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Research Article

Online Education and Educational Systems: Students' Perspectives on Covid-19

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ABSTRACT

During Covid 19, educators were obliged to transition from offline to online classes in order to continue their education. Traditional face-to-face systems have been supplanted by online learning, providing instructors and students with a new experience. 350 samples were chosen to meet the objectives. Female students outnumber male students, and college students have the greatest education levels. The future of no-device learners is a big challenge. Above average (70%) students had access to a device for online study, whereas 13% did not. The majority of students used their smartphones for academic purposes, and 17.1 percent of them had network issues. The majority of students took online classes using their parents' mobile devices. According to the findings, 16 percent of students preferred online education. Eighty percent of the students thought it had a negative impact on their personality. We must reconsider our environmental future and address climate change and environmental degradation with zeal and urgency. Only then can we preserve everyone's health, livelihoods, food security, and nutrition, as well as ensure that our 'new normal' is better.

Keywords: Online learning, Lock down, Covid-19, Pandemic, Materials, Learners.

Introduction

Nearly all of the world's schools, training facilities, and higher education centres were forced to close as a result of COVID-19 due to lock down and social alienation. Almost all of the continents have now been affected by the Covid 19 outbreak. The first detection of Covid 19 occurred in Wuhan, China, in December of 2019. All nations worldwide issued a general alert advising people to take the necessary safety measures. One of the many public health strategies employed was handwashing; others included wearing face masks; maintaining physical and social distance; and avoiding large gatherings and assemblies. Lockdown and home stay protocols were employed to curb the Covid-19 pandemic's spread. Educational policy, learning pedagogy, accessibility, cost, and flexibility are just a few of the many problems and worries it brings up for teachers and students. Digital gadgets and internet connectivity are common in most industrialised nations. It was impossible for many children in developing countries, especially those from low-income backgrounds, to buy and use online education. By 2020, COVID-19 has spread throughout the planet. It was a circumstance that caused many people to struggle in many ways. As a result of the COVID-19 outbreak, a large number of people lost their jobs, paralysing numerous industries. In addition to saving many lives, COVID 19 claimed several lives. University and school closures occurred. Malls, industries, textiles, and other companies were closed. After that, we can say that Covid 19 has a wide-ranging global impact on almost every industry, including health, economics, and education. After then, educational institutions started using the internet to instruct students in every nation on the planet. Using their cell phones, laptops, and TVs, rural students can take part in online courses as well. For those pupils without access to study materials, the government and other organisations provided them. The government and other regional organisations provided assistance to those who were denied access to online education. Pupils from wealthy families who are motivated to learn and have parental support. When their schools were shuttered, some children from low-income backgrounds were forced to stop their education. Numerous inadequacies and disparities in the educational systems led to the creation of COVID-19. The availability of internet and other devices required for online learning, as well as other conducive learning environments, are essential for effective learning. As stated in the UN Secretary-General's Policy Brief, we must

seize this chance to rebuild more effectively. We are dedicated to using our knowledge and experience to assist nations in addressing crises and working towards the Sustainable Development Goals. The health and agri-food industries are confronting challenges that require the development of long-term, sustainable policies. The main focus should be on resolving the underlying issues of malnutrition and food security, combating rural poverty, especially by creating more and better jobs in the rural economy, expanding social protection for all, creating safe migration routes, and encouraging the formalisation of the informal economy.

Objective

To investigate the impact of the Covid 19 epidemic on online learning environments and educational systems from the standpoint of the student.

Methodology

Students received the Google form via a variety of social media channels, including Facebook, Messenger, WhatsApp, and Telegram. The Google form could be completed by the students at any time to take part in the survey. Moreover, duplicate responses were deleted due to a Google feature that restricts each respondent to a single contribution. Data were gathered for the process from college and school students in several rural Keralan districts. For the objective of the study, about 350 data were gathered.

Review of Literature

The Journal of Indian Art History Congress, Volume-26, No. 2(XIV): 2020–2021, Showkat Ahmad Dar & Dr.Naseer Ahmad LoneKala (2021), India's educational establishments, including schools, colleges, and universities, are currently limited to using traditional teaching methods, which entail face-to-face lectures in a classroom setting. Even while blended learning has become popular in many academic institutions, many of them are still using outdated practices. The global education system was put to the test by this circumstance, which also compelled teachers to switch over night to an online teaching model. Many academic institutions were forced to switch completely to online teaching and learning after previously being reluctant to alter their old pedagogical method. The essay discusses the value of online education and analyses the advantages, disadvantages, opportunities, and challenges of various e-learning platforms during a crisis. This research article aims to analyse the origins of COVID-19 and its effects on education. Internet usage and its role during COVID-19, with the exception of Kashmir. More significantly, this article will provide light on the key COVID-19 scenarios. Wang C, Tee M, Roy AE, Fardin MA, Srichokchatchawan W, Habib HA, et al. (2021), the coronavirus disease (COVID-19) pandemic has harmed people's economies, livelihoods, and physical and emotional well-being all across the world. The purpose of this study was to assess the general population's mental health state during the pandemic in seven Asian middle-income countries (MICs) (China, Iran, Malaysia, Pakistan, the Philippines, Thailand, and Vietnam). To assess mental health, all countries employed the Impact of Event Scale-Revised (IES-R) and the Depression, Anxiety, and Stress Scale-21 (DASS-21). 4479 Asians answered the questionnaire, which included demographic information, physical symptoms and health-care utilisation, contact history, knowledge and concern, preventative measures, and mental health ratings using the IES-R and DASS-21. Descriptive statistics, one-way ANOVA, and linear regression were used to discover protective and risk factors linked with mental health indicators. IES-R and DASS-21 scores differed significantly across 7 MICs ($p<0.05$). Thailand had the highest ratings on the IES-R and DASS-21 stress, anxiety, and depression scales, while Vietnam had the lowest.

During the COVID-19 pandemic, risk factors for negative mental health include being under 30 years old, having a high education level, being single or separated. According to K.M. Agarwal et al. Sensors International 1 (2020), a new disease with pneumonia-like symptoms was spreading throughout Wuhan, China, and was dubbed novel coronavirus disease or COVID-19, caused by the virus SARS CoV-2. Within a few days, this disease became a global hazard and was declared a pandemic by the World Health Organisation (WHO) on March 11, 2020. Since then, the disease has impacted more than 1.5 crore people globally and around 6.9 lakh persons in India as of July 5, 2020. The COVID-19 disease has been traced back to bats, but the intermediary link remains unexplained. The disease spreads through respiratory droplets and contaminated surfaces. In most cases, the virus causes mild symptoms such as fever, weariness, dyspnoea, cough, and so on, but these might worsen if proper precautions are not taken. For persons with comorbidities (typically the elderly), the disease can become fatal, causing pneumonia, Acute Respiratory Disease Syndrome (ARDS), and multi-organ failure, compromising a person's capacity to breathe and necessitating the use of ventilator support. This paper discusses the epidemiological characteristics of the SARS-CoV-2 virus, its phylogenetic relationship with the previous pandemic-causing viruses such as SARS-CoV-1 and MERS-CoV, and analyses the various responses to this global pandemic worldwide, focusing on India's actions and their outcomes.

Major Findings

The effective efforts have been taken by educators to sustain learning throughout COVID-19. The pupils have continued their education using the internet, TV, radio, and other gadgets as well as their own resources. In addition, the teaching community have embraced innovative pedagogical approaches to give instruction that do not rely on prior expertise. Table 1 displayed the data by age, gender, and educational attainment.

Table 1 Age, Gender and the Level of Education

Age wise classification		
14 – 16	99	28.3%
17 – 19	124	35.4%
20 – 22	74	21.1%
Above 22	53	15.1%
Gender wise classification		
Male	168	48%
Female	182	52%
Level of Education		
< 10^{th}	28	8%
10^{th}	49	14%
Plus two	56	16%
College	126	36%
Others	91	26%

Source: Primary Data.

According to the online survey, female students outnumber male students. College students are the most educated, followed by other students, with students below the 10th grade being the least educated. Table 1 displays the highest and lowest age groups, which are 17–19, 14–16, and above 22.

Table 2 Possessing a device is vital for online learning.

Access to a device for Online learning			**Problems of network issue**		
Yes	259	74%	Yes	60	17.1%
No	48	13.7%	No	49	14%
Yes, but it doesn't work	20	5.7%	Sometime	203	58%
Other	23	6.6%	Very rarely	38	10.9%
Device used for learning			**Consistency in learning**		
Laptop	49	14%	Yes	252	72%
Desktop	25	7.2%	No	98	28%
Tablet	14	4%	**Quality of learning**		
Smart phone	220	62.8%	Yes	266	76%
Other	42	12%	No	84	24%

Source: Primary Data.

Table 2 shows the device that is used for learning, network problems, consistency and quality of learning, and the device that is available for online learning. Of the students, 70% had access to a device for online learning, which is above average compared to 13% who did not and 23% who had other options. The education of students without devices is a big worry for the future. Most of the pupils used their smartphones for schoolwork, then their laptops. Just 17.1% of students reported experiencing network issues, and 58% reported doing so at some point. For 252 percent of the pupils (72 percent), Covid 19 had an impact on the regularity and calibre of their education.

Table 3 Accessibility and Affordability

Accessibility of Device			**Affordability of Cost of Recharge**		
Self	134	38.3%	Yes	64	18.2%
Patents	152	43.4%	No	93	26.5%
Relatives	45	12.8%	Sometime	82	23.4%
Friends	19	5.4%	Very rarely	71	20.3%

Source: Primary Data.

The majority of students used their parents' mobile device for online classes, followed by their own, friends', and family'. Table 4 illustrates the device's accessibility and affordability of the recharge cost. Over that time, 26.5% of respondents found the cost of an online class recharge to be unaffordable, with the occasional, extremely infrequent, and affordable respondents coming in second and third, respectively.

Table 4 Duration of Online Education

Time spends for Online learning			Communication with classmates		
1 – 3 hrs	176	50.3%	Yes	302	86.3%
3 – 5hrs	106	30.3%	No	14	4%
5 – 7hrs	48	13.7%	Sometime	26	7.4%
>7hrs	20	5.7%	Very rarely	8	2.3%

Source: Primary Data.

A majority of students spend between one and three hours studying online, with the lowest group dedicating more than seven hours to the medium. During the COVID-19 period, about 86.3 percent of the students talked with their peers; however, only 2.3% of them did so very infrequently (Table 4).

Table 5 Barriers in Learning for Students

Students face learning hurdles		
Technology and the internet are not widely available.	192	54.9%
Insufficient availability of educational resources	108	31%
Little prior experience with online education.	50	14.1%

Source: Primary Data.

According to Table 5, 54.9 percent of students felt that having access to technology and the internet had an influence on their academic performance. This was followed by 31% who felt that not having enough study materials had an impact and 14.1% who thought that having previously used the internet had an impact.

Table 6 Reflections on the Feeling and Likeness of the Educational Systems

Likeness in Online learning			Feeling about the education systems		
Yes	56	16%	Feel good	152	43.4%
No	223	63.7%	Not good	85	24.3%
Being ok, but now not ok	45	12.8%	Ok	63	18%
Being not ok, but now ok	17	4.9%	Very bad	16	4.6%
No opinion	9	2.6%	No opinion	34	9.7%

Source: Primary Data.

Students' opinions regarding the similarity and atmosphere of educational systems in pandemic scenarios are depicted in Table 6, where 16 percent of students found online learning to be enjoyable and 63.7 percent to be unfavourable. About 43.4 percent of the respondents had a positive experience during the COVID-19 epidemic, compared to 24.3 percent who had a negative experience.

Table 7 Opinion about the Outside Class Room

Outside the classroom, may affect the learner's personality					
Yes	280	80%			
No	30	20%			
Extraordinary effort and support were needed to slow leaners					
Yes	315	90%			
No	35	10%			
Rating of Online class					
Poor	53	15%	Average	126	36%
Below Average	46	13%	Good	125	36%

Source: Primary Data.

Table 7 demonstrates that due to the COVID-19 pandemic, students were unable to engage in extracurricular activities outside of the classroom; eighty percent of the students felt that this had a detrimental effect on their personality. Ninety percent of the learners said that slow learners require a lot of work and support. The online class received an excellent and average rating (35.4 percent) from the learners.

Table 8 The efficacy of online learning and how stressful it is for learners

Effectiveness of remote learning			Stressful of Online learning		
Not at all effective	86	24.6%	Not at all	80	23%
Slightly effective	102	29.1%	Slightly	95	27%
Moderately effective	61	17.4%	Moderately	133	38%
Very effective	101	28.8%	Very stressful	77	22%

Source: Primary Data

Table 8 shows that during the epidemic, 38 percent of learners were somewhat stressed, 27 percent were slightly stressed, and the least were very stressful. Approximately 29.1 percent of students were slightly

effective in online learning, followed by 28.8 percent who were very effective, and 24.6 percent who were not at all effective in online learning.

Table 9 Opinion of Learners in Relation between Teachers and the Institution

Interaction between the teachers and learners			**Interaction between institution and learners**		
Not at all helpful	16	4.6%	Not at all helpful	64	18.2%
Slightly helpful	59	16.8%	Slightly helpful	71	20.3%
Moderately helpful	97	27.7%	Moderately helpful	93	26.5%
Very helpful	129	36.8%	Very helpful	82	23.4%
Extremely helpful	49	14%	Extremely helpful	40	11.4%

Source: Primary Data.

The interactions that students had with instructors and the institution during the Covid 19 period are shown in Table 9. Of the students, 36.8% thought that teachers were extremely helpful, followed by somewhat helpful, and the least helpful of all, which is not helpful at all. However, institutional support was first somewhat beneficial and then extremely beneficial.

Table 10 Family Members Infected with Covid-19

Covid – 19 Infected		
Yes	39	(11.2%)
No	311	(88.8%)

Source: Primary Data.

Table 10 depicts the family members were infected the covid -19, of which, 88.8 percent with not infect the covid-19 and 11.2 percent not affected.

Table 10 Categorizations of the Symptoms and Severity

Symptoms and Severity			
Fear		High (68.8%)	
		Low (31.2%)	
Depression	No (%)	**Anxiety**	No. (%)
Minimum	43.8	Minimum	48.5
Mild	27.5	Mild	27.8
Moderate	14.2	Moderate	11.7
Severe	4.3	Severe	12

Source: Primary Data.

Table 10 shows how symptoms and severity are categorised. Of the respondents, 68.8% reported feeling afraid throughout the COVID-19 period, while 4.3% reported having severe depression. The greatest percentage of respondents had minimal depression. In 48.5 percent of cases, the anxiety state was at least minimal, and at least moderate.

Conclusion

National borders are not where the Covid 19 epidemic ends. Countless individuals have been impacted by it, irrespective of their gender, nationality, education, or financial status. Contrary to expectations, its effects have disproportionately affected the weakest members of society. Nothing is an exception in education. Everybody learns differently, so self-discipline, extra training, less technological problems, etc., can all contribute to the feeling of isolation that comes with online learning. Of the pupils, 70% of them had access to a gadget for online study, while only 13% lacked such access. While the majority of students used their smartphones for academic purposes, 17.1% of them experienced network issues. For their online studies, most students used their parents' mobile devices. reveals that 16% of students thought that online learning was good. Eighty percent of the students said that this affected their personalities negatively. During the Covid 19 period, 36.8 percent of students considered teachers to be extremely valuable and helpful. As a result, we must rethink our environmental future and address climate change and environmental degradation with ambition and haste. Only then can we preserve everyone's health, livelihoods, food security, and nutrition while also ensuring that our 'new normal' is better.

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