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Changing Learning Platform during Covid-19 Pandemic Lockdown: Reflections from Higher Education Students

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Abstract

Education is a continuous process for all-round development of individuals. The present study aims to measure the students' reflections towards changing teaching-learning platform during COVID-19 pandemic lockdown and compare with respect to gender and locality. The study employed on a sample of 275 UG/PG students from five universities. The finding revealed that most of the students have neutral perception towards teaching-learning process, but a few students have positive and negative perception towards teaching-learning process during lockdown. It is also found that overall, majority of students are curious about their studies in the changing scenario but not satisfied with their learning progress during lockdown. The study shows that there is no significant difference in the students' perception towards Teaching-learning process during lockdown with respect to gender and locality.

Keywords: COVID-19, Lockdown, Teaching-Learning Process.

Introduction

The Coronavirus Disease 2019 (COVID-19) is a Man-to-Man infectious pandemic disease caused by Novel Coronavirus in which it identified in the respiratory illness (WHO, 2020). The first outbreak came to light on December 13, 2019 when China had informed to World Health Organisation (WHO) about a cluster infected cases of Pneumonia of an unknown cause in Wuhan (City in Hubei Province of China). Subsequently, the disease spread to other provinces of China, and to the rest of the world. According to the official website of the World Health Organization, as of May 15, 2020, more than 4.5 million people have been confirmed to have a COVID-19 infection globally. Many accomplishments on COVID-19, including virus information, clinical features, and diagnosis have been achieved, but no effective treatment is available yet. Viruses have varying abilities to infect people. COVID-19 is more infectious than other coronaviruses such as SARS or MERS-CoV. For COVID-19, each person with the virus can go on to infect around 2.5 people. If each of those people go about their day as normal, and infect another 2.5 people, within a month, 406 people would be infected just from that first infection. Since the new coronavirus can spread unnoticed so easily, many governments have felt the best way to ensure people have minimal contact with each other is to order total lockdowns, with people only being allowed to leave to get food or medicine, and to practise social distancing when they do leave their houses. Countries that had epidemics first, such as China and South Korea, have brought cases down dramatically through widespread testing and social distancing. So, many of country imposing Lockdown in their country. Currently, an estimated two-third of the world's population- is living under some of lockdown or quarantine. India had announced a 21-day lockdown to reduce the spread of COVID-19 on 24th March 2020.

What is a lockdown?

A lockdown is an emergency protocol that prevents people from leaving a given area. A full lockdown will mean you must stay where you are and not exit or enter a building or the given area. This scenario usually allows for essential supplies, grocery stores, pharmacies and banks to continue to serve the people. All non-essential activities remain shut for the entire period. India, at the moment, is not under complete lockdown. However, severe travel restrictions have been imposed on some states,

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and public places have been shut. Rail, intercity bus services have been suspended throughout the country.

Changing Teaching-Learning Platform during Lockdown

While countries seem on COVID-19 infection rates, worldwide there are currently more than 1.5 billion children in 215 countries affected by school closures due to the pandemic. Due to the Lockdown and social distancing measures the educational platform are changed to online mode and the shift has retain the worldwide education market. In India, the online mode of teaching-learning is doing through audio/video conferencing by using video conferencing tools, or online learning software, language apps, virtual tutoring etc.

Need and Significance of the Study

After the spread of COVID-19 pandemic in the whole of the world people facing lockdown in their area. Indian government had announced countrywide lockdown and the educational institutions are closed after 12th March 2020, when Ministry of Home Affairs (MHA) announced a letter to postponed teaching-learning activities in educational institutions. During the lockdown teaching-learning platform are rapidly shifted from offline classroom to online. The instantly shifting of educational paradigm may be influenced students' studies. Therefore, it is necessary to study the students' reflections on this changing teaching-learning platform during COVID-19 pandemic lockdown.

Objectives of the Study

The study conducted with the following objectives:

1. To determine the students' perception towards Teaching-learning process during lockdown during COVID-19 pandemic lockdown.
2. To compare the students' perception towards Teaching-learning process during lockdown between male and female students during COVID-19 pandemic lockdown.

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3. To compare the students' perception towards Teaching-learning process during lockdown between rural and urban students COVID-19 pandemic lockdown.

Hypotheses

The study conducted with the following Hypotheses:

1. There is no significance difference between male and female students' perception towards Teaching-learning process during lockdown.
2. There is no significance difference between rural and urban students' perception towards Teaching-learning process during lockdown.

Methodology

The present study employed descriptive survey study performed via an online survey run from 1st May to 10th May 2020. The study was performed after five weeks of COVID-19 countrywide lockdown in India by using google forms. The survey employed on a sample of 275 students from five different universities studying in higher education (UG/PG students), in which 150 male and 125 female students, and 156 students from rural and 119 from urban areas. The self-construct questionnaire had made in the self-reported Likert scale form with items rated on a three-point Likert scale. For the analysis of data, descriptive percentage analysis was used for item-wise analysis of students' reflections and t-test analysis were used to compare the group differences of categorical variables.

Data Analysis and Results

Analysis of the First Objectives

To determine the students' perception towards Teaching-learning process during lockdown during COVID-19 pandemic lockdown.

In order to determine the students' perception towards teaching-learning process lockdown during COVID-19 pandemic lockdown, the responses were tallied in terms of percentages for easy understanding. The item-wise percentage analysis of the responses given by UG/PG students are illustrated in the table 1.

Table 1: Percentage of responses by Students on each item

Item No.	Statement	Agree	Neutral	Disagree
1	I am aware of various online platforms for e-learning initiated by my Institution/College/University/ state government/central government.	74.9%	14.2%	10.9%
2	It is easy to me to access the appropriate e-learning materials from various resources required for studies.	55.6%	26.5%	17.8%
3	Lockdown has given me a flexible learning space which I want.	44.4%	28.4%	27.3%
4	I learn better by online classes at home than traditional classroom facilitated at Institution/College/University.	21.8%	23.3%	54.9%
5	My study habits have been improved during Lockdown.	28.7%	30.5%	40.7%
6	My teachers properly clear my doubts whenever I feel any problem in my studies.	56.4%	27.3%	16.4q%
7	My Institution/College/University is providing access to online study materials during Lockdown.	76.4%	13.5%	10.2%
8	I have a problem with poor internet connectivity, which affects my studies.	61.5%	21.1%	17.5%
9	I have no appropriate gadgets (Mobile/Laptop etc.) for online learning activities.	23.6%	25.1%	51.3%
10	I am struggling with lack of space for study-room at my home.	39.6%	24%	36.4%
11	I am too much furious about COVID-19 status, which influences my study.	48%	32.4%	19.6%
12	I feel helpless in my learning during Lockdown	41.1%	28%	30.9%

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13	I am comfortable with Video conferencing/Audio Conferencing/ Chatting facilities during the teaching-learning process.	40.7%	23.6%	35.6%
14	My studies are suffering due to lack of electricity at my home.	26.9%	31.6%	41.5%
15	Overall, I am satisfied with my learning/study progress during Lockdown.	31.3%	28.7%	40%

As indicated in Table 1, results of the percentage analysis shows that majority of the students aware about various online platforms for e-learning, comfortable with Video conferencing/Audio Conferencing/ Chatting facilities, have appropriate gadgets (Mobile/Laptop etc.) for online learning activities, satisfied with the teachers and institutions supports facilities, have no electricity

intervention . However, majority of students struggling with poor internet connectivity, struggling for a good study habits, struggling with lack of proper space for study-room, and also feeling stress with COVID-19 status. Overall, majority of students are curious about their studies but not satisfied with their learning progress during lockdown.

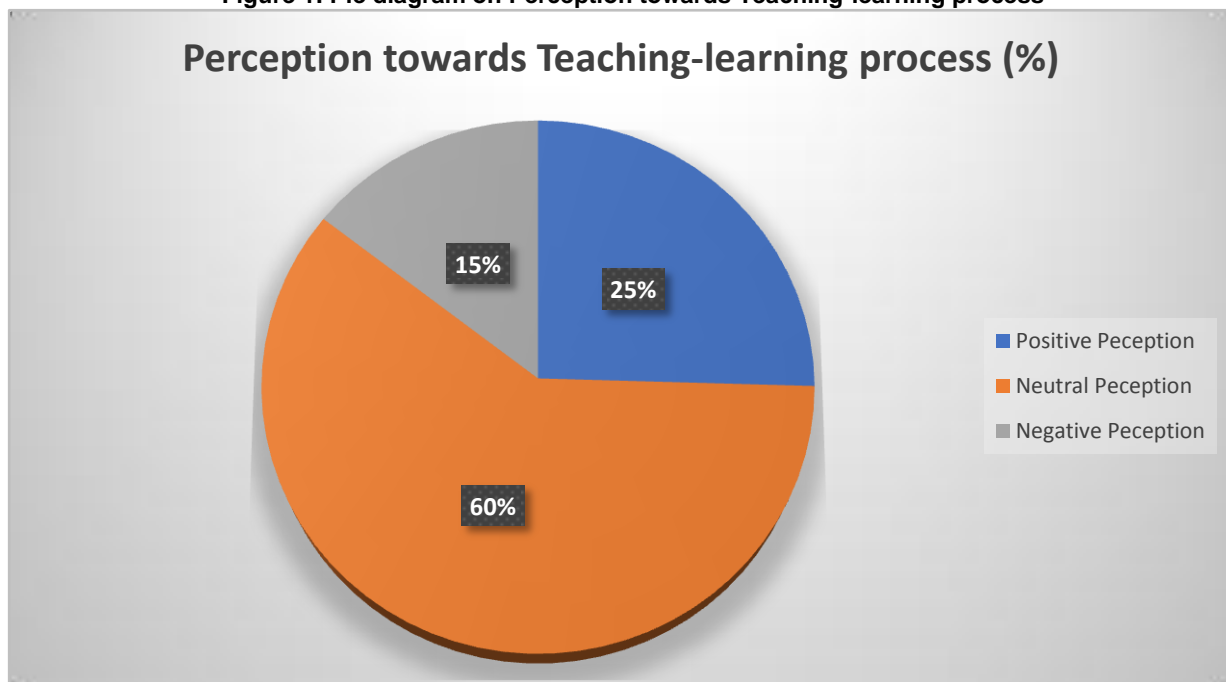
Table 2: The frequency and Percentages of Perception towards Teaching-learning process

Perception towards Teaching-learning process	Frequency	Percentage (%)
Positive Perception	70	25.5%
Neutral Perception	165	60%
Negative Perception	40	14.5%
Total	275	100%

As indicated in Table-2, Out of 275 students only 70 are responded for positive perception towards teaching-learning process, 165 students are responded for neutral perception towards teaching-learning process and 40 students are responded for negative perception towards Teaching-learning

process. It is also depicting from Table-2, only 25.5% of students have positive perception towards teaching-learning process, 60% students have neutral perception towards teaching-learning process and 14.5% have negative perception towards Teaching-learning process. It is graphically shown in Figure-1.

Figure 1: Pie diagram on Perception towards Teaching-learning process



The result indicates that most of the students have neutral perception towards teaching-learning process, but a few students have positive and negative perception towards teaching-learning process. Therefore, it is concluded that overall, majority of students are curious about their studies in the changing scenario but not satisfied with their learning progress during lockdown.

Analysis of Second Objectives

To compare the students' perception towards Teaching-learning process during lockdown between

male and female students during COVID-19 pandemic lockdown

The total number of students are divided into two groups as male (N=150) and female (N=125) respectively and to test the following hypothesis, t-test is used in the study.

Hypothesis (i)

There is no significant difference between male and female students' perception towards Teaching-learning process during lockdown.

Table 2: Comparison of male and female students' perception towards Teaching-learning process

Gender	N	Mean	SD	t-value	p-value	Result
Male	150	30.61	5.59	2.67	0.203	Not Sig. at 0.05
Female	125	32.34	5.02			

As mentioned in Table 2, the calculated t-value is 2.67 and p-value is 0.203 (> 0.05), which is found to be not significant at 0.05 level of significant. This shows that there is no significant difference between male and female students' perception towards Teaching-learning process during lockdown.

Analysis of Third Objectives

To compare the students' perception towards Teaching-learning process during lockdown between

rural and urban students during COVID-19 pandemic lockdown

The total number of students are divided into two groups as rural (N=150) and urban (N=125) respectively and to test the following hypothesis, t-test is used in the study.

Hypothesis (i)

There is no significant difference between rural and urban students' perception towards Teaching-learning process during lockdown.

Table 3: Comparison of male and female students' perception towards Teaching-learning process

Locality	N	Mean	SD	t-value	p-value	Result
Rural	156	31.43	5.45	1.29	0.704	Not Sig. at 0.05
Urban	119	31.34	5.36			

As mentioned in Table 3, the calculated t-value is 1.29 and p-value is 0.704 (> 0.05), which is found to be not significant at 0.05 level of significant. This shows that there is no significant difference between rural and urban students' perception towards Teaching-learning process during lockdown.

Conclusion

Education is a continuous process for all-round development of individuals. After the spread of COVID-19 pandemic in the whole of the world people facing lockdown in their area. During the lockdown teaching-learning platform are rapidly shifted from offline classroom to online. In India, the online mode of teaching-learning is doing through audio/video conferencing by using video conferencing tools, or online learning software, language apps, virtual tutoring etc.

The finding revealed that most of the students have neutral perception towards teaching-learning process, but a few students have positive and negative perception towards teaching-learning process during lockdown. It is also found that overall, majority of students are curious about their studies in

the changing scenario but not satisfied with their learning progress during lockdown. The study shows that there is no significant difference in the students' perception towards Teaching-learning process during lockdown with respect to gender and locality.

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