Management Students Perception and Preference towards Online Classes in Bangalore

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ABSTRACT

Covid 19 Pandemic have closed the educational institutions across the world and has collapsed the academic calendars. Most of the educational institutions has drastically shifted to online classes replacing the traditional face to face learning. However, there were a lot of steps taken to transform to online mode without the thought of preparedness, designing and effectiveness of online education for a country like India in Particular. In this study the researcher explored the student's perceptions and preferences of online classes in Bangalore. In this study the researcher understood the management student's preference of online classes and difficulties faced by them during their study. This study is set out with the main objective to examine management student's perception towards online classes in Bangalore during Covid 19 pandemic. This study is guided with few research questions. Data were collected from 250 respondents on demographic features, followed with their computer proficiency, ownership of laptop/ desktop / technology, gadgets, perceptions, difficulties/ hindrances and suggestions for improvement of online education. The results of the study revealed that most of the respondents do not concentrate in online class, expecting to bring back the traditional classroom environment. Most of the respondent agreed to adapt online class due to pandemic, waiting for the offline traditional mode of education.

Key words: Online classes, Perceptions and preference.

Introduction:

The whole globe has seen shockwaves because of the spread of Covid19 pandemic. We have encountered a significant change in the manner we live, work, learn and speak with our expert and individual lives. Coronavirus pandemic has not just affected the ventures, even it has contacted the training area and high instruction area has seen an enormous change which was not thought before.

There was an unexpected stun seen by us as far as conclusion of grounds for the time being, progress to online class, supplanting conventional board study halls, gaining from home which was rarely occurred, nonattendance of vis-à-vis associations, and hands on classes. Pandemic made students to make prompt plan to get back to the places where they grew up, towns live separated from companions and their typical method of learning things.

Internet learning turned into another standard for all advanced education learning foundations. Instructive establishments in order to make a big difference for the learning, grapped a move to internet educating to save the understudies from activity to scholastic year in the midst of pandemic

Educators/Teachers showed a snappy move to online classes, updated the prospectus and embraced course schedules that cook the prerequisite to distant showing modalities, instructors consolidated different stages and advanced devices or gadgets to empower understudies learning in order to keep the interruptions at insignificant.

Inspite of the relative multitude of adaptabilities of online classes, shifted stages and computerized apparatuses, there are different difficulties/preventions looked by the studies in adjusting on the web classes among the administration understudies seeking after administration programs in various instructive organization in Bangalore.

This study is set out with the main objective to examine management students perception towards online classes in Bangalore during Covid 19 pandemic. This study is guided with few research questions.

RQ1: what is the management student's perception towards online class during Covid19?

RQ2: Are the students satisfied with online class replacing the traditional black board class?

RQ3: Are there any difficulties faced by the students in adapting online class?

This examination is embraced to comprehend the impression of students towards online class in order to fortify the adequacy of online class. A few examinations showed that studies have reported both ideal and ominous discernments towards online class. This examination likewise analyzes the innovation contraptions utilized by them to evaluate online class, most generally utilized advanced apparatus utilized by them in going to online class. Be that as it may, a powerful online class relies upon well construction, course content, solid and steady educators, class criticism and directions.

Literature Review

Covid 19 Pandemic has given us the opportunity to explore and employ the latest technological advancements to design the online content. It becomes vital to understand the perceptions and preference of the students in designing the online classes and online content in order to make the learnings effective and productive.

In this section, the researcher has summarized the learnings from the review of existing literature.

Warner et al. (1998) proposed the idea of availability for web based learning in the Australian professional schooling and preparing area. They depicted availability for web based adapting principally regarding three aspects:(1) the inclination of understudy's for the method of conveyance went against to eye to eye homeroom guidance; (2) understudy's trust in the uti lising the electronic correspondence for realizing which remembers fitness and trust for the utilization of the Internet and PC based correspondence; and (3) ability to take part in independent learning. The idea was additionally refined by a few analysts like McVay (2000, 2001) who built up a 13-thing instrument which estimated understudy conduct and mentality as indicators. Bao, 2020, Dyrbye et al., 2009 in their study revealed that there are some benefits in online learning as students are more autonomous in their study process, they get the opportunity to review the online content, instructors can monitor the students progress, and students have flexibility in learning through the recorded videos and lectures of the instructors. Islam et al.,

2011, Duan et al., 2018), studies conducted before pandemic outbreak the high level of demographic factors influence the level of adaption and education towards online learning. Naresh et al., 2016 in their study revealed that student' adaptation towards online learning depends on the level of awareness, the level of familiarity with information technology, and the willing to get involved and adapt to the e-learning approach. Ainoutdinova et al., 2017 results revealed that there is a lack of social interactions which reduces students motivation that minimize students discipline and enthusiasm. Rapanta et al.,2020 revealed that there is a hetereogenous difference in online learning and traditional face to face interactions. However there a merits and demerits in both the way of learning (Mukhatar et al., 2020) online learning is a supplement to traditional face to face learning and teaching to increase students satisfaction and cost effectiveness. (Sadeghi et al., 2014), in the study highlights that students found online learning to be very difficult to gain knowledge that they have gained during the traditional face to face learing and teaching. (Bao, 2020) in their study revealed that students lack motivation in the online learning as they are isolated, and the instructor is unable to observe the reactions and to find whether support is needed in online learning. Mirkholikovna (2020) highlights that there is flexibility, economy attached with online learning and limited social interactions in participation. Onyema et al., 2020 in their study highlighted that technology usage can be increased in higher education inorder to prevent the effects of Covid 19 pandemic and other future pandemics in the online learning process. Ananga, (2020) Students certainly have their own perceptions and adaptations process of online learning varies on their demographic profiles. Nevin Sabu Thomas et al.,(2020) The study concluded that the students prefer classroom teaching above e-learning. Paola Xhelili et al., (2021) it is found that the Albaninan students are unfamiliar with respect technological education. The integration of online teaching can be adopted for Albanian education taking student's characteristics as parameter. The determinants for effective learning process are student's dissatisfaction and e-learning difficulties. Arnab Kundu and Tripti Bej(2021) – it is inferred that students were dissatisfied and not ready for sudden shift of physical classroom teaching to online mode rather they felt fear, uncertainties, and several challenges owing to a deep digital divide to adapt to this unprecedented shift. Geminastiti Sakkir (2021) findings revealed that There are many factors influenced the students' perception on the use of E-learning media in COVID-19 pandemic era such as, the signal and network connection; limit of quota and expensive; lack of lecturers methods; lack of students'

motivation; limitation of time; and lack of interaction. Ravneet Singh Bhandari et al.,(2021) the study found that that students ought to be guided or empowered in the utilization of social media sites for learning because of its various advantages. Ronnie E. Baticulon et.al.,(2021) . This study aimed to identify barriers to online learning from the perspective of medical students in developing country. The findings revealed that student found online learning difficult to adjust the learning styles, and found poor communication between instructors and learners. And educators found a significant role in addressing the challenges during Covid 19 pandemic and beyond

Research gap:

From the above existing literature studied the perceptions of students towards online classes and online learning, and interestingly none of the previous studies explored on the preference of students and satisfaction of students towards online classes and their satisfaction in learning process particularly with management education. Hence this becomes and the research gap and this research work fills the research gap.

Objectives of the study

The study was undertaken with the following objectives.

1. To find out the perception and preference of management students towards online class
2. To analyse the awareness of various digital platforms to be used by the students to access the online class.
3. To explore the differences in the students satisfaction of online classes across demographic variables.
4. To examine the factors that hinder the students for accessing online class.
5. To offer suggestions and recommendations for online class.

Data and methods

Participants: Students pursuing the management programmes in Various educational institutions in Bangalore was chosen for this study, as management students belong to heterogeneous groups ranging from life science to engineering and literature. The participants

were 250 management Post graduate students from different educational institutions of Bangalore are the sample respondents. Among them 114 are male and 136 are female.

Procedure

Preliminary questions was designed on the basis of literature survey and informal discussion with the management students who are attending online classes. Pretesting was done with 10 faculty members and 30 students and final structured questionnaire were framed after considering the feedback of faculties and students.

Domain of the study

Firstly, the researcher has picked out key informants among various colleges offering management programmes in Bangalore. The google form questionnaire link was sent to the respondent through whatsapp. Snowball sampling method is used to collect the data from respondents. In this way 250 responses were collected and the link was disabled after 10 days of circulation. An instruction was written to clarify the purpose of the research and participant's response were kept confidentiality and informed to the students before giving their valuable response.

Data analysis

Data were collected on various parameters like demographic features, followed with their computer proficiency, ownership of laptop/ desktop / technology, gadgets, perceptions, difficulties/ hindrances and suggestions for improvement of online education.

Study instrument

The instrument of the study consists of an online questionnaire, the contents were adapted from Pearson where it was used to address student's perception on the use of online classes and the effect of Covid 19 Pandemic. The questionnaire has undergone rewording and were designed in 4 sections

Sec A: Demographic profile

Sec B: Awareness and Usage

Sec C: Perceptions and Satisfaction towards online class

Sec D: Challenges/ hindrances faced on online class.

To minimize research bias, an extensive literature review has been done along with discussion with subject experts. To analyse and summarise the perception, statements were rated, respondents were tasked to compare using 5 point Likert Scale (1 = least concern, 5 high concern).

Theoretical framework
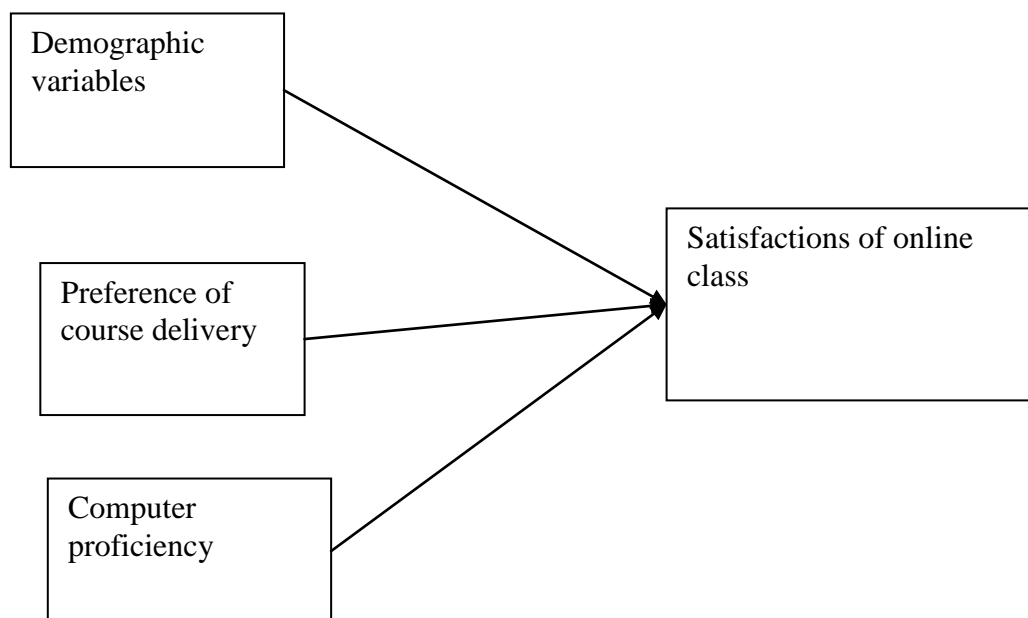
Hypothesis of the study

The following are the hypothesis framed for the study.
H0: There is no significant difference in satisfaction of students towards online education with respect to socio-demographic variables.

H_{0_1}: There is no significance difference in satisfaction of the respondents towards online classes with respect to gender.

H_{0_2}: There is no significant difference in satisfaction of the respondents towards online classes with respect to computer proficiency.

H_{0_3}: There is no significant difference in satisfaction of the respondents towards online classes with respect to place of stay

H_{0_4}: There is no significant difference in satisfaction of the respondents towards online classes with respect to preference of course delivery

Methodology and Data Analysis

Part A   and Part B

Table 1 : **Demographic Profile of the respondents**

Age	Percentage of respondents	Awareness and usage of online class	Percentage of respondents
20-25	6.4%	Aware	57.2%
22-25	92.8%	Unaware	42.8%
Above 25	2%		
Gender	**Percentage of respondents**	**Place of stay**	**Percentage of respondents**
Male	45.6%	Rural	26%
Female	54.4%	Urban	52.4%
		Semi urban	8.8%
		Metropolitan	12.8%
Medium of previous education(school)	Percentage of respondents		
English	95.2%		
Mother Tongue	4.8%		
Ownership of Technological gadgets (desktop, laptop, smart phone)	**Percentage of respondents**		
	Laptop : 64% Smart phone: 36%	**Usage of Technical gadgets**	**Percentage of respondents**
Technology Proficiency	**Percentage of respondents**	Smart phone	45.6%
High	14%	Dektop	10.4%
Medium	76.8%	Laptop	34%
Low	9.2%	Tablet	10%
Broad band ownership	**Percentage of**	**Digital tool used**	**Percentage of**

	respondents	for attending online class	respondents
Yes	41.16	Cisco Webex	9.6%
No	58.4	Google meet	37.2%
		Go Meeting	12%
		Zoom	28%
		Yutube	13.2%

Inference: The above table 1 reveals that majority say 92.8% of the respondents belong to the age group of above 22 years. 57.2% of the respondents are aware of online before prior pandemic and implementation of online class. 54.4% of the respondents are female. 52.4% of the respondents stay in Urban Bangalore. 64% of the respondents own Laptop, and 34% of the respondents use Laptop for accessing online class. 95.2% of the respondents had their basic education in English. 76.8% of respondents have medium proficiency in computer knowledge. A majority of the respondent say 58.4% have no broad band internet connection.37.2% of the respondent used Google meet as a digital tool for accessing online class room.

Part C and Part D
Table 2.Perceptions and preference of Online class, Difficulties

Particulars	SA	A	N	DA	SDA
Classroom learning is more difficult and challenging than online learning	32.4%	39.2%	16%	8.8%	3.6%
Online class is as effective as learning from face to face / class room situations	24.8%	32.8%	29.6%	10.8%	2%
Online class can fulfill the challenging needs of present time (covid 19) for teaching in India	11.2%	14.4%	28%	36.4%	10%
Online class is a good alternative for the traditional system of teaching or learning	16.4%	20.8%	29.2%	27.6%	6%
Online class is more interactive than classroom learning	29.2%	32.4%	30.8%	5.2%	2.4%

Inference: The above table 2 reveals the perception, preference and difficulties faced by the respondents during their online class. 39.2% of the respondents agreed that Classroom learning is more difficult and challenging than online learning. A majority say 32.8% agreed Online class is as effective as learning from face to face / class room situations. 36.4% of the respondents felt that Online class can fulfill the challenging needs of present time (covid 19) for teaching in India. 29.2% revealed Online class is a good alternative for the traditional system of teaching or

learning. A majority say 32.4% revealed Online class is more interactive than classroom learning.

Table 3. Overall Satisfaction, Hindrances in accessing online class

Satisfaction		Hindrance in accessing online class	
Particulars	**Percentage of respondents**	**Particulars**	**Percentage of respondents**
Highly satisfied	10%	Technology	14.8%
Satisfied	26.4%	Network issues	49.6%
Neutral	37.6%	Consumes lot of data	35.6%
Dissatisfied	21.2%		
Highly dissatisfied	4.8%		

Inference: Primary data.

Inference:The above table 3. highlights a majority of the respondent sat 37.6% are showing neutral response on the satisfaction of their learning through online class. The majority of the respondent say 49.6% revealed they faced network issues during the online class that hindered their interest and continuity of the class.

Table 4 : Factors that hindered online class and students preference on course delivery

Factors that hindered online class		Students preference on course delivery	
Problems	No of respondents	**Particulars**	**No of respondents**
Finding difficulty in solving numerical problems in online class	39.6	Fully online class	8.4%
Online class creates confusion, frustrations, anxiety	32%	Traditional class	48.8%
Online class requires a significant investment of time by the users	28.4%	Hybrid	42.8%

Primary data:

Inference: The above table 4 revealed that a majority of the respondents 39.6% revealed online class is not effective for learning numerical subjects and only 28.4% revealed Online class requires a significant investment of time by the users. A majority of the respondent say 48.8%

said they require traditional class room learning, and only 8.4% responded a favorable say their learning to fully online mode , and 48.8% showed their say towards hybrid classes.

Gender and satisfaction of the respondents towards online classes

1. H_{0_1}: There is no significance difference in satisfaction of the respondents towards online classes with respect to gender

Table 5. ANOVA Summary

Source of Variation	SS	df	MS	F	P-value	F crit
Between Groups	216.482	1	216.482	333.0492	0.10	3.860199
Within Groups	323.7	498	0.65			
Total	540.182	499				

Inference: From the above table 5. it is inferred that since P value 0.10 is greater than its significance level 0.05, we accept null hypothesis, and there exists no significant difference in the satisfaction of the respondents towards online classes with respect to gender.

Computer Proficiency and satisfaction of the respondents towards online classes

H_{0_2}: There is no significant difference in satisfaction of the respondents towards online classes with respect to computer proficiency

Table 6 ANOVA summary

Source of Variation	SS	df	MS	F	P-value	F crit
Between Groups	83.23	1.00	83.23	130.26	0.00	3.86
Within Groups	318.20	498.00	0.64			
Total	401.43	499.00				

Inference: the above table 6 From the above table 5. it is inferred that since P value 0.00 is less than significance level 0.05, we reject null hypothesis, and there exists a significant difference in computer proficiency and the satisfaction of the respondents towards online classes with respect to gender

Place of stay and satisfaction of the respondents towards online classes

H_{03}: There is no significant difference in satisfaction of the respondents towards online classes with respect to place of stay

Table 7 ANOVA Summary

Source of Variation	SS	df	MS	F	P-value	F crit
Between Groups	69.19	1.00	69.19	50.85	0.00	3.86
Within Groups	677.61	498.00	1.36			

Total	746.80	499.00

Inference: From the above table 7 it is inferred that since P value 0.00 is less than significance level 0.05, we reject null hypothesis, and there exists a significant difference in the place of stay and satisfaction of the respondents towards online classes.

Preference of course delivery satisfaction of the respondents towards online classes

$H0_4$: There is no significant difference in satisfaction of the respondents towards online classes with respect to preference of course delivery

Table 8 ANOVA Summary

Source of Variation	SS	df	MS	F	P-value	F crit
Between Groups	217.80	1.00	217.80	299.82	0.00	3.86
Within Groups	361.77	498.00	0.73			
Total	579.57	499.00				

Inference: It is revealed from the above table 8 it is inferred that since P value 0.00 is less than significance level 0.05, we reject null hypothesis, and there exists a significant difference in the preference of course of delivery and satisfaction of the respondents towards online classes.

Summary Table

Table 9 showing the inference of the results derived from Anova

SLno	Hypothesis	P value	Significance level 0.05	Results
1	H_{01}: There is no significance difference in satisfaction of the respondents towards online classes with respect to gender	0.10	0.05	Accept H_{01}
2	H_{02}: There is no significant difference in satisfaction of the respondents towards online classes with respect to computer proficiency	0.00	0.05	Reject H_{02}
3	H_{03}: There is no significant difference in satisfaction of the respondents towards online classes with respect to place of stay	0.00	0.05	Reject H_{03}
4	H_{04}: There is no significant difference in satisfaction of the respondents towards online classes with respect to preference of course delivery.	0.00	0.05	Reject H_{04}

Conclusion: The study asked students to give suggestions and recommendations for improvement of online class. The following are the inputs given by the students studied:

Students want the free network connection to be given for accessing online class, online class should be made more interactive. The students found very difficult to understand the numerical subjects, Online classes created lot of frustrations, expecting Government to give free data for online class, A minority of the respondents revealed to go with full online class as it brings down the financial expenses of commuting. Student's undergone severe head ache in continuous learning in online class, faced lot of network issues and online class consumed lot of data. Thinking skills are reduced in online class, lacking concentration. Most of them revealed that they do not concentrate in online class, expecting to bring back the traditional class room environment. Most of the respondent agreed to adapt online class due to pandemic, waiting for the offline traditional mode of education.

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