Acceptance of Online Distance Learning Post Covid-19 Pandemic among Students: A Worldwide Survey Approach

Isai Amutan Krishnan

School of Liberal Arts and Science and Technology, Perdana University, Malaysia, Email:(isai.amutan@perdanauniversity.edu.my)

Information of Article	ABSTRACT
	This study aims to understand the acceptance of Online Distance Learning (ODL) among university students worldwide post-Covid-19. The research methodology utilizes a hybrid channel approach, combining online and offline channels to provide ubiquitous content and learning. Secondary data from enrolled students and survey reports from KPMG and Accenture is used to analyze various platforms offering courses on various topics. The findings show that both teachers and students agree that online education is flexible, convenient, and accessible. Students are directed towards self-learning and hands-on learning, which are more effective. Practical implications will provide awareness to both lecturers and students, while theoretical implications will benefit the body of knowledge. Recommendations include government action, telecommunication companies investing in 4G and 5G services, investing in appropriate software packages, Socrative and Kahoot applications to solve formative assessment problems, and encouraging case-based learning among teachers.

1. Introduction

Faculty, students, and other groups involved in Online Education are considered, including parents and employers. This Online Education is also Student-Centred, similar to offline education and benefits many new technologies to share, transfer, exchange and enhance knowledge (Hancock, 2002). The trend of Online Education has become a part of the current century to empower learning users with good access to online services (Ehlers & Pawlowski, 2006). Online education has become the future of the Youth to integrate themselves with the existing knowledge and enhance the necessary skills for employment (Haider and Salman, 2020). Some of the most famous Online interactive tools for Online education are DingTalk, Hangouts Meet, Teams, Skype, WeChat Work, WhatsApp and Zoom (UNESCO, 2020). Online education is an interactive class that reduces students' loss due to absenteeism, and the information is shared in such a way to learn and coordinate in various subjects (Martin-Blas and Serrano-Fernandez, 2009). Some popular online education initiatives are Coursera, Biju's, Academy, Khan Academy, MITx, Non-profit Peer 2 Peer University (P2PU), and others. Online course design has five stages: designing, developing, implementing, evaluating and finally, revising the content. The principles that can be followed are as per the instructional learning design, which advises the instructors to design various courses. Course objectives are to be considered at the initial stage and given multiple strategies to achieve these objectives. The student's preferences with a wide range of options and choices to be considered while presenting the material using audio and videos along with the required technology or software to make it more exciting and make the students interact in various forms of reflections. Online education provides and promotes the audience's social presence in online higher education by using live virtual classrooms to confront learning challenges during the COVID-19 pandemic.

2. Literature Review

It started with a basic overview of online studies as studied and perceived by Garrison et al. (2000). To add to this, several studies also pointed out that the promotion of social presence, interaction, and collaboration has significantly improved level (Swan et al., 2009; Whipp & Loentz, 2009; Yuan & Kim, 2014). It is also important to note that although many studies emphasized the importance of creating a learning community, there is a lack of approaches and technologies that could be used to achieve that objective. Online education includes modern pedagogical practices that are designed in such a way as to make the course more objective and well-organized. The method to build trust in online courses and analyze before one present is explained in the study by Wang (2014). Also, recommendations were given that the mainstream meets the growing market needs to expand access to the maximum number of participants (Gallagher & Labrie, J., 2012).

Online instructors are widely viewed as facilitators (e.g. Brindley et al., 2009; Crawford-Ferre & Weist, 2012; Gabriel & Caufield, 2008; Keengwe & Kidd, 2010) who should primarily concentrate on a merger between diverse theories as well as life experiences. It is also observed that most faculty involved in higher online education are almost reluctant to teach

through online platforms. Crawford-Ferre & Weist, (2012) suggested that it is also rightly pointed out that those who have taught online courses reported that it took more time to teach online classes than in physical mode (Keengwe & Kidd, 2010). Online education is an alternative to student learning (Wang, 2014), focusing on critical thinking and creation. However, online courses are commonly dictated by technology (Callaway, 2012; Cole, Shelley, & Swartz, 2014) and are designed more for the convenience of the online system and the technology. With the available advanced technologies, researchers need to study the roles that a variety of technological tools play in promoting more effective social interaction and growth of a learning community, for example, audio and video conferencing via Google Hangout and Skype, social network media, and virtual reality environments (Allen, I. E., & Seaman, J., 2013). Evangeline and Ganesh K. (2016) revealed that the development of science & technology has not given importance to teaching English to communicate and write precisely to share their knowledge and information in other languages. This paper concentrates on the importance of learning English for Academic and Occupational purposes. Students who could not study in Primary Education faced many difficulties when learning technical education and writing skills through Online platforms. Hatos R. (2015) mentioned the gap between education and employment. The article has highlighted the importance of some categories, like how easy it is to get educated but how difficult it is to directly link with employment and concentrate on the need of the hour that both the educational institutions and the employers. This will help the employer get the right people with the proper training and reduce the cost of selection and training. This could reduce this mismatching requirement of the employer. Also, surveys were conducted to prove the employer and employee mismatch.

The paper has also discussed international research on the underutilization of human resources. Also, it was criticized for the gap between these skills required by the employer. , the paper talks about the over-education and under-education in European countries. Latif A. and Sewage D. N. (2015) argued that in Indonesia, economic growth is still lagging behind other countries regarding income levels and human capital. His primary factor was the lack of focus and straightforward strategies to develop its education system. It has been identified that development can happen only with skill training in the current educational institutions. This will reduce poverty as well as youth unemployment. It has suggested that there is a requirement for integration between human capital development plans and economic development plans. Much research done on different Offline Degrees, Diplomas and courses launched in India, but there is still a lack of enough awareness of the validity of such courses and acceptance by employers. Therefore, the study aims to find the gap between employers' acceptance and various course availability and enrolment. Different approaches may be suggested to reach the educated Youth. To achieve the objective of a dream of Make in India and skill India, much research is required to reach the right people and make these programs successful. When research is done on why Youth are not enrolling on such courses or suggestions may be given to the Government to concentrate on reaching the people.

There are many urban homeless who are educated and who struggle for sustainable livelihood, which would be reduced through skilling and upskilling. This awareness is to be created and to fulfil the primary objective. The programs available to different sectors of people with different technical skills, even specific requirements of every worker or unemployed youth, must be educated about this. Even the workers' unorganized sector has opportunities of getting trained. All these Online courses have been in operation for more than a decade, but still, statistics and research showed that they still do not have awareness. Therefore, there is a gap in the research to find the reasons for the lack of awareness and provide the model to penetrate rapidly. What factors influence students' acceptance of online distance learning post Covid-19 pandemic, and how do these factors vary across different countries and educational systems? This research question allows for an exploration of the various factors that contribute to students' acceptance of online distance learning, such as technological infrastructure, access to resources, teaching methods, and cultural differences. It also acknowledges the potential variations in acceptance across different countries and educational systems, which can provide valuable insights for policymakers and educators. To find out how many Online Courses offered by various Organizations are fulfilled with the primary objective and the enrolment status.

 I. To compare the successful courses of other countries with the Indian context.
 II. To find out the acceptance levels of the employers of some specific courses.
 III. To find out the difficulties and easiness in Online courses while teaching, the perception of faculty.
 IV. To suggest the successful execution policies of other countries in designing the schemes and reaching the deserving Youth.

3. Relevance Of the Study

The relevance of the study would help in modifying the outcomes of the course and also bring awareness about these courses; when the course outcomes are modified, this would encourage more and more employable Youth and also more employed workforce to come forward in enrolling on the course, getting the Certificate, employed or looking for better employment. The majority of the technically qualified Youth cannot gain core jobs and sustain themselves due to this gap. As we all know, India has the second-highest youth population, with an age group between the ages of 15-59 in the world. However, it is still becoming crucial to understand further that they are not becoming a good proportion of the skilled workforce. Before the five-year plan period, the technical institutions' number was much less and not even three-digit, but today the number has reached five. Online Learning Courses are critical for immediate achievement, which is sustainable and inclusive. The opportunities provided by the Government for decent employment among the young

population will be maximized. Skill capital will be made available to deserving Youth, which would be ample opportunities for the growing economy and advanced economies since most of these Online courses are developed and offered through global platforms. Training for job transition rate is still low to reach the target 2022 of 2.4 million. Therefore, there is an urgent requirement to impart skills efficiently. Despite the Government spending so many crores compared to the other countries on Skill India Offline courses, the success rate is not at par.

There is a need not only to bring awareness among the Youth but there is also a requirement to motivate the young minds to prefer core jobs and also there is very much need of the hour to inform the concerned parents so that they may adequately be guided towards these Online technical and non-technical courses. Once the gap is filled with these practical training or courses, the confidence levels of the Youth will improve when they choose Core jobs or improve their career with better jobs in the existing field or move towards their passionate jobs. The transit in work culture over the past year has resulted in some impressive take wars for the type of work ethics and skills companies are looking for. Companies are still looking for a positive attitude and soft skills. Besides that, technical expertise with communication tools is increasing in demand across all industries. The need for resilience, flexibility and active communication has been the top necessity. Soft skills like problem-solving, communication, active learning, resilience, flexibility, and thought leadership. Agile adaptability. Employees to be tech savvy. There is an evident gap between the education system and the skills required in the real world. The infrastructure provided at an academic level is not up to the demand for labour in many towns and cities. The faculty's knowledge and experience ensure that the student has picked up the appropriate skills and has had a phenomenal learning experience. The trainer should be able to assess the needs of the students considering the labour market situation.

4. Methodology

The quantitative data on youth perception towards the study will be analyzed using SPSS version 29. The techniques used was surveyed, the respondents were given instructions, and the research's purpose will be explained. They will fill out the questionnaire in written form, anonymously and voluntarily. After the questionnaires are completed, data will be prepared for statistical analysis (descriptive, correlation and regression). There is a need to develop and empower human assets for the economic progress of our country. Still, we are facing the problems of unemployment and poverty due to a lack of the required technical and soft skills knowledge. The present article is based on Primary Data from the trained Youth and faculty and secondary data collected from various Government released reports on Online training programmes initiated by various platforms. These Online courses are also helping companies and enterprises ready to provide skill-based training to the unemployed educated Youth through various platforms, sometimes free and also charging. These provide anywhere and anytime skilling, which has the sky as the limit for the location and time. The primary aim is also to find vocational training and certification courses for Indian youngsters for a better livelihood and social respect. Another aim of these courses is to create opportunities by creating awareness for the country's Development with particular reference to underdeveloped sectors making the trained Youth a bridge. The technical education system in India is growing continuously, but the opportunities for technical education linked with a wide range of disciplines are not precisely happening.

- For Online programs at the global level, wheel box was used. wheel box uses reliable tests for pre-recruitment and training requirements assessment of 10 million users from wheel box's partners with top-class countries across the globe. they are tied up with top premier educational institutions. they conduct a (WNET) wheel box natural employability test. these assessment reports provide a bridge to the youth for the top placement opportunities.
- For role of linkedin courses in providing placements for the youth: one can connect with the concerned groups and companies where all the certified courses can be updated for new opportunities for employed and underemployed people. this creates a lot of exciting possibilities in the career.
- For people strong for global reach to the youth: in people Strong, they combine their people and technology initiatives in an excellent Human Resources platform with global opportunities and support to the Youth who registers themselves and follow the assessment process.
- For Course era benefits to Career Building: The majority of the learners, as per the Survey based report, more than 72% got opportunities for Career advancement, 82% concerning India. The Lower Income groups people also benefited from Corus era empowerment; 50% of Malaysia could achieve their Careers in new jobs.

Table:1

Year	Sector
2015	Hospitality, Aviation, oil, Steel
2016	Retail, E-commerce, Transport, Plasma, Health care
2017	Software/ Hardware/Auto, Oil, Gas, Steel, Minerals
2018	BFSI, retail

2019	BFSI.software, Hardware, Manufacturing
2020	BFSI, finance, IN, KPO, BPO, Ites, Internet
2021	BFSI, software/Hardware/IT. Internet
2022	?

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5. Research Analysis

Some of the questions posed to the faculty are opinions on perceptions of the faculty from the viewpoint of their teaching experience, their IT tools applications, and the student's attitude toward learning, especially during the Covid-19 Pandemic and after Covid-19. Faculties' challenges are analyzed as per the responses received through questionnaires. The population includes both undergraduate and postgraduate students and faculties teaching both Undergraduate and post-graduation. One hundred forty students were selected randomly from the existing students to get valuable answers on their perception of online learning and enhancement. The period considered for data collection is 30 days after the Pandemic during their Semester break. The two surveys to the students and faculty were created in Google Forms and sent through Whats-app, group mail, and Linked-In groups. Thirty-four male and thirty female members participated in the survey. Out of the total 140 students, 70 are undergraduates, and 70 are postgraduates. Sixty-two were males, and 78 were females. Ninety-two live in urban areas, and 48 live in rural areas. Of these, 85 use mobile for Online classes and 31 use laptops and other tablets.

6. Results and Discussion

The present study analyses the faculty readiness and acceptance rates towards shifting teaching online. 40% of the faculty had previous experience teaching online, and 60% got habituated for the first time during Covid-19. 100% of the faculty teaching for the first time received training from the University and informed that they are using Zoom (60%), Google Classroom (30%) and Microsoft Teams (10%) are being used for their Online class work. 85% of the faculty use WhatsApp to communicate between the instructor and the students, and the remaining 14% use other LMS platforms, like Moodle, through phone calls (1 %).

Table: 2 Usage of Common online platforms

Online Platform	Classification	Percent (%)
Zoom	Teaching/Meetings	60
Google Class-room	Teaching/Interactions	30
Ms Teams	Teaching Only	10

Table: 3 Usage of LMS platform:

Platform	Purpose of usage	Percentage (%)
WhatsApp	Messages and sharing documents	85
Moodle, Glearn	Notifications & sharing lessons	14
Phone Calls	Communication & sharing important information	1

Table: 4 Perception of teaching Online:

Opinion	Mean	Standard Deviation	Acceptance
Possessing the required equipment	6.08	0.89	Yes
Having good Computer Knowledge	3.09	0.91	Yes
Good at IT application Skills	3.89	0.87	Yes
Self-Managing Online Learning	3.92	0.91	Yes
Ease of Use of Online tools	3.56	0.81	Yes
New experience in online environment	3.43	0.80	Yes
Flexibility in participation	3.81	1.21	Yes
Highly Motivated	3.23	1.19	Yes
Satisfaction levels in interaction	3.39	1.12	Yes
Home environment is good	3.24	1.23	Yes
Distractions experienced	3.69	1.14	Yes

Based on the results, 40% of the faculty had previous experience teaching online, while 60% started teaching online for the first time during the Covid-19 pandemic. All the faculty members who were teaching online for the first time received training from the University. They mentioned using Zoom for online classes (60%), Google Classroom (30%), and Microsoft Teams (10%). In terms of communication, 85% of the faculty use WhatsApp to communicate with students, while the remaining 14% use other Learning Management System (LMS) platforms like Moodle through phone calls.

The study also includes tables that provide more specific information. Table 1 shows the usage of common online platforms, with Zoom being used for teaching and meetings by 60% of the faculty, Google Classroom for teaching and interactions by 30%, and Microsoft Teams for teaching only by 10%. Table 2 focuses on the usage of LMS platforms, with WhatsApp being used for messages and sharing documents by 85% of the faculty, Moodle and Glearn for notifications and sharing lessons by 14%, and phone calls for communication and sharing important information by 1%. Table 3 presents the perception of teaching online, with various opinions and their mean scores, standard deviations, and acceptance levels. Based on the results and discussions, both teachers and students agree that online education is flexible, convenient, and a valuable resource for teaching and learning. It allows for self-learning and creates a learning organization culture atmosphere. However, there were some concerns expressed by students regarding interaction and assessment.

7. Limitation

As per the results and discussions, both the teachers and students agree that Online Education is always flexible, convenient, and one of the most valuable resources or platforms for teaching and learning. It is easy to administer and accessible towards the learning and teaching material. Students are directed towards self-learning fashion rather than spoon-feeding learning in the classrooms within the four walls. This also gives competence among the employees with the learning organization culture atmosphere, which creates very healthy competition among the employees. Hands-on learning also can be experienced with the help of simulations which are more effective than laboratory tests and practical with limited time and space. The survey proved that two-way feedback would enhance and motivate teachers and students. Improving the connectivity speed and minimizing the cost will solve some of the problems of internet speed. Students expressed, to some extent, dissatisfaction towards interaction and assessment. Since the participants are from a single private University and the management field only, the findings may not apply to other fields of study. To generalize, more Universities across the globe may be considered, which can be considered as the scope of further research.

8. Conclusion and Recommendation

Remote learning proved comfortable and accessible, with limited academic integrity. The faculty has to be trained more, especially in online modalities and the style of content developing and teaching with more reflections and interactive style to make it engaged learning. We can consider many advantages of Online Education in the management field, which encourages more student-centred learning and more activities quickly. This article supports Online Education as a tool for enhancing the students and the instructor, and, finally, the employer considers various advantages. It can also be concluded that online enhanced learning is at its peak in Indonesia, at par, with other developed nations. It was initiated as urgent remote learning during the Pandemic but now emerged as one of the most emerging needs of the current and future generations. It is now suitable for the current economic scenario nationwide as well as global wide. Research suggests that if the students have any social or emotional experiences in the colleges, their resilience will improve and

their outlook on life, as per Columbia University fellow Pallavi Dhody. Students should learn time management skills to feel applicable towards these Online courses. Additional Emotional support has to be provided to the learners, and also some space to be provided for informal interaction. The activities should be lighter for the students, so they enjoy while they learn and become confident. Proper tools should be used to energize and engage the learners, stimulating the senses using Augmented reality, Virtual reality and promoting Peer learning rather than individual learning.

Government should also take immediate measures, and telecommunication companies should invest in expanding their 4G and 5G services across the country, especially in two-tier and three-tier towns. Investment in the most appropriate software packages will overcome the limitations of Online education. Socrative, Kahoot will solve the problems of formative assessment to some extent. Using simulations in Online Education must be encouraged by providing more training sessions to the teachers. Case-based learning should be more encouraged among teachers. History shows that this has developed internet connectivity globally, with advanced technology and digital platforms providing a massive market. This has brought drastic change from Distance education in the 19th Century to Well-designed Online Courses in the 21st Century. This has made the education system vibrant. We can expect the same trend to be continued for more than 4 to 5 decades. This has completely reshaped and refined the education system. Online education has become an alternative for many students due to its popularity and affordable prices. This is the joint effort of both the teacher and student to make the studies more interactive and fruitful.

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Online Education and Its Effective Practice 176 Appendix Summary of Reviewed Articles Name of author & year Name of article Name of journal & book Research method *summary of the findings Allen, I. E., & Seaman, J. (2013).

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