



A Study on Perceptions, Usage and Behaviour of Undergraduate & Post Graduate Management Students towards Online Education in the city of Anand

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Abstract

The present paper tries to investigate the Perceptions, Usage and Behaviour of Undergraduate and Post Graduate Management Students towards the Online Education in the city of Anand. For the purpose of data collection, a structured questionnaire is used. It is in the form of Google Forms and the type of sampling used is Purposive and Snowball Sampling. For the purpose of study, data was collected from Anand City. Questionnaire is divided in to Three (03) Sections. First section deals with the general demographic information of respondents. Second Section is related to Likert Scale Items to measure the Perceptions and Behaviour towards the Study from Home. Lastly, third section includes Categorical and Ordinal variables to measure the Use of Study from Home method. Data collected was subjected to frequency analysis and descriptive statistics with the help of MS Excel. There were total 325 respondents out of which 157 are male and 168 are female. 187 students were studying in BBA and 138 are studying in MBA programme. Microsoft Teams seems to be the most preferred platform for online education. It was also found out that theoretical subjects are easier to understand through online mode than other subjects. Moreover, Perceptions towards easiness of online education, performance during online exams, and continuation of online education by institutes are “Neutral”. Mean values of behaviour of students during online mode of study including taking class notes during online classes and asking questions to solve the doubts are on the higher side.

Key Words

Online Education, Undergraduate Management Students, Post Graduate Management Students

Introduction

Online learning has become a necessity during and post pandemic period across the globe. Use of digital technologies and devices for teaching, learning, discussing, sharing assignments and evaluation is referred to as online learning. Online education can be defined as a style pursued in teaching when students do not need to be in a traditional classroom (Sun and Chen, 2016). Emergence of World Wide Web is the major reason for expeditious augmentation of online teaching learning. It is now common to offer both the face-to-face teaching along with online mode in many education institutes (Sun and Chen, 2016). This requires development of a new relation between student, teacher and advanced innovative technology (Gratiela Dana Boca, 2021).

On-going COVID pandemic worldwide has also given rise to the use of online learning. Closure of educational institutes due to lockdown forced the administrators to adopt a safe way of online teaching learning to keep students education on track. Online learning market in India is expected to grow at 20% and will increase by 2.28 billion USD during 2021-2025 (Technavio, 2021). According to the study, there are 57 million, 30 million, 25 million and 0.5 million users of Byju's, Unacademy, Vedantu and Upgrad platform respectively (Statista, 2021). Notwithstanding the fact that we have seen surge in the numbers of e-learners, it can be said that it is still in the early stages of development as compared to western countries. Numerous studies have been conducted to measure the perceptions and factors affecting selection of online mode of education. In this respect, the present study aims to analyse the usage, perceptions and behaviour towards online learning.

Research Objectives

1. To study the perceptions of the UG and PG Management Students towards online education in the city of Anand.
2. To analyse the behaviour of UG and PG Management Students during online education in the city of Anand.

Design of Study

The present study was conducted by using quantitative method where a structured questionnaire was circulated through Google form to the under graduate and post graduate management students in the city of Anand. City of Anand was selected as is considered to be the hub of education in Gujarat.

Sample

A total of 325 students were send the Google form link of questionnaire by using purposive and snowball sampling.

Table -1: Demographic Profile of Respondents

Gender	Male	Female
	157 (48.3%)	168 (51.7%)
Course of Study	BBA	MBA
	187 (57.5%)	138 (42.5%)

It can be seen from the Table 1 that the male-female ratio is about 49-52 per cent. Majority of students (57.5 per cent) are studying in the course of Bachelor of Business Administration (BBA).

Table - 2: Platform used for Online Study mode of education

Platform Used	Frequency	%
Zoom	59	9.0%
Google Classroom	94	14.4%
Google Meet	185	28.3%
Microsoft Teams	269	41.1%
WhatsApp Group	47	7.2%
Total	654	

Table 2 highlights various platform used by the students to study in an online mode. It can be seen that majority of the students use Microsoft Teams (41.1%) as a platform followed by Google Meet (28.3%).

Table - 3: Categories of Subject student think which is easy to understand in Online Mode of Education

Categories of Subject	Frequency	%
Theoretical Subjects	248	46.0%
Practical Subjects	81	15.0%
Calculation based Subjects	90	16.7%
Project based Subjects	120	22.3%
Total	539	

It can be understood from Table 3 that theoretical subjects (46%) are considered to be understood easily whereas only 15% of students are of the opinion that practical subjects are easy to understand by online mode of education.

Table – 4: Per day Internet data consumption before and after Online Mode of education

Per day Internet Data Usage	Before Online Mode	After Online Mode	% Increase (+) / Decrease (-) of Students
Less than 1 GB	119	29	(-) 76%
1 GB - 2 GB	143	112	(-) 22%
2 GB - 3 GB	36	102	(+) 184 %
3 GB - 4 GB	14	59	(+) 322%
More than 4 GB	13	23	(+) 77%
Total	325	325	

It can be inferred from Table 4 that with online mode of study the usage of internet has increased. Students who were using 2 GB to 3 GB data during offline classes has increased by 184% during the online mode of education.

Table - 5: Likert Scale Analysis – Measurement of Perceptions and Behaviour towards Online Mode of Education

Sr. No.	P / B*	Likert Statements	Mean	Std. Dev.
1	P	I am comfortable with Online mode of Learning.	3.35	1.28
2	P	Online mode of Learning is Easy to Understand.	2.85	1.27
3	P	Online mode of Education is Costly.	3.13	1.37
4	B	I regularly attend the classes through Online mode of Education.	4.28	1.00
5	B	I Purchased New Laptop / Computer for Online mode of Education.	2.85	1.68
6	B	I Purchased New Mobile / Tablet for Online mode of Education.	2.82	1.67
7	P	I am comfortable to submit the Homework / Assignment in an Online mode of Education.	3.86	1.28
8	B	I generally mute my Micro-Phone during the classes conducted through Online mode of Education.	4.22	1.08
9	B	I ask questions / raise learning doubts during Online mode of Education.	3.59	1.19
10	B	Generally, I switch off my Camera Mode during Online mode of Education.	4.22	1.12
11	P	Online mode of Education is difficult to Understand.	3.57	1.27
12	B	I generally help in doing household work while attending the online classes.	2.73	1.41
13	B	During Online mode of Education, I sometimes skip the classes after joining the sessions.	2.53	1.39
14	B	I take Breakfast / Lunch during Online mode of Education.	2.84	1.46
15	P	Internet Connectivity is a major problem during Online mode of Education.	4.07	1.24
16	P	Online mode of Education does not give the feeling of learning.	3.78	1.23

17	B	If there is doubt during Online mode of Education, I Switch On the Micro-Phone and ask the same to my Teacher / Faculty.	3.82	1.19
18	B	During Online mode of Education, I take Class Notes during classes.	3.82	1.17
19	P	Online mode of Education is to be continued by all the education institutions.	3.30	1.43
20	P	There is regularity in conducting classes through Online mode of Education.	3.94	1.15
21	P	Online mode of Education is more convenient than Regular Study in College Classrooms.	2.68	1.45
22	P	Reading Material / Study Material is provided before Online mode of Education.	3.68	1.22
23	B	I generally keep Textbook / Reading Material of the subject with me during Online mode of Education.	3.37	1.30
24	P	Home Environment is the Major Problem during Online mode of Education.	3.61	1.33
25	B	I have started reading more during Online mode of Education.	3.05	1.24
26	B	I generally change my profile picture on Online mode of Education Account regularly.	2.02	1.29
27	P	Time to note down the points during Online mode of Education is less as compared to regular classroom sessions.	3.69	1.17
28	P	Proper Instructions were given to students about how to attend classes with Online mode of Education Platform.	4.31	1.02
29	P	Proper Instructions were given to students about how to submit assignment / homework on Online mode of Education Platform.	4.39	0.92
30	P	Giving Online Exams is more convenient than regular Offline Exams.	3.30	1.40
31	B	I keep all the Textbooks / Reference Material with me during Online Exams.	2.53	1.42
32	P	Performance of Students (Marks) in Exams improves due to Online Exam.	3.06	1.31
33	B	I generally study with friends group during Online Classes.	2.40	1.42

*P = Perception towards Online Education | B = Behaviour during Online Classes

It can be seen from Table 5 that the lowest mean value for all 33 statements is 2.02. Variables like 'Proper Instructions to submit assignment', 'Proper Instructions about how to attend online classes', and 'attending online classes regularly' have very high mean of 4.39, 4.31 and 4.28 respectively. Moreover, overall perceptions towards variables like 'Marks improves in online exam' and 'online exam is convenient than offline exams' are found to be neutral.

Findings:

The major findings of the research are as follow:

- Out of 325 students, the male-female ratio is about 49 - 52 per cent.
- More than half numbers of students (57.5%) are studying in BBA.
- Students not have the habit of keeping reference material / textbook with during online classes.
- Students are of neutral opinion regarding costliness of online education.
- Practical and calculation based subject are not considered to be easily understandable through online mode of education.

- It was also found out that students mean score for variables like switching off camera and micro-phone during online class is 4.22.

Managerial Implications:

As evident from the results and findings, it can be inferred that management of institutions should have a mechanism to keep a record that students have reference material and textbook while attending the online sessions. As far as comfortableness and understanding with online education is concerned, authority of education institution should make a survey for the same. Practical and calculation based subjects should have more off-line sessions as students are not comfortable to study them online.

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