

Online Teaching and Learning in Management Education during Pandemic: Student Perspective

Preetam Suman¹, Richa Srivastava², Anupam Saxena³

^{1,2,3}Jaipuria Institute of Management, Lucknow

¹Preetam.suman@jaipuria.ac.in, ²richa.srivastava@jaipuria.ac.in, ³anupam.saxena@jaipuria.ac.in

ABSTRACT

The 2019 pandemic created lot of destruction in the world. There is no any sector left which was not affected due to pandemic. The education sector which is backbone of society is completely disturbed. All the traditional teaching methods became failed. That was the time when whole world moves towards the digital world. Every sector already moved to digital world. Now it was time for education sector to move towards digital world. School and colleges started digital platform like ZOOM and google meet for online classes. Due to various reasons there was lot of struggle done by teachers and students. But after sometimes everyone got familiar. This paper presents an analysis of various angles on online classes. The study projects the student's perspective. Students faces many challenges which includes concentration, anxiety, health issues, eyes problem etc. The survey was conducted among 210 management students of Jaipuria Institute of Management, Lucknow.

Keywords

: Online education, Online learning methods, COVID-19.

Article Received: 10 August 2020, Revised: 25 October 2020, Accepted: 18 November 2020

Introduction

Coronavirus is a profoundly infectious sickness or illness brought about by the extreme intense respiratory condition Covid 2 (SARS-CoV-2). It began in Wuhan, China. It is at present pandemic and has influenced the whole mainland (Remuzzi and Remuzzi (2020), as a rule spread to people during close contact, has now caused a large number of passings. Coronavirus is known as a pandemic because of its seriousness and rough nature, and it is likewise obvious. The greatest worldwide wellbeing emergency in the long stretches of human development. The flare-up of the new Covid has obliterated everything from the world economy to social behavior (Schulten, 2020). In this way, the International Labor Organization (ILO) appraises that it might lose 195 million positions (United Nations Development Program, 2020). Perhaps the best approaches to alleviate the effect of this emergency is to execute COVID-19 regulation measures in their particular domains (De Brouwer, Raimondi and Moreau, 2020). These days, barricade is a typical popular expression that individuals have been contemplating during the crown pandemic. Truth be told, the bar is a highly sensitive situation arrangements executed by the equipped experts (for this situation, the focal government and state governments) to limit individuals from leaving their places of home, prompting mass separation and remaining around the globe Home March 2020. The Covid set off the first period of the cross country lockdown in Quite a while. This stage started on March 25, 2020, enduring 21 days, and afterward rehashed on April 15, 2020, as the subsequent stage, enduring 19 days. May 4, 2020, is the third stage for 14 days; May 18, 2020 (fourth stage) is 14 days, and June 1, 2020 (just for the 16-day regulation territory). Individuals can constantly decide exacting preventive measures, for example, keeping up social confinement, following restoratively guided disengagement techniques, and accepting disinfection and cleanliness measures, so it is conceivable to control the

COVID-19 pandemic indeed (Khachfe et al., 2020). Roughly 264 million kids and young people are not in school (UNESCO, 2017), and this pandemic has exacerbated the circumstance. With the spread of the COVID-19 pandemic, with the uncertain conclusion of schools, schools and colleges are the solitary alternatives, so the pattern of web based instructing is developing (Martinez, 2020). In this manner, the time has come to think truly, update and upgrade our schooling framework, which is an exceptional dire need. Casual and casual schooling are additionally incredibly influenced. Nonetheless, this is an acknowledged supposition that no encouraging strategy can supplant the pinnacle of formal instruction because of the immediate association among instructors and educators. Notwithstanding, after the COVID-19 emergency, online training has changed from customary strategies to current showing techniques, from study halls to zoom, from individual to virtual, from classes to online classes, and from educating techniques. Beforehand, e-learning, distance instruction and correspondence courses were by and large considered as a component of non-formal training, yet up until this point, if the circumstance endures, it appears to be that it will progressively supplant the proper schooling framework. After COVID-19, the absolute most well known online correspondence stages will alter the objective and course of the whole worldwide schooling framework.

Lederman (2020) even-handedly brought up that because of the COVID-19 emergency, the two instructors and understudies are in a circumstance where they need to acknowledge advanced scholastic experience as the amount of internet educating and learning measures. Through advanced insight (DQ Institute, 2019), educators can provide food the computerized abilities of youngsters at the edge of digital danger to the chance to get training, to prevail in their future professions, particularly in this pandemic, kids are totally subject to online Learn. The Covid is obliterating individuals' lives (EdSource, 2020), from kindergarten to the third level, it represents an

enduring danger to our instructive foundations, and is expanding educating and learning. Notwithstanding altruism, a few people additionally need to transform their ambitious abilities into promising circumstances for benefit. For any imaginative change, both remotely and inside, these two powers ought to be considered dependable, in light of the fact that Lewin (1958) talked about a three-venture measure (thawing→change→refreezing) in his change the board hypothesis, which depicts any The inner cycle of progress. At the point when an unexpected circumstance emerges in COVID-19, the learning of conventional instructing is defrosted. Because of the vulnerability chasing after customary showing models, this does them change to internet educating. In light of the circumstance today, it is probably not going to go to classes in an ordinary way during the COVID-19 episode. In this flare-up, keeping up social separating is fundamental. Subsequently, there is no uncertainty that internet encouraging mode has become a vital condition for associations and people to be frozen. The defrosting step gives freedoms to inspiration and groundwork for the framework and partners (Siegal et al., 1996). What's more, the internet instructing model is giving a feeling of mental security for the learning local area during the COVID-19 period. The subsequent advance is to change the cycle. In this interaction, there are two decisions: either receive the new online model in different organizations somewhere else or advance your own foundation. Examination is consistently to locate a superior implementable model. Here, it is significant that change isn't an occasion, yet a powerful interaction, which obliterates progression. For any outcome situated change, we need another perspective (Bridges, 1991) that adjusts to time and web based encouraging models at the individual and hierarchical levels to enhance the progress stage. Cap and El-Azar (2020) pushed that "obstruction should be inherent our schooling framework" and brought up three patterns that can be found in future changes. Expanding instructive development, extending public-private schooling organizations, and the advanced gap.

Methodology

A survey was conducted for the management students. The following questionnaire was used for the survey. The questions include understanding in class as well as health issues.

- Rate your satisfaction level with the online classes held by your college
- Do you actively participate in class discussions held during online lectures?
- Do you actively participate in Breakout rooms, Quizzes, Poll Surveys held during online lectures?
- Rate your participation level in the online classes you attend
- Rate your concentration level in the initial phase of online classes (July-September)
- Rate your concentration level in the initial phase of online classes (Oct-December)
- Which mode of giving class presentations (projects) is preferred by you?

- Do you think excessive screen time due to online lectures has negatively impacted your physical health?
- Do you think the lack of personal interactions due to virtual learning has negatively impacted your mental health?
- Has performance in group projects been affected due to the online mode of teaching?
- Which mode of teaching would you prefer in the future?
- Has online mode of learning affected your health?
- Are online examination and quiz effective in testing your full potential?

Analysis and discussion

The survey was performed among 210 students. The analysis of the responses is represented as following. The analysis was done in SPSS.

Satisfaction Level with Online Classes –

Histogram has been prepared (figure 1.a) to depict the visual distribution of the collected data. It shows that the maximum number of students are medium level satisfied with the online classes as 3 and 4 have most number of responses. There are less than 20 students who are highly dissatisfied with the online classes run by their college.

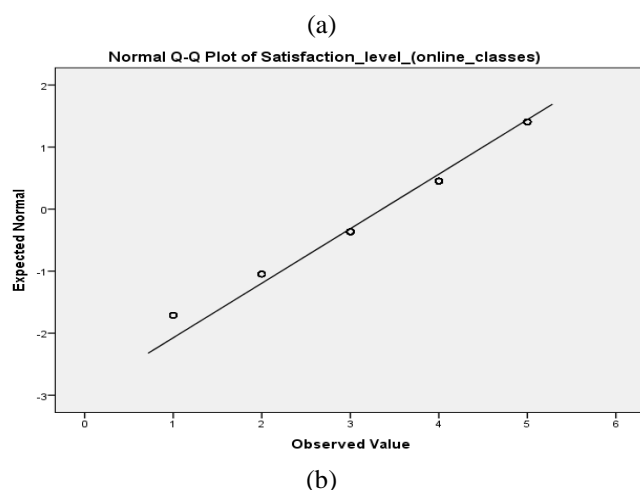
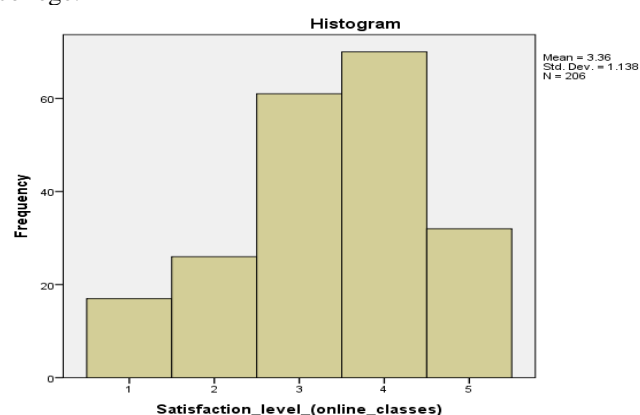


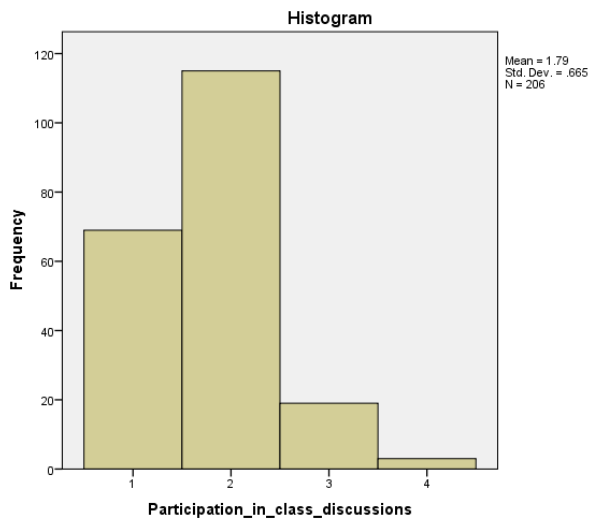
Figure 1: (a) Histogram for Satisfaction Level (b) Normal Q-Q Plot for satisfaction level

The **Normal Q-Q Plot** prepared (figure 1.b) below shows the presence of outliers around Highly Dissatisfied (1) in the variable 'Satisfaction Level with Online Classes'. The rest of the data is inclined on or near the line and indicates symmetrical distribution.

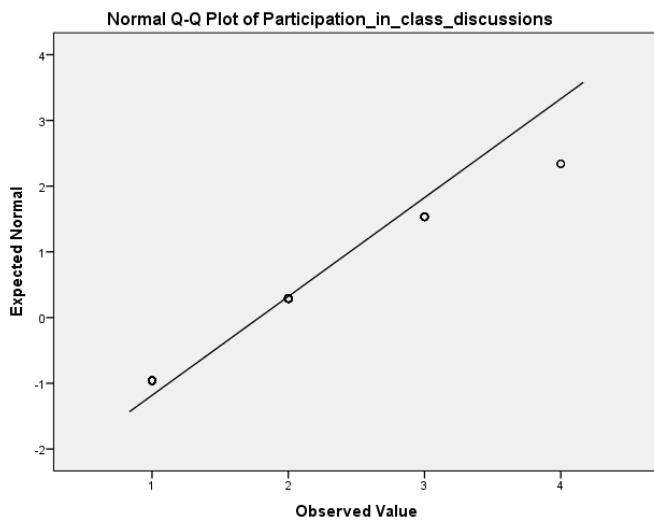
Participation in Class Discussions –

(1-Always, 2-Sometimes, 3-Rarely, 4-Never)

Histogram has been prepared (figure 2.a) to depict the visual distribution of the collected data. It shows that the maximum number of students participate in the class discussions Sometimes (coded as 2), followed by around 70 students who participate in class discussions Always (coded as 1). There are a few students as per our data who never participate in class discussions.



(a)



(b)

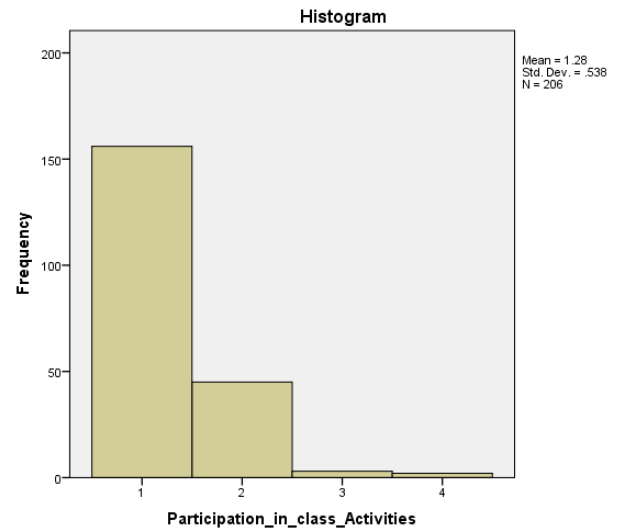
Figure 2: (a) Histogram for Class discussion (b) Normal Q-Q Plot for Class discussion

The **Normal Q-Q Plot** prepared (figure 2.b) below shows the presence of outliers around Never (4) in the variable 'Participation in Class Discussion'. The rest of the data is inclined on or near the line and indicates symmetrical distribution.

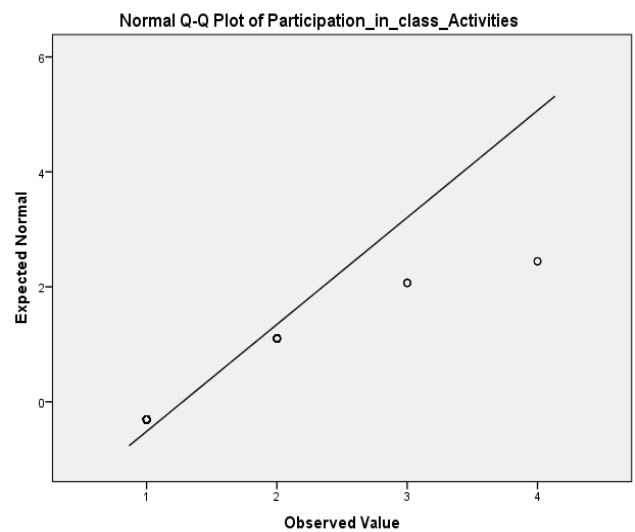
Participation in Class Activities –

(1-Always, 2-Sometimes, 3-Rarely, 4-Never)

Histogram has been prepared (figure 3.a) to depict the visual distribution of the collected data. It shows that the maximum number of students, around 150, participate in the class activities Always (coded as 1), followed by around 45 students who participate in class activities Sometimes (coded as 2). There are very few students as per our data who never participate in class activities.



(a)



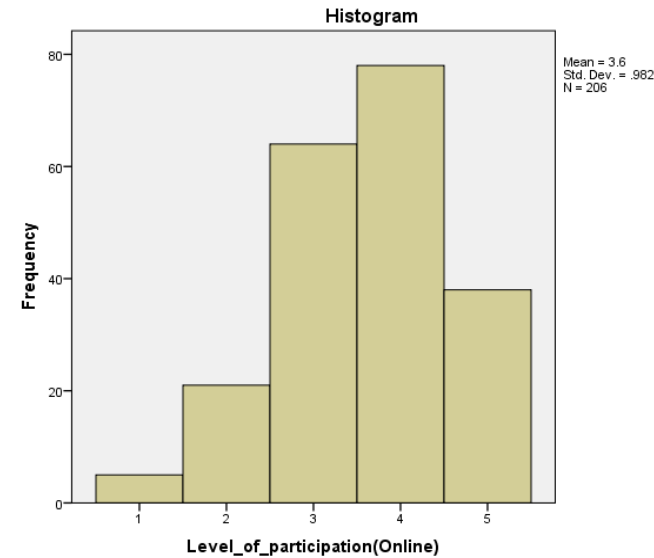
(b)

Figure 3: (a) Histogram for class activity (b) Normal Q-Q Plot for class activity

The **Normal Q-Q Plot** prepared (figure 3.b) shows the presence of outliers around Never (4) and Rarely (3) in the variable 'Participation in Class Activities'. The rest of the data is inclined on or near the line and indicates symmetrical distribution. Almost all students are active in such activities.

Level of Participation in Online Classes –

Histogram has been prepared (figure 4.a) to depict the visual distribution of the collected data. It shows that the maximum number of students rate their participation level in the online classes from neutral to high. There are less than 10 students who rate their participation level as almost nil.



(a)

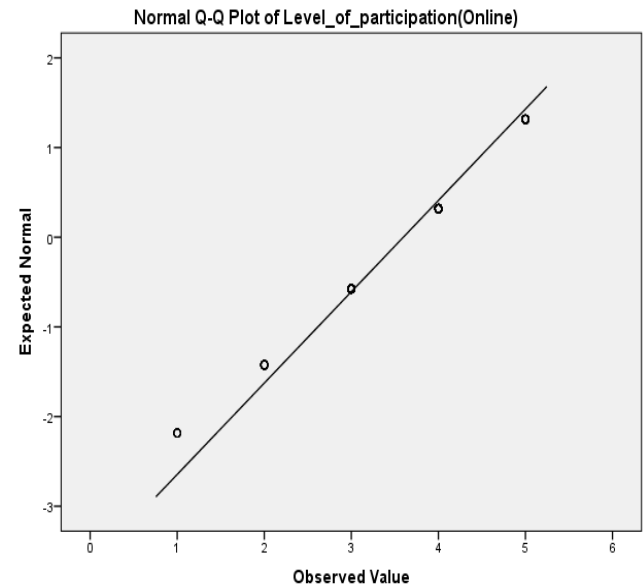
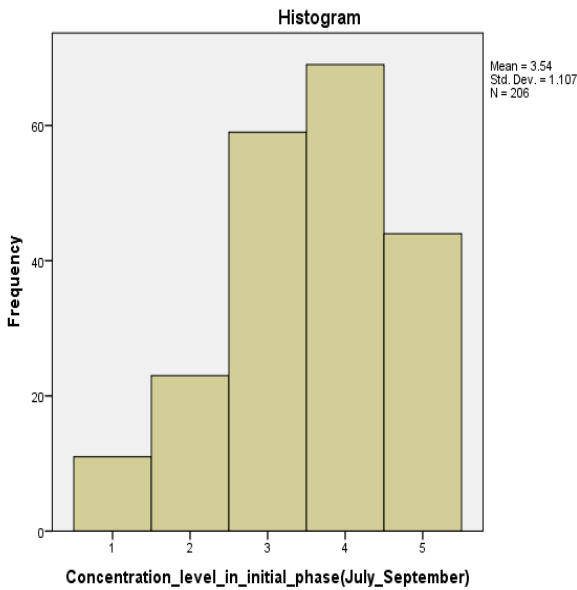


Figure 4: (a) Histogram for participation (b) Normal Q-Q Plot for participation

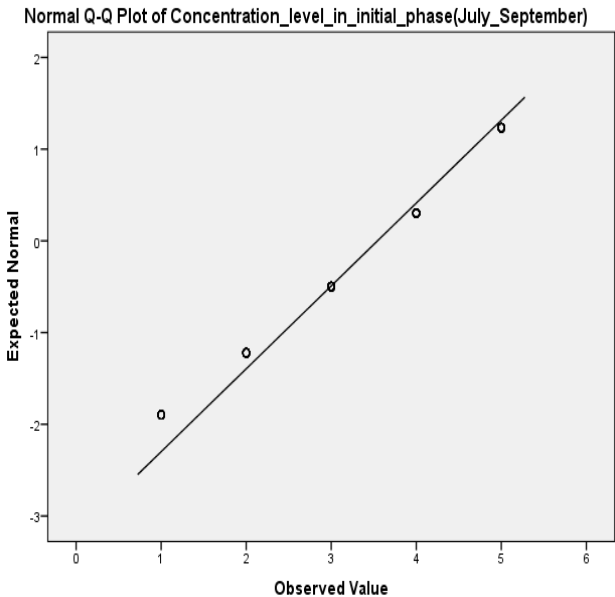
The **Normal Q-Q Plot** prepared (figure 4.b) shows the presence of outliers around Least Participation (1) in the variable ‘Level of Participation in Online Classes’. The rest of the data is inclined on or near the line and indicates symmetrical distribution.

Concentration Level in Initial Phase (July-September)–

Histogram has been prepared (figure 5.a) to depict the visual distribution of the collected data. It shows that the maximum number of students rate their concentration level in the initial phase of online classes from neutral to high. There are approximately 10 students who rate their concentration level as almost nil.



(a)



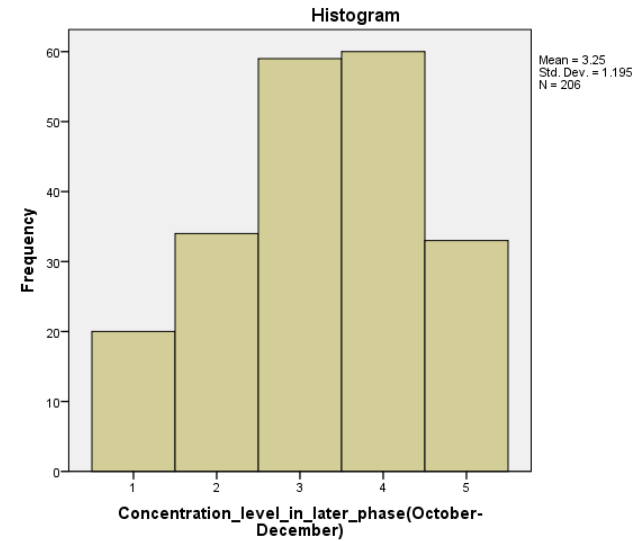
(b)

Figure 5: (a) Histogram for Concentration Level initial phase (b) Normal Q-Q Plot for Concentration Level initial phase

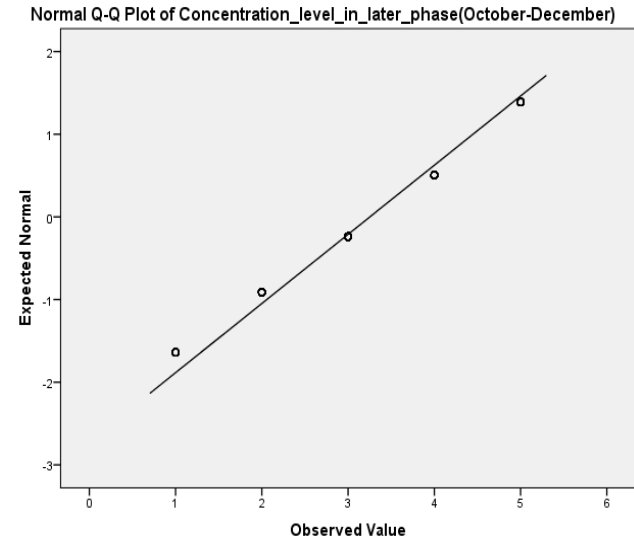
The **Normal Q-Q Plot** prepared (figure 5.b) shows the presence of outliers around Least Concentration (1) in the variable ‘Concentration Level in Initial Phase’. The rest of the data is inclined on or near the line and indicates symmetrical distribution.

Concentration Level in Later Phase (October-December)–

Histogram has been prepared (figure 6.a) to depict the visual distribution of the collected data. It shows that the maximum number of students rate their concentration level in the initial phase of online classes from neutral to high. There are approximately 20 students who rate their concentration level as almost nil. This decline in concentration has increased from the initial phase.



(a)

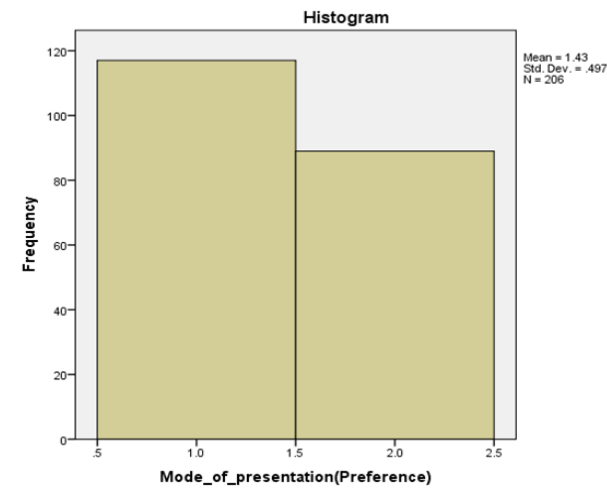


(b)

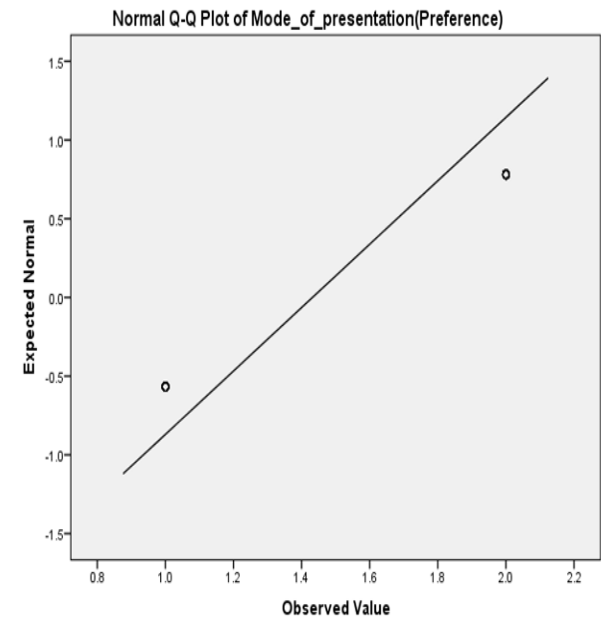
Figure 6: (a) Histogram for Concentration Level later phase (b) Normal Q-Q Plot for Concentration Level later phase The **Normal Q-Q Plot** prepared (figure 6.b) shows the presence of outliers around Least Concentration (1) in the variable ‘Concentration Level in Initial Phase’. The rest of the data is inclined on or near the line and indicates symmetrical distribution.

Mode of presentation (Preference):

Histogram has been prepared (figure 7.a) to depict the visual distribution of the collected data. It shows that the maximum number of students preferred offline mode of presentation (Coded as 1) .



(a)



(b)

Figure 7: (a) Histogram for Mode of presentation (b) Normal Q-Q Plot for Mode of presentation The **Normal Q-Q Plot** prepared (figure 7.b) shows the presence of outliers around online mode (2) in the variable ‘Mode of presentation (preference)’.

Impact on physical health –

Histogram has been prepared (figure 8.a) to depict the visual distribution of the collected data. It shows that the maximum number of student’s feel that their physical health is affected during the online classes

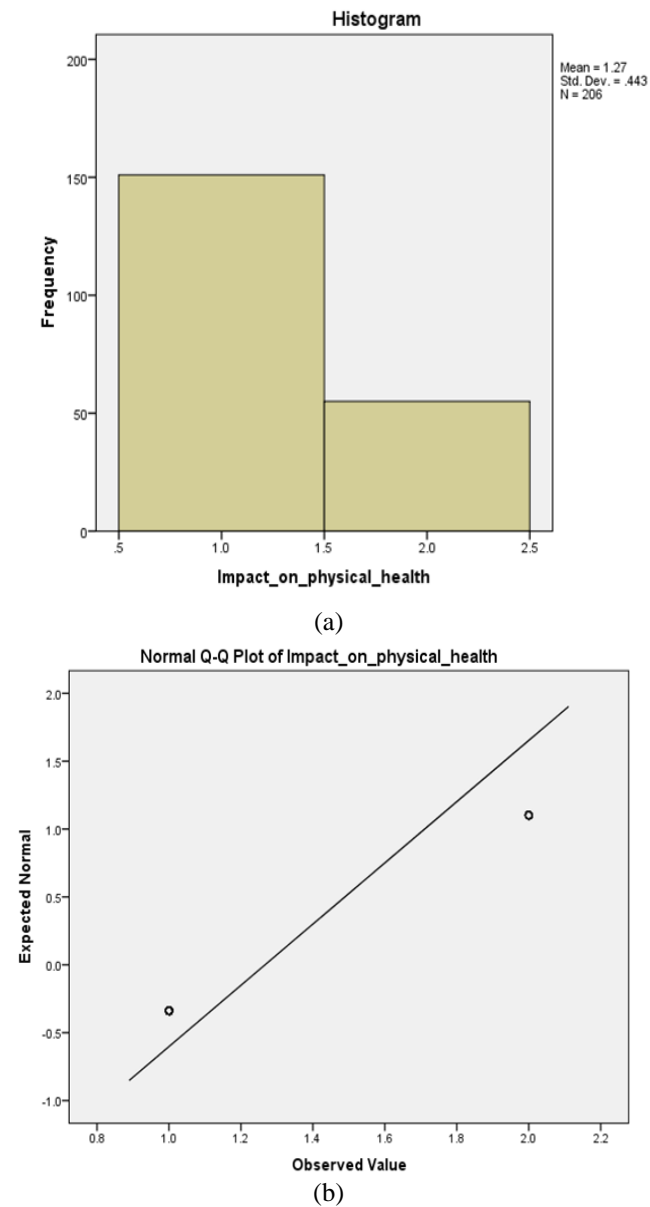


Figure 8: (a) Histogram for Impact on physical health (b) Normal Q-Q Plot for Impact on physical health
The **Normal Q-Q Plot** prepared (figure 8.b) shows the presence of outliers around ‘No (2)’ in the variable ‘Impact on physical health’. The rest of the data is inclined on or near the line and indicates symmetrical distribution.

Impact on mental health –

Histogram has been prepared (figure 9.a) to depict the visual distribution of the collected data. It shows that the maximum number of students has impact on their mental health during online classes.

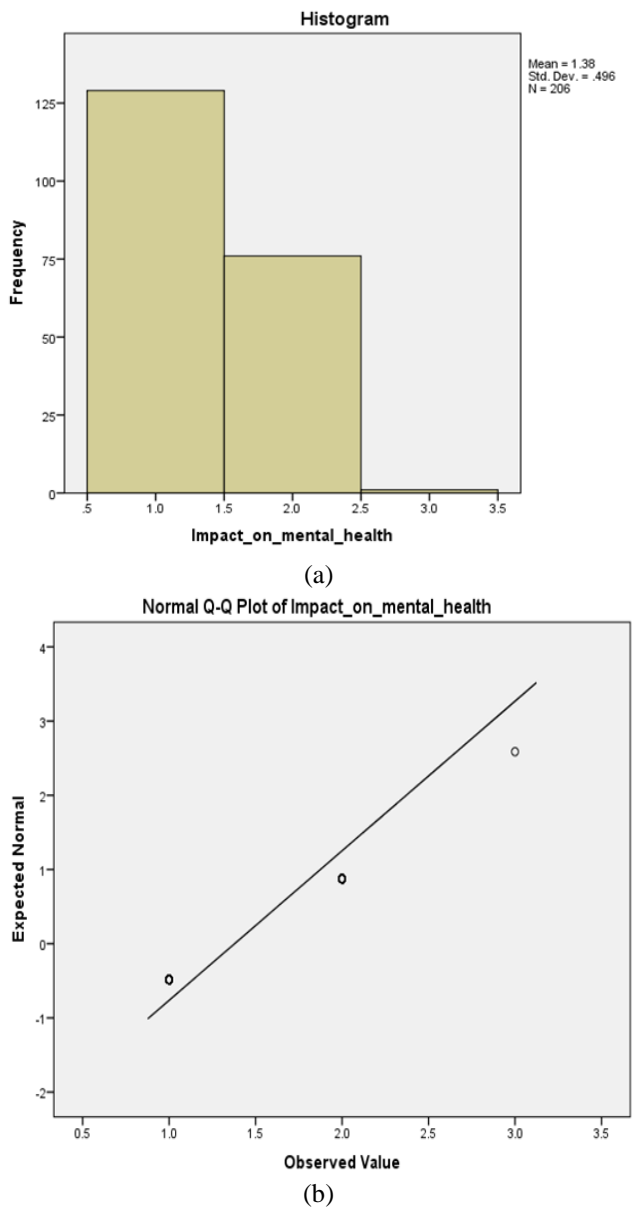


Figure 9: (a) Histogram for Impact on mental health (b) Normal Q-Q Plot for Impact on mental health
The **Normal Q-Q Plot** prepared (figure 9.b) shows the presence of outliers around Blank (3) in the variable ‘Participation in Class Discussion’. The rest of the data is inclined on or near the line and indicates symmetrical distribution.

Impact on group performance –

Histogram has been prepared (figure 10.a) to depict the visual distribution of the collected data. It shows that the maximum number of students group performance has been affected due to online classes. More than 100 students feel that way.

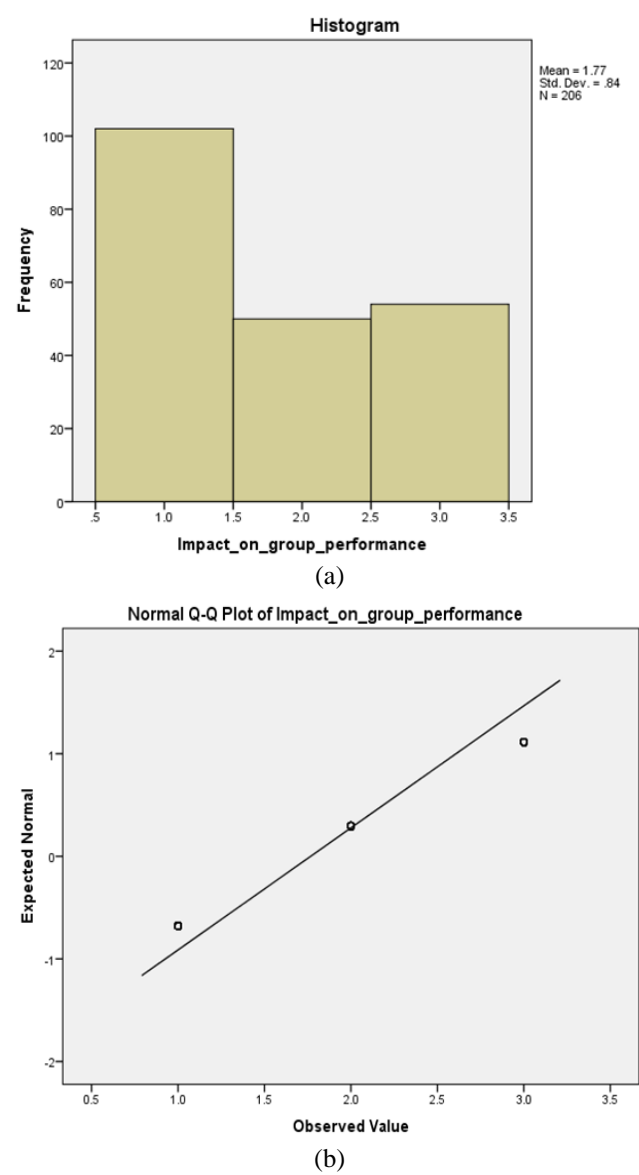


Figure 10: (a) Histogram for Impact on group performance (b) Normal Q-Q Plot for Impact on group performance
The **Normal Q-Q Plot** prepared (figure 10.b) shows the presence of outliers around May be (3) in the variable ‘Impact on group performance’. The rest of the data is inclined on or near the line and indicates symmetrical distribution.

Mode of Future teaching (Preference) –

Histogram has been prepared (figure 11.a) to depict the visual distribution of the collected data. It shows that the maximum number of students, close to 150, prefer teaching in future to be in offline mode. Only 1/4th of the respondents want the classes in future to be in online mode.

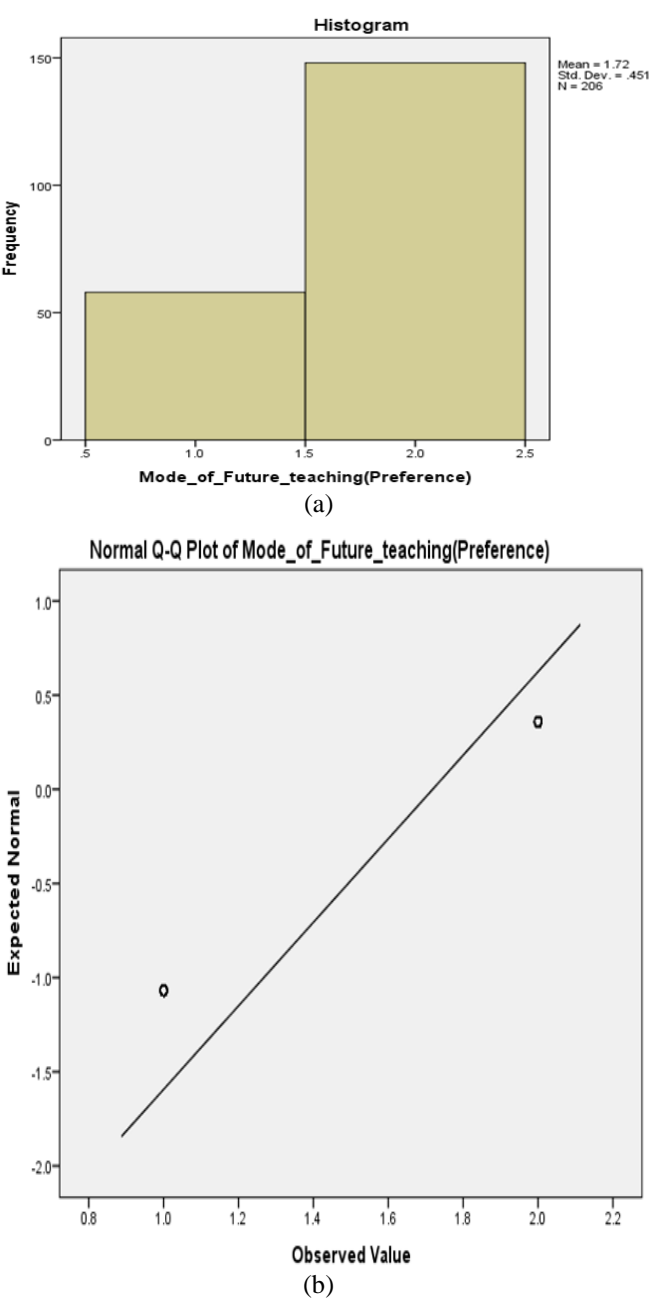


Figure 11: (a) Histogram for Mode of Future teaching (b) Normal Q-Q Plot for Mode of Future teaching
The **Normal Q-Q Plot** prepared (figure 11.b) shows the presence of outliers around Online (1) in the variable ‘Mode of future teaching’. The rest of the data is inclined on or near the line and indicates symmetrical distribution.

Effectiveness of testing potential –

Histogram has been prepared (figure 12.a) to depict the visual distribution of the collected data. It shows that the maximum number of students do not agree that online examination and quiz is effective in testing their full potential. More than 70 student respondents feel so.

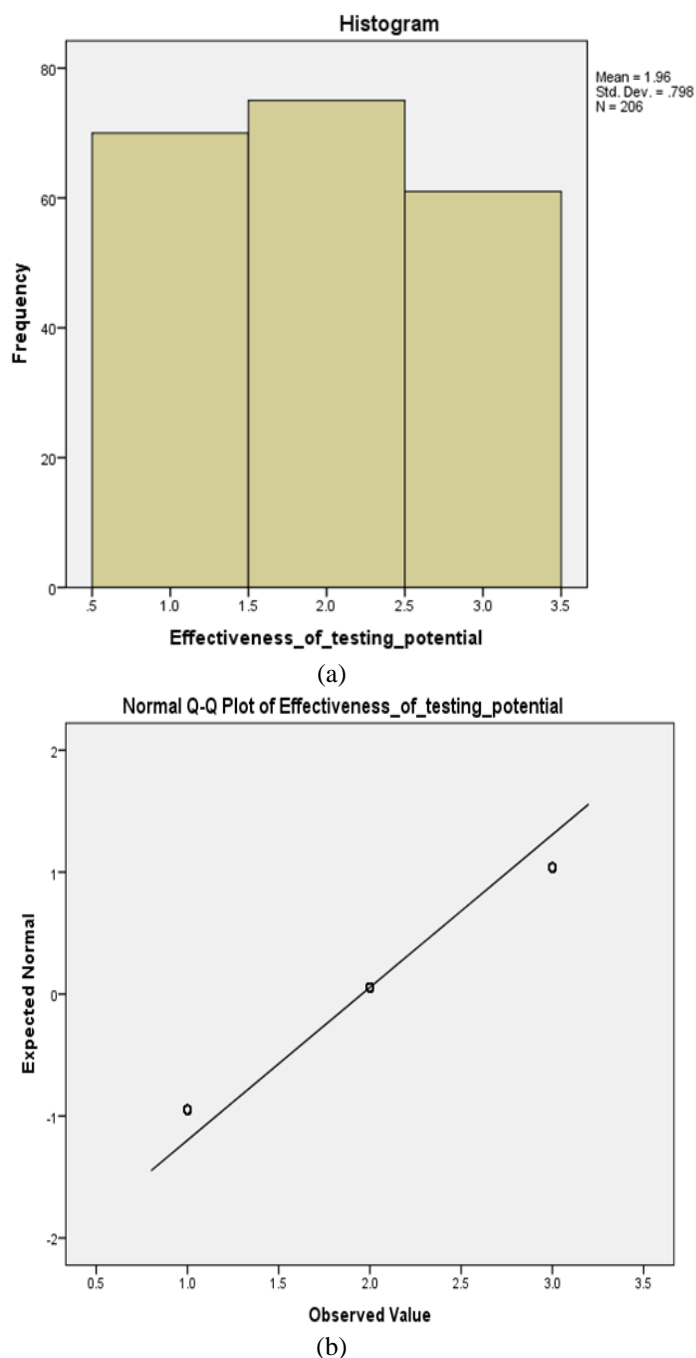


Figure 12: (a) Histogram for Effectiveness of testing potential (b) Normal Q-Q Plot for Effectiveness of testing potential

The **Normal Q-Q Plot** prepared (figure 12.b) shows the presence of outliers around May be (3) in the variable 'Effectiveness of testing potential'. The rest of the data is inclined on or near the line and indicates symmetrical distribution.

Conclusion

COVID-19 has done destruction in each sector throughout the world. Education sector is one of the most destructed sector. Education is the backbone of society. But due to pandemic mode of education changes drastically. Everyone move towards online classes. There were existing platforms where online classes were already there. But for the school

and colleges it was challenging. Teachers was familiar with interactive classes in classrooms. Students were also comfortable in interactive classes. But due to pandemic when everything moves to digital mode. Education also moved to digital mode. This paper has presented a quantitative study of experience of online mode of learning from perspective of students. Results shows various angles of analysis, which include engagement in class, various issues as well as health issues.

References

- [1] Remuzzi, A., & Remuzzi, G. (2020). COVID-19 and Italy: What next? *Lancet*, 395, 1225–1228. doi: 10.1016/S0140-6736(20)30627-9
- [2] Schulten, K. (2020). Coronavirus resources: Teaching, learning and thinking critically April 20. *The New York Times*
- [3] UNDP (2020). COVID-19 pandemic: Humanity needs leadership and solidarity to defeat the coronavirus. Retrieved from <https://www.undp.org/content/undp/en/home/coronavirus.html>.
- [4] De Brouwer, E., Raimondi, D., & Moreau, Y. (2020). Modelling the COVID-19 outbreaks and the effectiveness of the containment measures adopted across countries.
- [5] Khachfe, H. H., Chahrour, M., Sammouri, J., Salhab, H., Makki, B. E., & Fares, M. (2020). An Epidemiological Study on COVID-19: A Rapidly Spreading Disease. *Cureus*, 12 (3) doi: 10.7759/cureus.7313.
- [6] Martinez, J. (2020). Take this pandemic moment to improve education. *EduSource*. Retrieved from <https://edsources.org/2020/take-this-pandemic-moment-to-improve-education/633500>.
- [7] Illich, I. (1971). *Deschooling society*. New York: Harper & Row.
- [8] Lederman, D. (2020)) (March 18, Will shift to remote teaching be boon or bane for inline learning? *Inside Higher Ed*.

-
- [9] DQ Institute (2019). Outsmart the Cyber-pandemic: Empower every child with digital intelligence by 2020.
- [10] EdSource. (2020). Coronavirus: Highlighting strategies for student success. Retrieved from <https://edsource.org/topic/coronavirus>
- [11] Lewin, K. (1958). Group decision and social change. In E. E. Maccoby, T. M. Newcomb, & E. L. Hartley (Eds.), *Readings in social psychology* (pp. 197–211). Holt: Rinehart & Winston.
- [12] Siegal, W., Church, A. H., Javitch, M., Waclawski, J. , Burd, S. , Bazigos, M. , et al. (1996). Understanding the management of change: An overview of managers' perspectives and assumptions in the 1990s. *Journal of Organizational Change Management*, 9 (6), 54–80.
- [13] Bridges, W. (1991). *Managing transitions: Making the most of change*. Addison-Wesley Publishing Company, Inc.
- [14] Tam, G., & El-Azar, D. (2020). 3 ways the coronavirus pandemic could reshape education March 13. World Economic Forum: Global agenda.