

# Students' attitudes toward online education: a year into the COVID-19 pandemic in Azerbaijan

Aytan Shahmarova  
Ramina Murshudova



# Author's background



**AYTAN SHAHMAROVA**

**International relations and  
project management expert,  
education researcher**



**RAMINA MURSHUDOVA**

**Education expert & specialist ,  
Public speaking instructor,  
education researcher**

# Research background

## First survey



Conducted in April –  
June 2020

1286 respondents

20 Universities

## Second survey



Conducted in May –  
September 2021

1718 respondents

25 Universities

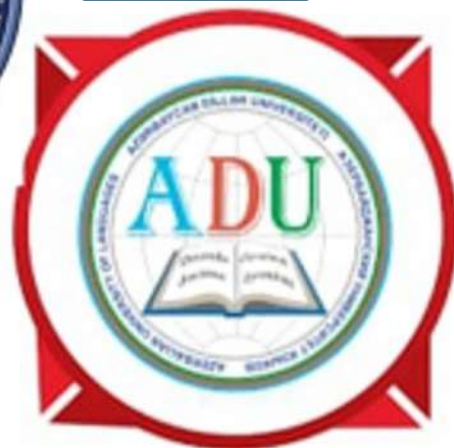
---



AZƏRBAYCAN  
DÖVLƏT  
İQTİSAD  
UNİVERSİTETİ

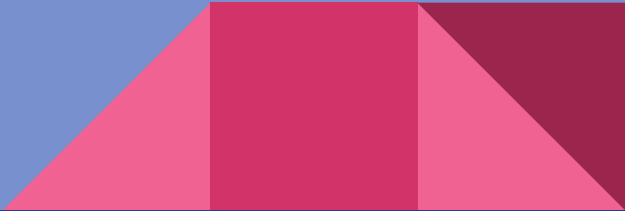


Azerbaijan  
Tourism and Management  
University



# Research Objectives

The hypothesis aimed to determine whether student's experience with **online education** could substantially and positively impact their preference toward online education



# Survey: Attitude towards Online Learning During COVID-19 pandemic /Sorğu: COVID-19 pandemiyası dövründə onlayn təhsilə münasibət.



The purpose of the survey is to evaluate the transition to online learning during COVID-19 quarantine and its impact on students' attitude towards online classes versus traditional classes in the future.

Sorğunun məqsədi, COVID-19 karantini səbəbiylə onlayn təhsilə məcburi keçid və gələcəkdə bu təcrübənin tələbələrin onlayn təhsilə münasibətlərinə necə təsir göstərdiyini qiymətləndirməkdir.

# Methodology

Online survey

30+ questions

Sections were about :

- Previous online experience
- Mental health
- Reasons for/against online education & traditional learning
- Evaluation of teaching staff
- Evaluation of universities' tech resources
- GPA/age/sex/

# Literature Review





# On this topic...

Disciplinary areas, teacher training, technological tools, learning platforms (Akram et al, 2021, Aristovnik et al., 2020; Lobos et al., 2021)

Self-efficacy, mental health and stress level (Zheng et al., 2021; Graham & Eloff, 2022).

Logtitutal studies (Almomani et al., 2021; Lobos et al., 2022)

**Almomani et al., 2021**

**"Female respondents were more optimistic, satisfied, and committed to the online learning experience than men."**

**Jiang et al., 2022**

**"Students experienced the highest levels of academic burnout and the lowest levels of study engagement and education satisfaction."**



# Key findings of the initial survey

## EXPERIENCE

Only **30%** of respondents admitted to have prior online education before the pandemic

## ONLINE EDUCATION

**36.5%** OF RESPONDENTS OPTED TO CONTINUE WITH ONLINE EDUCATION

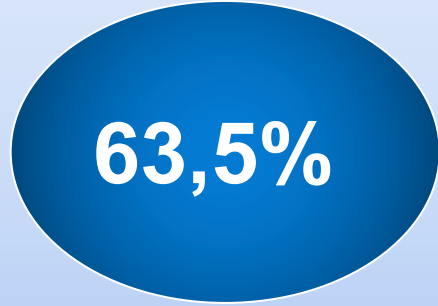
**24%** OF THEM HAD PREVIOUS EXPERIENCE WITH ONLINE LEARNING

## MENTAL HEALTH

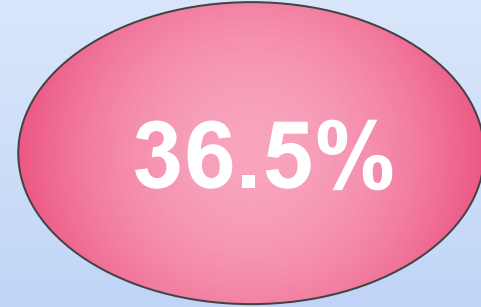
Majority of respondents revealed going through stress due to pandemic

- **55%** of stressed students opted for traditional learning

# COMPARATIVE ANALYSES

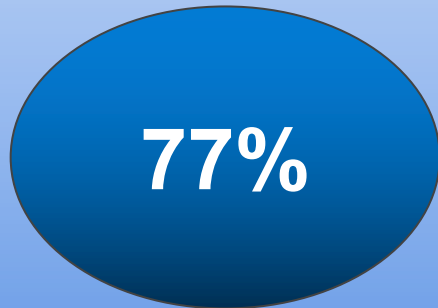


**2020**

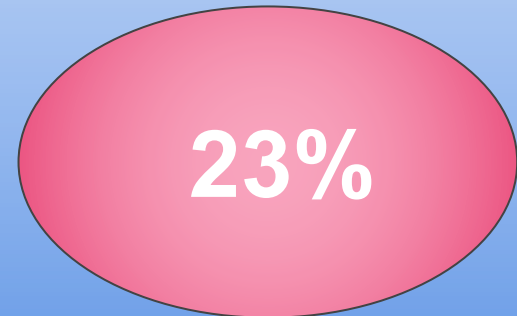


**Traditional education**

**Online education**



**2021**



## WHY AZERBAIJANI STUDENTS FAVOR IN CLASS SETTING MORE?

Face to face  
interaction is  
important in better  
understanding the  
subject

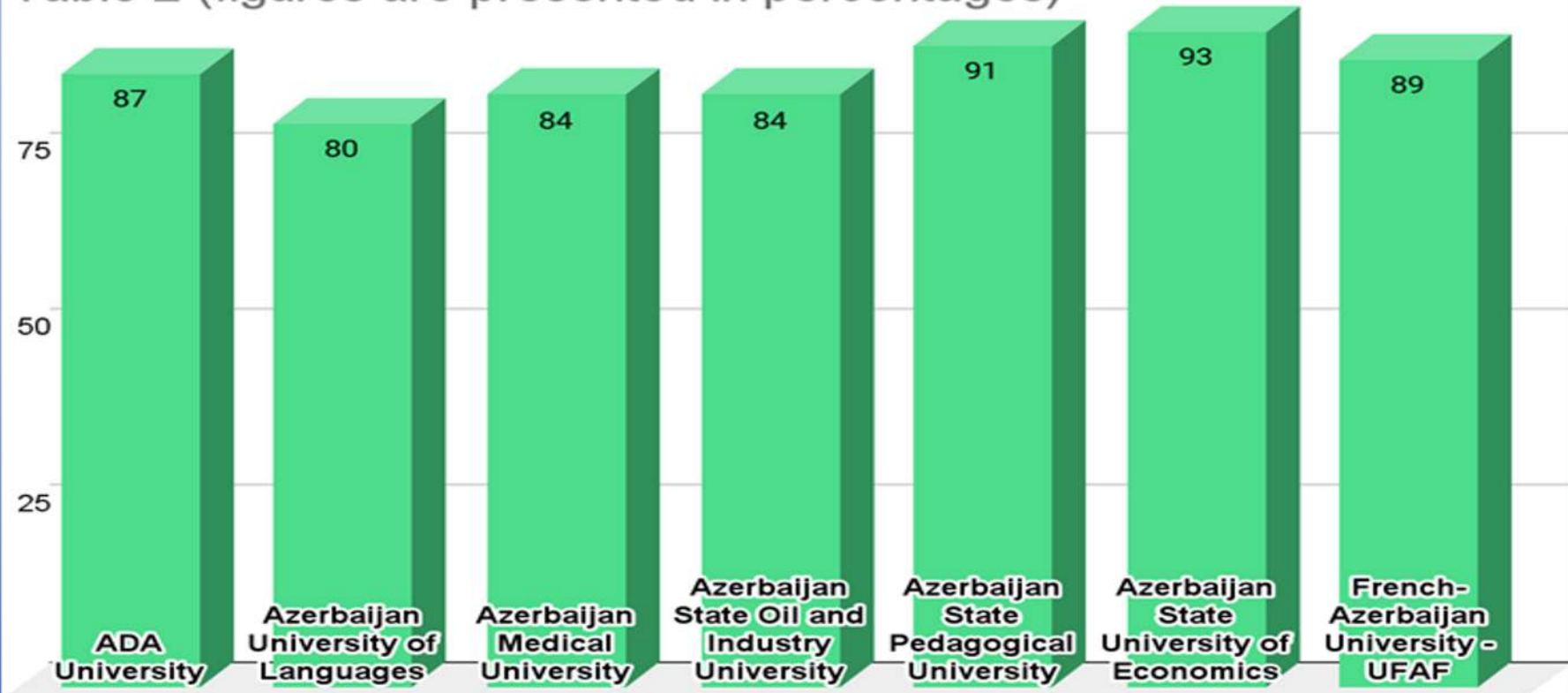
Social  
interaction with  
peers motivates  
me

The system  
helps me to  
maintain my  
responsibility

TOP 3 OF POPULAR RESPONSES

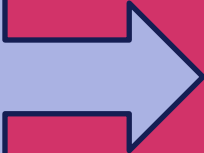
# University distribution of traditional education supporters !

Table 2 (figures are presented in percentages)

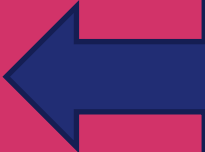


# RESPONDENT PROFILE BASED ON....:

GENDER



YEAR OF  
STUDY

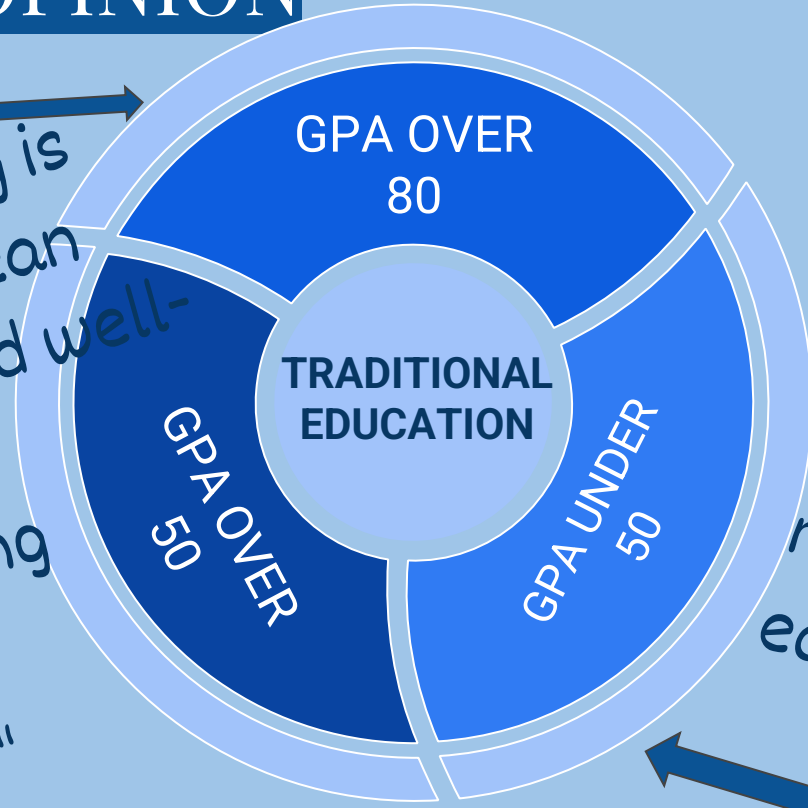


GPA



# GPA BASED OPINION

"...feedback timing is important - you can get concrete and well-constructed feedback during traditional education..."



"...traditional learning provides greater maintenance of responsibility for education."



**TEACHING  
STAFF  
EVALUATION**

**60% - not  
all teachers  
are ready  
to teach  
online**

**45%** of students  
believed that  
professors'  
teaching or  
technical skills  
had improved  
during the  
pandemic

**IMPROVEMENT**

---

# No to online learning! Why?

**Technical Issues**

```
graph TD; A[Technical Issues] --- B[Lack of self-discipline]; A --- C[No social interaction]; A --- D[Poor time-management];
```

**Lack of self-discipline**

**No social interaction**

**Poor time-management**

# STUDENTS CHOOSE ONLINE EDUCATION FOR :

**REDUCED COST OF STUDYING**

**HAVING FREE TIME FOR STUDIES**

**SELF TIME-MANAGEMENT**

**HIGHER GRADES**

# Let's listen to students!

"One of the main reasons is the quality of sound. Even if I hear and understand what teachers say, it sounds boring and I get morally exhausted very fast. So, usually, I can't digest the information. And after many such lessons, I stopped understanding what was going on in the lessons. So, I just look at the screen, trying to understand but rarely being able to understand. It turns almost the whole learning process into just reading pdfs."

ATTENTION  
PROBLEM



**MENTAL HEALTH MATTERS!**

**1093 (63.6%) out of 1718 respondents  
reported to be stressed!**

"Traditional studying provides me with better mental health."

"Online classes were detrimental considering the fact that improper human interactions and insufficient social life took a toll on my mental health."

**FEEDBACK ON THE IMPACT OF  
EDUCATION MODE ON  
MENTAL HEALTH**

# FINAL DECISION!

87.5%

stressed  
students

TRADITIONAL  
EDUCATION!

12,5%  
stress-  
resistant  
students



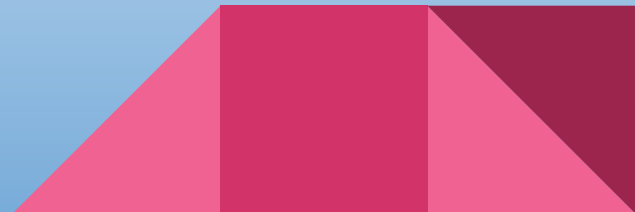
# Conclusion

## CONS

Online learning has not gain popularity among students in Azerbaijan

Collected data being first and unique material on the issue can help to improve the attitude towards online learning in Azerbaijan

## PROS



THANK YOU FOR  
YOUR ATTENTION!

