

A STUDY ON ONLINE EDUCATION IN POST COVID ERA FOR STUDENTS' PERCEPTION

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ABSTRACT

“The COVID-19 pandemic has forced many educational institutions to shift their teaching and learning activities online. As a result, online education has become a new norm for students around the world. This study aims to explore students' perceptions of online education in the post-COVID era. The findings of the study suggest that students generally have a positive perception of online education. Most of the respondents reported that online education is convenient, flexible, and allows them to learn at their own pace. The study also found that students perceive online education to be of comparable quality to traditional classroom education in terms of course content and instructor engagement.”

KEYWORDS

Online Education, Students' Perception, Post-Covid, Technology.

INTRODUCTION

The outbreak of COVID-19 pandemic has brought significant changes in the education system across the world. To minimize the spread of the virus, educational institutions were forced to suspend in-person classes, and online education became the only mode of instruction. This sudden shift to online education has created an unprecedented challenge for both students and educators. As a result, online education has gained immense popularity among students in recent times.

The present study aims to investigate student perceptions of online education in the post-COVID era. The study will explore how students perceive the quality of online education, its effectiveness in terms of achieving learning objectives, and the impact of online education on their academic performance. Additionally, the study will also investigate the challenges that students face in online education and their suggestions for improving the online learning experience.

The purpose of this research paper is to explore the perception of students towards online education in the post-COVID era. As the world gradually emerges from the pandemic, it is crucial to evaluate the effectiveness of online education and its impact on students. By understanding the perceptions and

experiences of students with online education, we can identify areas that require improvement and make informed decisions about the future of education.

LITERATURE REVIEW

"Online Education and Its Effective Practice During COVID-19: A Systematic Review" by Arshad and Akram (2021)

This literature review examines the effectiveness of online education during the COVID-19 pandemic. The authors reviewed 56 articles from various databases and found that online education can be effective if it is well-designed, interactive, and engaging for students.

"A Systematic Review of Online Education in the COVID-19 Era: Implications for Healthcare Education" by Alturkistani et al. (2021)

This literature review examines the use of online education in healthcare education during the COVID-19 pandemic. The authors reviewed 32 articles and found that online education can be effective in healthcare education, but that it requires careful planning and design to ensure that students have access to the necessary resources and support.

"Online Education in the Post-COVID-19 Era: A Comprehensive Review" by Almarashdeh and Al-Samarraie (2021)

This literature review provides a comprehensive overview of online education in the post-COVID-19 era. The authors reviewed 69 articles and found that online education can be effective if it is well-designed, flexible, and student-centered. They also discuss the challenges associated with online education, such as the digital divide and the need for effective teacher training.

"The Future of Education after COVID-19: A Literature Review" by Mohammed Alzahrani and Sami Alshammari. This literature review explores the potential long-term effects of the COVID-19 pandemic on education, including the role of technology and online learning in shaping the future of education. The review also discusses the challenges and opportunities associated with the integration of online education into traditional classroom settings.

"Online Learning in the Post-COVID-19 Era: A Systematic Review" by Selma Gülsecen, Hüseyin Uzunboylu, and Süleyman Nihat Şad. This literature review examines the current state of online learning in the post-COVID-19 era, including the challenges and opportunities associated with online education. The

review also discusses the importance of student engagement and the role of technology in facilitating effective online learning experiences.

"The Future of Online Education Post COVID-19 Pandemic: A Comprehensive Review" by Liao et al. (2021)

This literature review examined the future of online education post-COVID-19 pandemic. The authors identified several trends, including increased use of technology, personalized learning, and hybrid learning models. They also discussed the challenges of online education, such as lack of social interaction and engagement, and the need for effective pedagogical strategies and technological infrastructure.

Overall, literature reviews on online education in post COVID-19 suggest that while the transition to online learning has presented significant challenges, it has also opened new opportunities for expanding access to education and promoting innovative teaching and learning practices.

OBJECTIVES:

- To understand students' experiences with online education in the post COVID era.
- To investigate the impact of online education on students' academic performance in the post COVID era.
- To examine the effectiveness of online education platforms and tools in engaging students in the post COVID era.
- To identify the challenges and opportunities of online education for students in the post COVID era.
- To explore students' attitudes and perceptions towards online education in the post COVID era.

RESEARCH METHODOLOGY

DATA COLLECTION

To know about the student's perception on online education in post covid era. The study is analysed with the help of primary data. The primary data were collected through questionnaire.

Primary Data

The survey approach is utilized to gather the primary data in this study since it is an analytical study to identify areas for development based on the skills needed for the recruitment team. Primary data is information that has been gathered directly from an individual with the intention of aiding the study.

Primary source of data:

Questionnaire technique.

QUESTIONNAIRE - Survey among the students.

Sampling Technique**Simple Sampling**

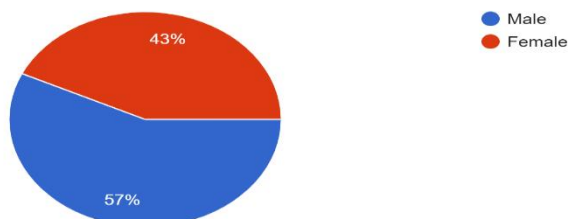
In research studies on online education in the post COVID era, researchers often use different sampling techniques to select participants for their studies. One simple method is random sampling, where participants are selected randomly from a larger population of individuals who meet the study's criteria. The choice of sampling technique depends on the research question, population of interest, and available resources. It is important for researchers to carefully consider the strengths and limitations of each method before selecting the most appropriate sampling technique for their study.

Sample Size

Data is collected from 100 students, who are studying. Whole research and interpretation done is based on their responses only.

Data Analysis & Interpretation**GENDER:**

Gender
100 responses

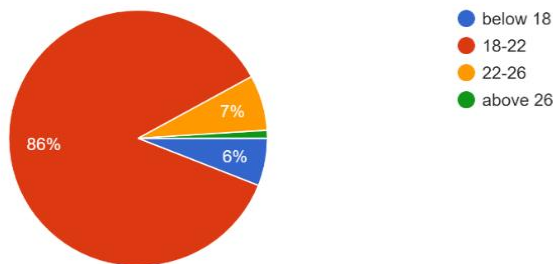


100 responses have been collected from the students out of which 43% are females and 57% are males. Hence, more males have responded to the questionnaire.

AGE:

Age

100 responses

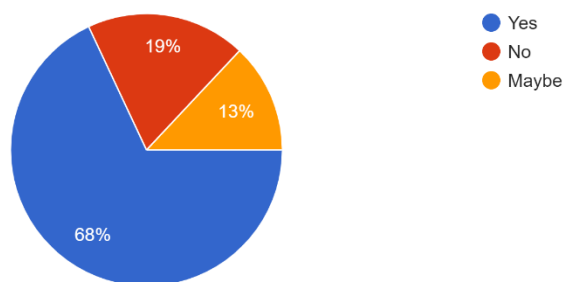


100 responses have been collected from the students out of which 86% are of 18-22 ages, 7% are of 22-26 ages, 6% are below 18 ages and 1% are of above 26 ages.

Your computer and the technology you used are good enough for online learning

Your computer and the technology you used are good enough for online learning

100 responses

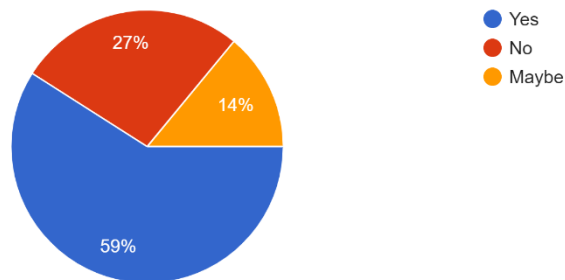


From 100 responses collected from the students, out of which 68% respondent are satisfied with this statement, 19% respondent are not satisfied with this statement, and 13% respondent are maybe satisfied with this statement. Hence, we can conclude that computer and the technology are good enough for online learning.

Your accommodation/home environment has been appropriate for online learning

Your accommodation/home environment has been appropriate for online learning

100 responses

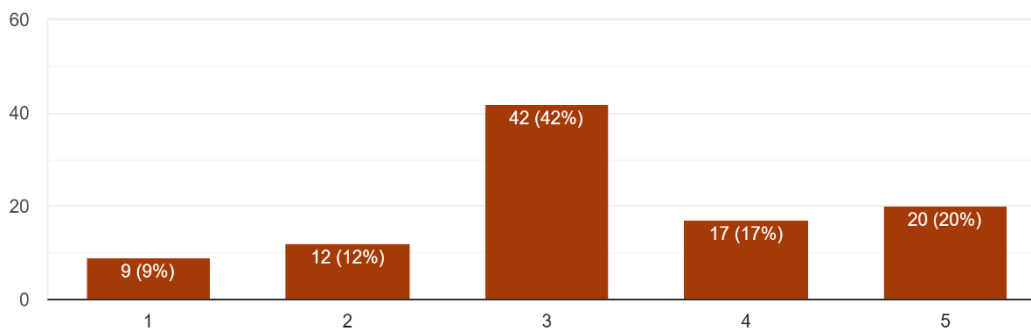


From 100 responses collected from the students, out of which 59% respondent are satisfied with this statement, 27% respondent are not satisfied with this statement, and 14% respondent are maybe satisfied with this statement. Hence, we can conclude that home environment has been appropriate for online learning.

How satisfied were you with the quality of the online learning

How satisfied were you with the quality of the online learning

100 responses

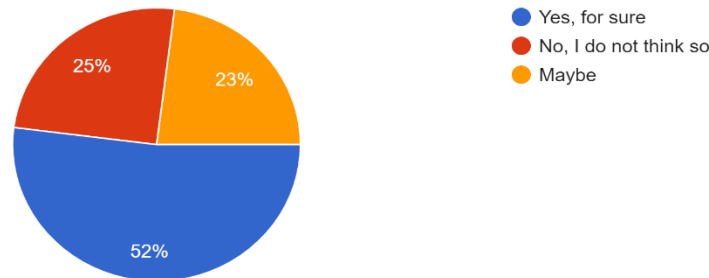


From 100 responses collected from the students, out of which 42% respondent are not much satisfied and not dissatisfied with this statement and 20% are very much satisfied with the quality of the online learning.

Do you think online learning is a trend even after the COVID-19 epidemic is over?

Do you think online learning is a trend even after the COVID-19 epidemic is over?

100 responses



From 100 responses collected from the students out of which are satisfied with the statement that online learning is a trend even after the covid-19 epidemic is over.

LIMITATIONS OF THE STUDY:

- **Lack of Personal Interaction:**

Online education limits the opportunities for students and teachers to interact in person. This can affect the quality of learning as personal interaction helps in clarifying doubts, discussing ideas, and gaining a deeper understanding of concepts. The lack of personal interaction can also lead to a sense of isolation and disengagement from the learning process.

- **Technical Issues:**

Online education requires reliable internet connectivity and access to necessary devices such as laptops, computers, or smartphones. However, technical issues such as slow internet speeds, connectivity problems, and malfunctioning hardware can hinder the learning process. This can be especially challenging for students who come from low-income backgrounds and do not have access to the necessary technology.

- **Limited Socialization Opportunities:**

In traditional classroom settings, students have ample opportunities to socialize and build relationships with their peers. However, online education limits these opportunities, which can affect the social and emotional development of students. It can also impact the development of important soft skills such as communication, teamwork, and leadership.

- **Reduced Engagement:**

Online education requires a high level of self-discipline and motivation. However, students may find it difficult to stay engaged and focused on their studies in a virtual environment. The lack of face-to-face interaction, socialization opportunities, and hands-on learning can make the learning experience monotonous and less engaging.

- **Limited Practical Learning:**

Some subjects require practical learning and hands-on experience, which is difficult to replicate in an online environment. For example, science labs, art classes, and physical education classes require physical presence and hands-on experience, which is not possible in online learning. This can limit the ability of students to develop practical skills and gain real-world experience.

Conclusion and Suggestions

Conclusion:

The outbreak of the COVID-19 pandemic has led to a significant shift towards online education as an alternative to traditional classroom-based learning. This has brought with it numerous benefits, such as increased flexibility, accessibility, and convenience. However, it also has limitations, including a lack of social interaction, technical difficulties, limited access to resources, limited feedback, and a lack of personalization. To ensure effective learning outcomes, it is essential that these limitations are addressed, and strategies are developed to enhance the quality of online education.

Suggestions:

To enhance the quality of online education, the following suggestions can be considered:

1. **Enhance Social Interaction:** Online education providers should look for ways to enhance social interaction between students, such as through virtual discussions, group projects, and peer-to-peer interaction.
2. **Ensure Technical Support:** Institutions should ensure that students have access to reliable and stable technology, and technical support is available to address any technical issues that may arise.
3. **Increase Access to Resources:** Online education providers should work to ensure that students have access to relevant learning resources, such as e-books, online libraries, and other educational materials.
4. **Improve Feedback Mechanisms:** Institutions should develop effective feedback mechanisms to ensure that students receive timely feedback on their assignments and assessments.
5. **Personalize Learning:** Institutions should use technology to personalize learning, considering individual learning styles, interests, and abilities.
6. **Encourage Collaborative Learning:** Institutions should encourage collaborative learning by providing opportunities for students to work together on group projects and assignments.

7. Facilitate Communication: Institutions should facilitate effective communication between students and instructors, providing students with the opportunity to ask questions and receive feedback on their learning.

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