

# Finance Online Class Effectiveness to the Chinese College Students during the Epidemic Period

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**Abstract:** From the year 2019, a worldwide infection happened and it influences our life in many aspects. Because of the outbreak of the epidemic, most of the China's college have to use online courses to avoid the infection. However, the effectiveness of the online courses are not quiet the same with the in-class courses in many aspects. This thesis take the students of Nanjing Tech University Pujing college as the research participants to find out the effects of Finance online courses. There are four aspects in the research---study attitude, study interests, study effects and practical ability. From the findings of the research, this thesis gives a recommendation of Finance online courses to improve the quality of online class.

**Keywords:** Finance online class; Effectiveness; Chinese college

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## 1. Introduction

### 1.1 Background of the study

From the year 2019, the world get sick and students have to learn the online courses. On-line courses are not so effective compare to the face to face in-class courses. Finance class is more of a tuitional course, to learn it online is challenging for the students.

### 1.2 Research questions and Research objectives

This paper did research on how the college students think about the Finance online course in four aspects---study attitude, study interests, study effects and practical ability. These questions are to understand their thinkings and which is the better way in their minds to do the Finance online courses.

## 2. Literature Review

### 2.1 Research Paradigm

This paper use qualitative analysis to find out the effect of online class, mainly using interview and observation method to analyse the problem which belongs to interpretivist paradigm which is a research approach that can help to uncover the reality that concerned with the problem.

### 2.2 Relevant past to current studies

From the literature that concerned with the online class, there are mainly three kinds of views. Some thought online courses is very useful, PSH Darius(2021)believes "Online classes are more effective because they provide PPTs in front of every student, lectures are heard by all students at the sound level of their choice, and travel to reach classes is eliminated."

The others may think online class has its limitation. Y Fajrin(2021) thought "there is a significant difference in satisfaction between offline and online lectures, namely, when offline class students can get knowledge directly without any technical constraints and face-to-face teaching and learning process there are values that can be taken such as the process of social, cultural, ethical maturity. and morals that can only be found in the area of education." P Szymczak(2015)write in his thesisi that "Learning is based on interactions with people, information and environment. Communication as a form of interaction is, actually, a major tool of learning." There are also other scholar wrote in the paper that there is no significant differences between online class and in-person class through out the research in 300 college students(SLT Nickel,2005).

## 3. Research Methodology

### 3.1 Research design

The interview questions belong to four parts, which are Study attitude, Study interest, Study effects, and Practical ability. There are totally 11 questions in the questionnaire, and if there might also be other questions depending on the interview process. Though interview to 3 students who have learned finance course online and in-person, then the author wrote down the summary of the interview to analyse.

### 3.2 Participant and setting

The three students are all from Nanjing Tech university Pujing college and they all learned the Finance course online and in-person. The reason to choose these three participants is because their performance in the Finance class is not the same. Participant 1 is top 10% student, Participant 3 is medium student, and Participant 2 is who fail the final exam. The detailed information of the three students are as followed: (1) Participant 1, 21 years old, female, major in International trade; (2) Participant 2, 22 years old, male, major in Finance; (3) Participant 3, 20 years old, male, major in Business administration.

### 3.3 Data collection technique

During the Epidemic Period, face to face interview is not permitted. The author used online interview to get the information.

The participants were asked to stay in a quiet place with good internet environment and the author asked them to say whatever they really think to make the interview reliable. The author took notes in the same time as doing the interview, and translate mandarin into English. Then put the documents into ATLAS.ti.

## 4. Data Analysis and Interpretation

### 4.1 Data Analysis and Findings

In the interview, the three participants all talked about the disadvantage of Finance online class. Participant 1(P1) believed that “I think Finance online class is important, but its efficiency is not high, because it is single direction not interaction. Our attention cannot be focused, when we have question, we cannot ask immediately.” From the words it is shows that P1 thinks the online class is useful but she cannot focus. “During the online class, we just watch to finish the class. But we may not really understand, and because of the internet problem we may use a lot more time to watch the video which makes me nervous.” P1 also said the bad internet environment made her nervous and she cannot really understand the class.

Participant 2(P2) said that “I think Finance online class is not quite important. It lacks of interactive, the teacher cannot supervise us. Online class cannot catch my attention as I learn it on cellphone.” Participant 3 said “I think it is not quite important, it is of low efficiency. I cannot understand the course, I cannot communicate with the teacher. I don’t know what is the key point.” P2 and P3 think almost the same, they don’t take Finance online class as an important class, and they cannot focus and get the key point.

However, the three participants all think that online courses give them time free, they can watch the video whenever they want and they can watch it many times if they want. Also the online courses have some interesting materials P1 thought that “Case analysis part is interesting, especially the part that teach us about the money management and financial fraud.” P2 said that “I like the interesting short videos, and teacher teach with their own voice and prepare a lot. I like live class more, because I can see the teacher but I don’t like to show my face.” P3 likes the “pass through” game--- “I finish one part then I can go though the next part. It makes me a sense of achievement. I like interactive part more such as check the homework with each other.”

From the ATLAS.ti research, it is shows that there are 10 advantage codes and 13 disadvantage codes. In the advantage codes, the codes mentioned most are low efficiency(6), attention not focus(4), pay low attention(4), lack of interaction(3) and nervous(3). As for the advantage part, the codes mentioned most are time free(5), interesting(3) and teamwork(3).

In total, the advantage codes are 23 and the disadvantage are 31 which can be assumed that Finance online courses have more disadvantages than advantage, so it needs to be improved.

### 4.2 Discussion

For the code networks of Finance online class research, in the disadvantage part, the code “attention not focus”, “pay low attention” and “lack of interaction”are causes of “low efficiency”, and the code and “nervous” are associated with “low efficiency”.

The low efficiency appears 6 times in the interview, and it is because of students’ lower attention to online courses, as their is not a real people stand before them, they will not pay enough attention. Because of the low efficiency they feel nervous, as they think they

|               |    |    |           |           |           |            |
|---------------|----|----|-----------|-----------|-----------|------------|
| advantaege    | 10 | 23 | 6         | 8         | 9         | 23         |
| disadvantge   | 13 | 31 | 13        | 9         | 9         | 31         |
| <b>Totals</b> |    |    | <b>38</b> | <b>34</b> | <b>36</b> | <b>108</b> |

might not pass the final exam or get a high score.

For the advantage part, the code “save time” is associated with “time free”; the code “can watch again” is associated with “convenience”; the code “pass through game fun” is associate with “interesting”.It is shows that the code which appears more is associated with each other, and Finance online class’s two obvious advantage are time flexible and interesting.

## 5. Conclusion

Until now the epidemic period is not finished, a lot of cities in China are still being locked down. College students have to use the online class to learn. So to make the online class effective is very important. This paper does research from the students’ point of view and reflect the “focus on learning” concept, and get the result that Finance online course is not so effective as the in-person class, so the teacher in college should do a lot more efforts to increase the effectiveness of Finance online class which this paper also gives some advice.To attract the students’ attention, teacher should make more homework, or using the “pass through” game. For the advantage part, students think the online class can save time and the materials are interesting. The teachers should keep the convenience and add more interesting short videos and games to the class.

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