Student's View on Online Education during the COVID-19 Pandemic

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Abstract

During COVID-19 pandemic, in many part of the world were closed educational Institution so impacting around 286 million student which is (48 per cent girls) preprimary to higher education level too. **Online education is electronically supported learning that relies on the internet for teacher/student interaction and the distribution of class materials** *The aim of the Narrative -analysis is to evaluate the student's view on online education during the COVID-19 pandemic by performing a systematic narrative analysis of related published literature. The Narrative analysis was done diverse subjects and diverse research design was eligible among the 21 full-text articles. A formal extraction protocol was the PRISMA-P. Majority of the student's feels that physical class was more effective than online class in terms of accessibility, easy to use resources, and importance to enhance teaching-learning habit. Most of the students (91.7%) felt that online classes should be continued during pandemic but only nearly two third of the respondents (63.2%) were satisfied with the online classes. They experience in transitioning to online education include poor network, lack of digital skills, lack of technological support from institutions among others. Study identified student's views on online education are variation among context to context.*

Key Words:*Meta analysis, Student's online education, Covid-19 Pandemic.*

Introduction

The worldwide pandemic due to SARS-CoV-2 has caused distinctive changes to society; universities across the world have reacted rapidly to the crisis, having

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announced urgent closures. The COVID-19 pandemic situation has become a global health issue and has had a major impact on education. (Tabatabai, 2020). Online education is a form of education where students use their home computers through the internet. Online education is electronically supported learning that relies on the Internet for teacher/student interaction and the distribution of class materials. It is often used in graduation and course programmers by using digital technologies, are provided via the online learning portal of the host university. It is also named as as Computer-based training, Web-based training, Internet based training, online training, e-learning (electronic learning), m-learning (mobile learning), computer-aided distance education - online education (Education, 2021).

During COVID-19 pandemic, in many part of the world were closed educational Institution so impacting around 286 million student which is (48 per cent girls) preprimary to higher education level too. More than six million children who were already out of school prior to the COVID-19 crisis. Different teaching modalities including television, radio, online platforms and paper-based materials, were used to deliver distance/home based learning (UNICEF, 2021).

Due to one year into the COVID-19 pandemic, close to half the world's students are affected by partial or full school closures, and over 100 million additional children will fall below the minimum proficiency level in reading as a result of the health crisis and lockdown. The total 55,011,070 learners are affected which is 3.5% of total enrolled learners and 14 country-wide closures (Guttma, 2021). Online teaching-learning process is essential alternative mode of education to delivering the teaching-learning process for keeping the students alive. Each university needs to develop an online mode of education as an alternative mode by developing an education-friendly curriculum, updated technology, and trained designated faculty and proactive administration. The study finding shows that triplet factors: infrastructure, student and teacher as experience of effectiveness of online classes during a pandemic (Gautam & Gautam, 2021).

A survey study conducted among 172 respondents in France finding shows that most of (eighty-nine percent) students strongly agreed or agreed that online teaching was an appropriate way of delivering courses during the COVID-19 pandemic. Nearly one-third of the respondents (28.0% of learners and 38.5% of teachers) expressed that this kind of online curriculum should continue after resolution of the crisis. Overall the learners expressed well done of the teachers' for having rapidly adapted the curriculum to the difficulties encountered because of the health crisis (Motte-Signoret et al., 2021).

This study conducted among 280 teachers and students from five universities of Nepal finding revealed that the participants experienced online education beneficial mainly for promoting online research, connecting the practitioners to the global society and getting huge and authentic resource of knowledge though they have found

time-management skills, more freedom to the teachers and learners, and reliable internet at workplace as the extreme challenges. The study finding also highlighted that the time management skills, technological prepared and computer literate are the basic qualities for the practitioners who want to have online education and ICT policy should be clear and courses should be developed accordingly. Only online mode of teaching and learning in the context of Nepal cannot be effective so the participants preferred blended learning and online education can be an alternative means of traditional education (Paudel, 2021).

Likewise study conducted 704 students in in various streams of Bachelor level programs in Chitwan Medical College finding illustratedthat more than half (57.8%) were female, and nearly half (45.7%) were studying in MBBS program. Most (88.8%) of the students had accessibility to the internet services in their residence. Overall readiness for the online classes was 87.1% where almost similar scores were found among students of different academic programs which were the significant association between readiness and internet accessibility (Neupane, Sharma, & Joshi, 2020).

The study was conducted among 206 students of Shanker Dev Campusstudying in Master level in Nepal finding revealed that majority of the student's found physical class was more effective than online class in terms of accessibility, easy to use resources, and importance to enhance teaching-learning habit (Karki et al., 2021).

The objective of this study is to evaluate the view on online education during the COVID-19 pandemic.

Materials and Methods

Design: Meta analysis was done by using published national and international journals, articles and reports.

Inclusion criteria: The inclusion criteria of study were developed with carefully examined published national and international research articles, reports which were searched from the different databases such as Google, Google scholar, and Hinari from 2020 to November, 2021. The main focus was done student's view on online education during the COVID-19 pandemic. The review was done only on; a) English language b) involved samples of at least 30 to nearly 1200 subjects c) eligible diverse research design.

Exclusion criteria: The articles related to unreliable data, incomplete information, experimental studies and randomized trial were excluded from data.

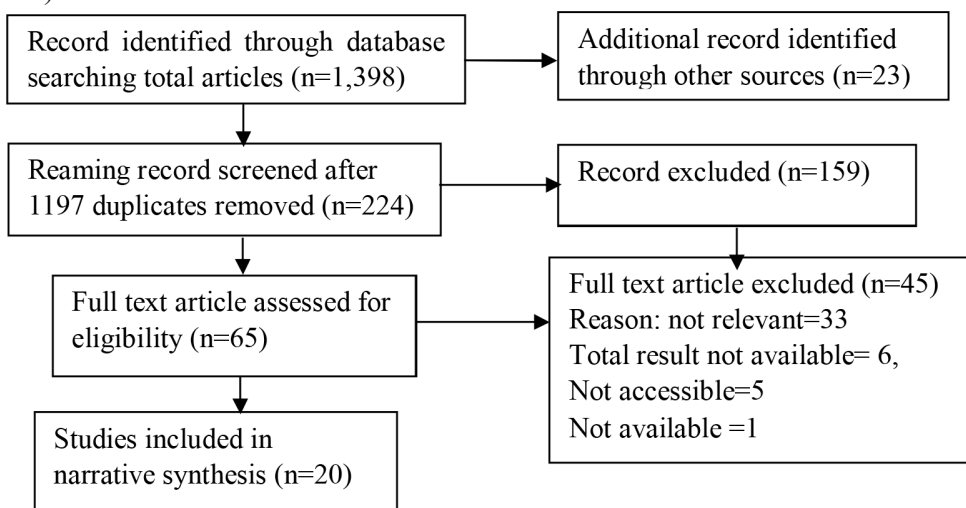**Search Strategy:** The research articles related to student's view on online education during the COVID-19 pandemic were searched for data purpose. During acquisition of data, key words were student's view on online education and COVID-19 pandemic used.Hand-searched (manual search) such as the reference lists of all identified studies and key journals in the related field was developed. About more than 65 reports were

reviewed thoroughly and captured the required theme. The most common studies were student's view on online education during the COVID-19 pandemic.

Data Extraction, analysis and synthesis: While searching, the main key words were used as the student's view on online education during the COVID-19 pandemic. The total searched articles were 65 which were published from December 2020 to November 2021. The search engines were Google, scholarly Google and Hinari through the internet database. A formal extraction protocol was developed as the PRISMA-P (Preferred Reporting Items for Systematic Review and Meta analysis Protocol) workflow which was used by Moher D, et al. 2015 that were checked and revised two or three times. Among 65 articles, 45 articles were excluded from the protocol due to not relevant, unavailability of total result and incomplete result. Eligibility and inclusion criteria or content related topic of this analysis weren't provided. Only 21 full text articles related to student's view on online education during the COVID-19 pandemic. The total sample size of 21 articles was 9255 respondents.

Results and Discussion

Result analysis of Narrative analysis according to PRISMA-P (Preferred Reporting Items for Systematic Review and Meta analysis Protocol done by manual process) as below.

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┌─────────────────────────────┐         ┌─────────────────────────────┐
│ Record identified through   │────────▶│ Additional record identified │
│ database searching total    │         │ through other sources (n=23) │
│ articles (n=1,398)          │         └─────────────────────────────┘
└─────────────────────────────┘
              │
              ▼
┌─────────────────────────────┐         ┌─────────────────────────────┐
│ Reaming record screened     │────────▶│ Record excluded (n=159)     │
│ after 1197 duplicates       │         └─────────────────────────────┘
│ removed (n=224)             │
└─────────────────────────────┘
              │
              ▼
┌─────────────────────────────┐         ┌─────────────────────────────┐
│ Full text article assessed  │────────▶│ Full text article excluded   │
│ for eligibility (n=65)      │         │ (n=45)                       │
└─────────────────────────────┘         │ Reason: not relevant=33      │
              │                          │ Total result not available= 6,│
              ▼                          │ Not accessible=5             │
┌─────────────────────────────┐         │ Not available =1             │
│ Studies included in         │         └─────────────────────────────┘
│ narrative synthesis (n=20)  │
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Overall results of the Narrative Analysis

Majority of the student's feels that physical class was more effective than online class in terms of accessibility, easy to use resources, and importance to enhance teaching-learning habit. Most of the students (91.7%) felt that online classes should be continued during pandemic but only nearly two third of the respondents (63.2%) were satisfied with the online classes. Nearly two third of the respondents (63.2%) were satisfied with the online classes. More than half of respondents (54.1%) had negative perception towards online classes. Interactions were lower in the virtual classes and

there was a great variation between the learners' perception and their experiences of virtual classrooms. The participants experienced online education beneficial for promoting online research, connecting the practitioners to the global society and getting huge and authentic resource of knowledge. Only online mode of teaching and learning in Nepal cannot be effective so blended learning and online education can be an alternative means of traditional education. They experience in transitioning to online education include poor network, lack of digital skills, lack of technological support from institutions among others.

Table 1 : Student's View on Online Education in Global Scenario

Country, sample size & Author	Student's view on Online Education
804 Polish medical students (Bączek et al., 2021)	More than two third (69%)of respondents answers the main advantages of online learning were the ability to stay at home continuous access to online materials, 64% ofthem learning at theirown pace, and (54%) of comfortable surroundings. The mass (70%) of respondents chose lack of interactions with patients and (54%) of respondents chose technical problems with IT equipment.
172 respondents in France (Motte-Signoret et al., 2021)	Overall the learners expressed well done of the teachers' for having rapidly adapted the curriculum to the difficulties encountered because of the health crisis. The learners expressed that the concentration issues were absence of interaction with the teachers and their peers, and repeated technical difficulties (Wi-Fi issues).More than ¾ of respondents (76.9%) stated that synchronous online classes are a more appropriate way of teaching
301 dental students in (Amir et al., 2020).	Majority of students' face the problems were unstable internet connection and extra financial burden for internet quota. Other challenges related student readiness to the new learning method, time management and difficulties to focus while learning through the computer for a long period of time which might be contributed to the stress experienced by 35.2% students during distance learning
256 students at the University of KwaZulu-Natal (Ross, 2021).	less than one third of students (30.4%) always had internet connectivity; only(36.6%) mostly or often; and 28 (25%) sometimes or occasionally even as only few students (8%) did not have any connectivity. and did not have access to sufficient data for their academic needs. Forty seven students did not have access to sufficient data for their academic needs.
79 students (Almendingen et al., 2021).	Third forth (75%) of students reported that their life had become more difficult and 50% felt that learning outcomes would be harder to achieve due to the sudden shift to online education. Students were a lack of social interaction, housing situations that were unfit for home office purposes, including insufficient data bandwidth, and an overall sense of reduced motivation and effort.

30 students in Indonesia (Harefa & Sihombing, 2021).	Online learning is considered less effective by students in remote areas because of communication networks and infrastructure does not adequately support them. most of male students answered that online learning was less effective than female students

Table 2 : Student's View on Online Education in Shrilanka, Pakistan, Bangladesh & Nepal Scenario

Country, sample size & Author	Student's view on Online Education
930 participants from India, Nepal and Sri Lanka (Kaurani et al., 2021).	Students of Sri Lanka reported the highest mean scores across all domains of perception indicative of positive attitude. Perception towards learning was higher among preclinical students as opposed to clinical students
126 students of Pakistani among higher (Adnan, & Anwar, 2020).	Nearly three fourth (73%) of students had proper access to the internet but only 9.5% had no proper access. While 17.5% reported that they have limited access to the internet through a mobile phone. More than half of students (51.6%) mentioned that strength are the major problems behind limited internet access and 11.1% consider internet services too expensive for regular online connectivity.
304 students in Bangladesh (Sarkar et al., 2021).	Most students faced difficulty participating in virtual classes and could not communicate with their friends correctly and the most students preferred conventional types of learning to virtual classes and did not understand the content of virtual classes easily. Most students did not feel comfortable in online classes.
307 students of India (Muthuprasad et al., 2021).	The most (54.4%) of students preferred class format. Only 27.04% of the respondents preferred live classes that can be recorded. Nearly eighteen (17.92%) of students feels live classes help them but 0.65% preferred only reading materials. Fifty percent of students agreed the online leaning improves their technical skills as compared to face-face classes. More than half (60%) of respondents are agree that online classes are less effective when it comes to communication with the instructor then face-face classes.
358 students in India (Chakraborty et al., 2021).	Nearly sixty six percent of students felt that they learn better in physical classrooms and More than half (39.9%) of them by attending massive open online courses than through online education. More than two third (68.1%) felt that the professors have enhanced their online teaching skills and nearly seventy eight (77.9%) of students felt that online education is useful truthful at this moment. the students felt that online education is stressful and affecting their health and social life.

Table 3 : Student's View on Online Education in National (only Nepal) Scenario

Country, Sample size & Author	Student's view on Online Education
1116students in Nepal (Subedi, et al., 2020)	More than half of the respondents (63.2%) got disturbed for their online class due to electricity problem and 63.6% respondents got disturbed due to internet problem. More than half of the respondents (67.7%) did not understand the full course (content) provided by teacher during online class without any queries. Half of the respondents (50.8%) were not happy with the time allocated (routine) for online class. Similarly, 32.2% of the respondents felt like they were not getting full attention from teacher in online class every time
280 teachers and students in Nepal (Paudel, 2021)	The participants experienced online education beneficial for promoting online research, connecting the practitioners to the global society and getting huge and authentic resource of knowledge. Only online mode of teaching and learning in Nepal cannot be effective so blended learning and online education can be an alternative means of traditional education.
737students in Nepal (Poudel et al., 2021)	Result reveals that interactions were lower in the virtual classes and there was a great variation between the learners' perception and their experiences of virtual classrooms. Students preferred blended classes to be implemented in future sessions
133 students in Nepal (Koirala et al., 2020)	Most of the students (91.7%) felt that online classes should be continued duringpandemic but only nearly two third of the respondents (63.2%) were satisfied with the online classes. more than half of respondents (54.1%)had negative perception towards online classes
206 students in Nepal (Karki et al., 2021).	Majority of the student's feels that physical class was more effective than online class in terms of accessibility, easy to use resources, and importance to enhance teaching-learning habit
147 students & 76 teachers in Neapl (Shrestha et al., 2021).	They adapt the action potentials of the digital artifacts to local contexts and use them in the best possible ways to facilitate their communication and enhance student learning in difficult circumstances. They experience in transitioning to online education include poor network, lack of digital skills, lack of technological support from institutions among others.

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