block Angul district. The target population for this study was all Undergraduate learners who have taken online courses. The accessible population of the study was all the UG 1st year of Arts learners Talcher Autonomous College and Silpanchala women's college. The investigator selected 224 samples randomly. The sample of the study was selected 154 samples from Talcher autonomous college, Talcher and 70 from Silpanchal women's college, Talcher. The investigator calculated the sample through the Rao soft sample size calculator at 95% confidence level

Analysis and Data Interpretation

Table-1 shows the percentage scores of the response of the types of contents for Undergraduate learners of Talcher Autonomous college, Talcher and Silpanchal women's college, Talcher. From the above analysis, the researcher finds out that online instructional material used by learners and (31.66%) strongly agree, (33.33%) agree, (3.33%) Undecided, (16.66%) disagree and (1.66%) strongly disagree. Maximum learners are unable to concentrate on study through online learning so that only (30%) strongly agree with the statement that learners have the motivation to learn and 1% of learners are said that strongly disagree and 33.33% of learners said that agree with this statement so as per majority learners given positive responses so they have the motivation to learn. Although online learning is a new platform for all so, learners have no ideas about the use of online learning so comfortable while using online learning content with this statement (58.33%) agree, strongly agree (35%) and 5% of learners were disagree. (35 %) learners strongly agree with the statement comfortable in installing software, (53.33%) agree, (1.66%) stated that strongly disagree.

Learners' perception on the effectiveness of online teaching-learning during covid-19

Table 1

Sl.No	Content	Learner's response				
		SA	A	U	D	SD
1	Online instructional material	19(31.66%)	20(33.33%)	2(3.33%)	10(16.66%)	1(1.66%)
2	Motivation to learn	18(30%)	38(63.33%)	3(5%)	1(1.66%)	1(1.66%)
3	Confident while using learning content	21(35%)	35(58.33%)	1(1.66%)	1(1.66%)	1(1.66%)
4	Confident in installing software	21(35%)	31(53.33%)	0	0	1(1.66%)
5	Make own study plan	20(33.33%)	35(58.33%)	1(1.66%)	1(1.66%)	1(1.66%)
6	Manage time well	16(26.66%)	35(58.33%)	1(1.66%)	5(8.33)	3(5%)
7	Get all facilities through online	14(23.33%)	31(51.66%)	2(3.33%)	11(18.33%)	1(1.66%)
8	Online learning motivating than convention learning	19(31.66%)	32(53.33%)	6(10%)	17(28.33%)	5(8.33%)
9	Not distracted by online activities	19(31.66%)	30(50%)	2(3.33%)	10(16.66%)	1(1.66%)
10	Comfortable in using computer	24(40%)	31(51.66%)	1(1.66%)	2(3.33%)	2(3.33%)
11	Feel confident to operate software	24(40%)	31(51.66%)	1(1.66%)	3(5%)	1(1.66%)
12	Feel confident to operate zoom meeting	26(43.33%)	39(65%)	1(1.66%)	2(3.33%)	1(1.66%)
13	Feel confident in function of MS word	18(30%)	38(63.33%)	1(1.66%)	3(5%)	1(1.66%)
14	Feel confident in function of power point	21(35%)	35(58.33%)	1(1.66%)	3(5%)	1(1.66%)
15	Confident in downloading file	23(38.33%)	37(61.66)	0	0	1(1.66%)

(SA=Strongly agree, A= Agree, U= undecided, D= Disagrees= Strongly disagree)

The learners have stated that (33.33%) strongly agree, (58.33%) agree, (1.66%) strongly disagree with the statement that they make their own study plan. And (26.66%) learners have responded strongly agree with the statement they manage time well (58.33%) of learners have agreed with this statement. - Due to online learning learners can't get more facilities as a comparison to offline classes so that only (23.66%) strongly agree, (51.66%) agreed with the statement. online learning motivating than offline class learning (31.66%). strongly agree, (53.33%) agreed, only (8.33%) learners are strongly disagreed so it's shown online learning was benefit for the learners. learners are Not distracted by online activities (31.66%)strongly agree, (50%) agree, (3.33%) undecided, (16.66%) disagree with this statement. Due to pandemic situation, all learners are learning through the online mode so that they have to attend online classes through the laptop, computer or smartphone so here only (40%) learners strongly agree in using computer comfortably, (51.66%) agree, whereas only (3.33%) learners strongly disagree with this statement as per the majority of the positive response learners are able to use the computer for online learning. In this pandemic situation, many online flat forms have been adopted by the school, colleges and universities like Google meet, zoom meeting, Google classroom, Microsoft office, so here only (51.66%) and learners agree in using Google meet and (43.33%) strongly agree to operate zoom meeting whereas (1.66%) of learners have responded as strongly disagree. Feel confident in the function of MS word (30%) learners are strongly agreeing, (63.33%) agree, (1.66%)undecided, (5%) disagree, and (1.66%) learners have responded as strongly disagree. Feel confident in the function of PowerPoint (35.33%)of learners stated that strongly agree, (58.33%) agree, (1.66%)undecided, (5%)disagree, and (1.66%) responded as strongly disagree. - Due to the online learning learners have downloaded materials for self-study here only (38.33%) strongly agree and (61.66%) agree to download materials comfortably whereas (1.66%) learners have responded as strongly disagree.

Problems faced by Learners' while attending online learning during covid-19 **Table 2**

S.No.	Content	Learner's Response	
		Yes	No
1	Access device for online learning	33(55%)	27(45%)
2	Time spend on online learning	45(75%)	15(25%)
3	Access the internet	39(65%)	21(35%)
4	Have a smartphone	60(100%)	0
5	Use smartphone regularly	55(91.66%)	5(8.33%)
6	Teacher's sharing PPT's	30(50%)	30(50%)
7	Teacher's providing material's	35(58.33%)	25(41.66%)
8	Teacher's helps you In online class	25(41.66%)	35(58.33%)
9	Engaging activities during online class	20(33.33)	40(66.66%)
10	Manage time properly	50(83.33%)	10(16.66%)
11	Face difficulties	47(78.33%)	13(21.66%)
12	Take exam through online mode	22(36.66%)	38(63.33%)
13	Clear doubt	38(63.33%)	22(36.66%)
14	Laptop used for online learning	40(66.66%)	20(33.33%)
15	Feel comfortable in online learning	51(85%)	9(15%)

Table-2 shows that "access device for online learning this statement stated that (55%) of learners are able to access the device for their learning and (45%) of learners are said that they unable to access the device for online learning so here the majority of the learners can access devices for online learning. From the second statement (75%) of learners are stated that they are spent their precious time on online learning and (25%) of learners said that they are not spent their time on online

learning so here the majority of learners are interested to learn from internet and easily study from the home through online. From the above learners (65%) of learners said that they are accessing the internet for online learning and (35%) of learners unable to access the internet for their study, Online classes will be successful only if internet facility is provided to all by making it equitable and affordable So, most of the learners are successfully access the internet. Learners are preferred smart phones for accessing their learning here (100%) of learners are using smart phones for online learning, and (91.66%) of learner's were regularly used smart phones for their online learning. Teacher's sharing PPTs on this statement (50%) of learners were respondents as yes and (50%) of learners have responded as No. Instructional material is the essential and significant tool needed for teaching and learning in order to improve learners' performance, here only (58.33 %) of learners have stated that their teachers provide online material through online mode and (41.66%) of learners said that teachers don't provide learning material. The learners have responded (41.66%) to teacher's helping them during online classes and (58.33%) of students said that the teacher does not help them during online classes regarding the study. In the statement of engaging activities during online class most of the learners have given negative responses only (33.33%) responded as yes and (66.66%) have responded as no. Time plays a very important role for the learners, the internet saves a lot of precious time of the learner's in many ways so here (83.33%) learners have responded as positive way and (16.66%) of learners have responded as negative as per majority the learners are able to manage time properly Online learning is new, unknown and different for learners, teachers and parents. It's especially difficult for the learners. Parent's and learner's from vulnerable communities also face difficulties, as many don't have the means to provide their children with a computer or smartphone to attend classes from the above analysis here (78.33%) of learners were faced difficulties and (21.66%) learners do not face any difficulties as a conclusion there are most of the learners have faced difficulties through online learning. Online exam or tests help to accurately assess a learner's knowledge in a wide range of subjects it shows only (36.66%) learners are given online exam and (63.33%) learners not given any online exam here we can say that online exam is a little bit difficult for the learners. From all of the above learners (63.33%), learners said that the teacher helped them to clear their doubts during the online class but at the same time (36.66%) of learners have stated that their teachers are not cooperating to clear their doubts in the period of online class, as per the majority the conclusion has drowned the teacher most of the time helps learners to clear their doubt in the online class. The Learners are said that (66.66%) of learners were used laptops for online learning. The laptop gives learners the flexibility and freedom they need to work on academic assignments anytime, anywhere. At the same time (33.33%) of learners have stated that they are not used laptops for online learning. From the last statement The responses from learners are largely positive overall (85%) said they feel comfortable using online device at the same time (15%) of learners not comfortable using online devices as it is new for them.

DISCUSSION

The effect of corona-virus pandemic differs from one country to another, but for the educational sector, it is extremely

important to take measures aimed at protecting young learners and their health, such as: teaching them to take care of their health, providing learners with equal and non-discriminatory education opportunities, equal training for all learners, protection of learners, and the use of opportunities regarding the possibilities of reorganization of the instructional/educational process. Research question one was to ascertain the effectiveness of online teaching-learning programs during covid-19. The findings of this study indicated that majority of the learners evinced a positive attitude towards online classes in the wake of the corona. Online learning was found to be advantageous as it provided flexibility and convenience for the learners. They also indicated the need for interactive sessions with quizzes and assignments at the end of each class to optimize the learning experience. However, most learners also reported that online classes could be more challenging than a traditional classroom because of the technological constraints, delayed feedback and inability of the instructor to handle effectively the Information and Communication Technologies. In this research, most of the people preferred mode of education is the online way and only 8.66% of learners preferred offline education. Most of the learners think that online education is an effective way of learning and some learners prefer offline education. Therefore, all these factors should be considered while developing an online course to make it more effective and productive for the learners. It's possible that once the COVID-19 pandemic settles down, we may see a continued increase in education systems using online platforms for study aids. Hence this study will prove useful for reimagining and redesigning higher education with components involving online mode.

Research question two was to ascertain problems faced by learners in online teaching-learning during covid-19. The findings revealed that the online learning model has attracted new experiences which require the transfer of activity planning from the traditional format to the online format. The study found that learners encountered difficulties in accessing the online instructional material. The study also reveals that technical issues are the major challenges faced by undergraduate learners in online learning as some learners are facing problems in internet connectivity, accessing classes, and downloading courses materials. When learners are giving exams Online, they are facing troubles in the opening of the site/page in their mobile phone. As most of the learners are dependent on mobile phones, it is a matter of concern. Regarding communication issues, interaction with the teachers and learners are not effective in virtual classes. The learners' satisfaction with online learning is good; more than 50% are satisfied with online learning, whereas 15% of learners are not satisfied with online learning, and 43 % of learners are not fully supporting in continuing online learning unless it is urgent. In this study, it can be concluded that most of the learners are aware of online learning and they can utilize it. For some learners, there are barriers to access online education and very few learners are there who are not interested in online learning. At last, the study revealed that people are accepting these changes in the education sector, slowly they are adopting and in future, this process will be continued which will have a grand success in the educational sector.

CONCLUSION

From the above discussion, it can be concluded that Online teaching increases the engagement of the learners and results

in personalized attention to the learners. Hence, Online learning is certainly a more effective option for learners, rather than offline learning. It's also better for the environment. Online education shows a positive impact on the lives of learners as the studies have shown that the majority of learners responded that online learning is better than offline learning. During the lockdown period for Covid-19, online learning is the best platform to keep learners/educators engaged and safe by maintaining social distancing. Using the various technologies available for Online Learning, educators can provide a more interactive distance learning experience by delivering real-time, synchronous video conferencing. Online learning is considered a future learning process and this platform has the potential of overall change in pedagogy of teaching-learning in the modern world. However, necessary steps must be taken to train all stakeholders of education on the online learning platform. Government/educational institutions should adopt the policy to provide free internet and free digital gadgets to all learners in order to encourage online learning as a result of which people would get engaged during the lockdown and remain safe from pandemics.

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