

## A study on perception of students towards shifting from online to offline classes post covid-19 pandemic in Indore

**Dr. Shubhangi Jain**

Assistant Professor

Department of Management, Indore Institute of Management and Research, Indore, India

Email – shubhangi.jain6@gmail.com

**Abstract:** As majority of the population is vaccinated and almost pandemic is over, schools and colleges are again coming back in traditional way and going for offline classes. This is again a drastic change in academics from online to offline mode. So this paper is an attempt to understand the perception of students towards shifting from online to offline classes. My study also reveals the pros, cons of offline and online classes. The purpose behind my study is to compare the traditional and new method of teaching. Existing literature is used for the purpose of this study and reliability is being checked by Cronbach's alpha. Percentage analysis as well as Chi Square cross tabulation is used to identify and analyze student's perception. This study will enable educational institutes to identify and analyze student's perception about this shift in education system from online learning to offline learning and will help them to improve upon their knowledge distribution process.

**Key Words:** Literature, Online, Pandemic, Perception, Students and Traditional.

### 1. INTRODUCTION:

Due to rapid spread of COVID 19, the importance of online classes is increasing day by day. According to the recent study done by Arora in 2017, the numbers of users using Internet and taking the help of online classes is increasing at very fast pace. According to Technavio's market research analyst prediction growing percentage of online education in India is approximately 19% by 2020. After US and China, India is the third largest market for online teaching and learning as per the recent report of Coursera. The motivation and satisfaction which students and teachers gain through online classes depends on their attitude and perception. The success of online classes depends on the acceptance it receives from students and teachers. Due to Covid-19 students have to stay home and learn through online classes. Now as the vaccination is peaked and pandemic appears to have reached to plateau schools and other academic institutes are reopened at present, after the lifting of lockdown, presenting the challenges on face-to-face learning and implementing the system. So this study is an attempt to analyze the preferences and perceptions of students regarding offline learning post-COVID-19 lockdown with the resumption of offline classes. The study will also be helpful for academic institutions to frame the future strategy for curriculum delivery with the integration of elements of online learning and offline learning into the curricular scheme. It will also increase the satisfaction level of students which will ultimately leads to increase in their performance. Percentage of drop outs will also be reduced as the curriculum is being designed after considering the points suggested by students.

### 2. LITERATURE REVIEW:

According to Jain. Shubhangi (2020) because of lockdown, sitting idle at home, doing nothing and students attending online classes is having a big impact on common public and also on students. Students are feeling boredom as their social life is lost and they are confined within the four walls of the house.

According to Abhinandan (2018) at the beginning online teaching was used only for faculty development program in colleges. Also Online learning and teaching is economical when compared with face-to-face classroom teaching as identified by Murday et al. (2008).

Kebritchi et al. (2017); Cheung and Kan (2002) and Tucker (2001) have identified that students are not that much successful in online classes as they were in traditional classes. Also many students think that degrees obtained through traditional classroom teaching are valid and those obtained through online teaching are not valid. Students and their parents must be made aware about the effectiveness of online classes as identified by Allen and Seaman (2010); Bejerano (2008).

According to Beatty and Ulasewicz (2006); Li and Akins (2005) as schools and colleges are offering variety of online courses therefore the popularity of online class has increased. Bennett and Lockyer (2004); Britt (2006) have identified that demand from students and advancement in technology led schools, colleges and universities to adapt online classes with their normal course.

**3. OBJECTIVE OF THE STUDY:** To study the student's perception towards shift from online to offline classes post pandemic.

#### 4. METHOD:

##### The Study

The present investigation is based on exploratory research inquiry and examines the perception of students towards shift from online classes to offline classes. The study is based on primary data of 170 respondents collected through non-probability convenience technique by using closed ended questionnaire. In this study convenient sampling technique is used at Indore (MP). Five-point Likert scale was used to collect the opinion of students towards this knowledge distribution system ranging from strongly disagree to strongly agree.

**Duration of the Study:** Survey is conducted from March 2022 to December 2022.

**Dependent Variable:** Effectiveness of online classes, effectiveness of offline classes.

**Independent or Explanatory Variables:** Student's perception.

**Tools used for Data Analysis:** Mean, Chi-square test and Percentage analysis.

#### 5. ANALYSIS AND DISCUSSION:

Out of the sample size of 170 respondents, around 64% are Male and 36% are Female. Out of the sample size of 170 respondents, around 58% are of the age group of 20-25, 23% are of the age group of below 20 and 19% falling under the age group of 25-30. This shows that majority of the respondents are mature and sensible enough to provide responses in a correct manner. Out of the sample size of 170 respondents, around 69% are Graduate and 31% are Undergraduate. Around 70% students said they face difficulty in time management to wake up early for attending offline classes while 30% do not have this difficulty. Out of the sample size of 170 respondents, 77% students said that offline classes make them active and keeps them fit. They have faced obesity problems while sitting at home and attending online classes. Reliability of the measures was assessed with the use of Cronbach's alpha on all the twenty items. As a general rule, a coefficient greater than or equal to 0.7 is considered acceptable and a good indication of construct reliability. The Cronbach's alpha for the questionnaire was 0.956. Hence, it was found reliable for further analysis.

##### 5.1. To study the student's perception regarding resumption of offline classes post pandemic.

H01: There is no specific perception of students regarding resumption of offline classes post pandemic

**Interpretation:** Table 10 displays and categorize all the items into three categories. They are:

The above table shows that 68% agreed that they have difficulty in waking up early for attending offline classes while 29% disagree and only 3% of them remain neutral. As far as tiredness in offline classes is concerned, 54% of the respondents agreed to the fact, 37% disagree while 9% remain neutral. 56% respondents disagreed with the point that they are not happy with offline classes, 37% agree and 7% remain neutral. This shows that students are happy with the resumption of offline classes as they will meet their friends and their social life will be active. About 62% respondents agree with the point that classroom teaching makes it easier to communicate with friends. This shows that students have missed traditional classroom teaching. Around 60% students remained neutral on the point of facility to ask questions is more in offline or in online. It is totally up to students if they want to ask questions they can ask on any platform. For effectiveness of online teaching over traditional teaching, 76% agree with the statement and said that Face-to-face traditional teaching would help students understand the course concepts better. Around 85% students disagree with statement that online classes help to get good marks. 68% of the respondents agree with the statement that in online classes there is possibility of distractions from other family members. This means that studying at home is not suitable. As far as enjoyment is concerned, 68% said that they enjoy learning remotely. 85% said that Teacher-learner interaction is important in learning process which is zero in online classes. 76% students said that attending online classes and sitting at home increased obesity among students. 79% students prefer face-to-face class room teaching as they are bored at sitting home. 68% got frustrated and there is lack of interest in them for learning while being locked down. As far as preference of Hybrid Mode that is online lectures with conventional lectures (Hybrid Mode) after COVID-19 pandemic over is concerned 76% of the respondents agree with the statement, 17% disagree and 7% remain neutral. So educational institutions should focus on starting online lectures with conventional lectures (Hybrid Mode) for some period of time after COVID-19 pandemic. Although teachers are providing full support in online classes but at times students are not clear with the concept says 73% of the students. 77% students say that Guidelines are provided (ex. how to use relevant online tools) before starting online lectures. 68% say that lecturer's personal attention is less in online classes.

**5.2. To study the impact of difficulty time management on student's preference towards offline classes.**

HO2: There is no significant impact of difficulty in time management on student's preference towards offline classes

**Interpretation:** The Chi-square test has been applied to find out the impact of difficulty in time management on student's preference towards offline classes. It was found that the Pearson Chi-square value is 7.805 (degrees of freedom at 4) and p value is 0.00 which is less than the standard value and is statistically significant at 5 percent level of significance. Therefore, the **Null hypothesis is rejected** and concluded that there is significant relationship between difficulty in time management and preference towards offline classes. Students said that due to online classes their habit of waking up early for attending college is lost due to which they became lazy and are not able to do things on time. But again as offline classes have started their life is coming on pace and is running in a systematic way. So they are happy with this shift that is from online to again offline classes.

**6. RESULT AND FINDINGS :**

- Students are happy with the resumption of offline classes as they will meet their friends and their social life will be active.
- Students have missed traditional classroom teaching so they happy with the way things are moving.
- Face-to-face traditional teaching would help students understand the course concepts better.
- Attending online classes and sitting at home increased obesity among students.
- As offline classes have started student's life is coming on pace and is running in a systematic way.

**7. RECOMMENDATIONS:**

As students are again coming in offline mode after a long time sitting at home doing nothing and attending online classes, they may face certain problems related to waking up early, getting ready for schools/ colleges so time flexibility for some initial months to be provided to students. Educational institutions should focus on starting online lectures with conventional lectures (Hybrid Mode) for some period of time after COVID-19 pandemic. Some events and excursion trips to be organized by colleges for increasing student's attendance. Also some certification courses to be started by colleges for increasing employability quotient of students.

**Table No. 1**

Gender	No. of Respondents	Percent	Cumulative Percent
Male	109	64	64
Female	61	36	100
Total	170	100	

Source: Online Survey

**Table No. 2**

Age	No. of Respondents	Percent	Cumulative Percent
Below 20	39	23	23
21-25	97	58	81
26-30	34	19	100
Total	170	100	

Source: Online Survey

**Table No. 3**

Education	No. of Respondents	Percent	Cumulative Percent
Undergraduate	53	31	31
Graduate	117	69	100
Total	170	100	

Source: Online Survey

**Table No. 4**

Do you face difficulty in time management after the start of offline classes	No. of Respondents	Percent	Cumulative Percent
Yes	119	70	70
No	51	30	100
Total	170	100	

Source: Online Survey

**Table No. 6**

Offline learning method keeps more active	No. of Respondents	Percent	Cumulative Percent
Yes	131	77	77
No	39	23	100
Total	170	100	

Source: Online Survey

**Table 8**  
**Case Processing Summary**

		N	%
Cases	Valid	170	100.0
	Excluded <sup>a</sup>	0	.0
	Total	170	100.0

Source: SPSS Result

**Table 9**  
**Reliability Statistics**

Cronbach's Alpha	N of Items
.956	20

Source: SPSS Result

**Table 10**

S.No.	Indicators	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total Agree
	<b>“Comfortability”</b>						
1	Difficulty in waking up early for attending offline classes.	30	20	5	80	35	115
		(17.64%)	(11.7%)	(2.94%)	(47.05%)	(20.58%)	(67.6%)
2	Feeling tired after starting offline classes.	28	35	15	72	20	92
		(16.4%)	(20.58%)	(8.82%)	(42.35%)	(11.76%)	(54.1%)
3	Not happy after starting offline classes.	55	40	12	53	10	63
		(32.35%)	(23.52%)	(7.08%)	(31.17%)	(5.88%)	(37.0%)
5	Classroom teaching makes it easier to communicate with classmates.	35	16	13	35	71	106
		(20.58%)	(9.41%)	(7.64%)	(20.58%)	(41.76%)	(62.3%)

6	Facility to ask questions or clear doubts during online lectures	33	23	68	21	25	46
		(19.41%)	(13.52%)	(60%)	(12.35%)	(14.70%)	(27.0)
7	Home environment is suitable for participating online lectures	46	63	18	22	21	43
		(27.05%)	(37.05%)	(10.58%)	(12.94%)	(12.35%)	(25.2%)
<b>Effectiveness</b>							
8	Face-to-face traditional teaching would help me understand the course concepts better	7	22	11	58	72	130
		(4.11%)	(12.94%)	(6.47%)	(34.11%)	(42.35%)	(76.4%)
9	Online classes help to get good marks	81	64	9	6	10	16
		(47.64%)	(37.64%)	(5.29%)	(3.52%)	(5.88%)	(9.4%)
10	Possibility of distractions from other family members during online lectures	20	32	3	93	22	115
		(11.76%)	(18.82%)	(1.76%)	(54.7%)	(12.94%)	(67.6%)
<b>“Impact”</b>							
11	I enjoy learning remotely	68	65	6	22	9	31
		(40%)	(38.23%)	(3.52%)	(12.94%)	(5.29%)	(18.2%)
12	Teacher-learner interaction is important in learning process which is zero in online classes	9	10	6	64	81	145
		(5.29%)	(5.88%)	(3.52%)	(37.64%)	(47.64%)	(85.2%)
13	Online classes increased obesity among students while seating at home	7	22	11	58	72	130
		(4.11%)	(12.94%)	(6.47%)	(34.11%)	(42.35%)	(76.4%)
14	Social life is coming to pace with shifting from online to offline	16	10	64	9	6	81
		(47.64%)	(37.64%)	(5.29%)	(3.52%)	(37.64%)	(47.64%)
15	I would prefer face-to-face traditional classroom teaching	43	58	7	6	5	11
		(8.82%)	(7.05%)	(3.52%)	(42.35%)	(37.05%)	(79.4%)
16	Frustration and lack of interest in learning while being locked down	20	32	3	93	22	115
		(11.76%)	(18.82%)	(1.76%)	(54.70%)	(12.94%)	(67.6%)
17	I would like to participate for online lectures with conventional lectures (Hybrid Mode) after COVID-19 pandemic over	9	20	12	91	38	129
		(5.29%)	(11.76%)	(7.05%)	(53.52%)	(22.35%)	(75.8%)
<b>“Support from the Teacher”</b>							
18	Teachers are providing full support in online classes but at times students are not clear with the concept	21	15	9	88	37	125
		(12.35%)	(8.82%)	(5.29%)	(51.76%)	(21.76%)	(73.5%)

19	Guidelines are provided (ex. How to use relevant online tools) before starting online lectures.	9	19	11	92	39	131
		(5.29%)	(11.17%)	(6.47%)	(54.11%)	(22.94%)	(77.0%)
20	Lecturer's personal attention is less in online classes	30	20	5	80	35	115
		(17.64%)	(11.76%)	(2.94%)	(47.05%)	(20.58%)	(67.6%)

Source: Online Survey

**Difficulty in time management \* Preference towards Offline Classes Cross-tabulation**

**Table 11**

		Preference towards offline classes					Total	
		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree		
Difficulty in time management after the start of offline classes	Yes	Count	43	58	7	6	5	119
		% within time management	36.1%	48.7%	5.8%	5.04%	4.2%	100.0%
		% within preference level	100.0%	100.0%	.0%	.0%	.0%	52.4%
		% of Total	25.2%	34.1%	4.1%	3.5%	2.94%	70%
	No	Count	38	6	2	0	5	51
		% within time management	30.2%	51.8%	18.0%	.0%	.0%	100.0%
		% within preference level	100.0%	.0%	.0%	.0%	.0%	47.6%
		% of Total	22.35%	3.5%	1.1%	.0%	.0%	30%
Total		Count	81	64	9	6	10	170
		% within time management	47.6%	37.6%	5.29%	3.5%	5.88%	100.0%
		% within preference level	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
		% of Total	47.6%	37.64%	5.29%	3.5%	5.88%	100.0%

Source: SPSS Result

**Chi-Square Tests**

**Table 12**

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	7.805E2 <sup>a</sup>	4	.000
Likelihood Ratio	378.935	4	.000
Linear-by-Linear Association	228.580	1	.000
N of Valid Cases	170		

Source: SPSS Result



## 8. CONCLUSION:

India is a developing country; many changes are brought in it. As the pandemic is over and almost everyone is vaccinated, educational institutes are again moving from online to offline mode. Analyzing student's perception for this radical change under four categories that is Comfortability, Effectiveness, Impact and Support from the teacher, it is being identified that students are happy with the way things are moving. Their social life is again coming into pace which was not since last two years. Again they can meet their college friends and do group study; they can interact with the teachers personally and get their queries resolved. They can enjoy college life. Feeling of fatigue, boredom which was there in online teaching is somehow removed in offline mode. Overall students are very full of enthusiasm and zeal for attending college in physical mode.

## REFERENCES:

1. Jain, S. (2020), "A Study on Psychological and Behavioural Impact of COVID-19 Lockdown in Indore", International Journal for Research in Engineering Application and Management, UGC Approved, Vol. 06, Issue 03 (June 2020), ISSN: 2454-9150.
2. Abhinandan (2018), "Information literacy among lecturers in colleges-a study on Mangalore university colleges", IOSR Journal of Business and Management (IOSR-JBM), Vol. 20 No. 1, pp. 23-29.
3. Murday, K., Ushida, E. and Ann Chenoweth, N. (2008), "Learners' and teachers' perspectives on language online", Computer Assisted Language Learning, Vol. 21 No. 2, pp. 125-142.
4. Kebritchi, M., Lipschuetz, A. and Santiago, L. (2017), "Issues and challenges for teaching successful online courses in higher education", Journal of Educational Technology Systems, Vol. 46 No. 1, pp. 4-29, doi: 10.1177/0047239516661713.
5. Cheung, L.L. and Kan, A.C. (2002), "Evaluation of factors related to student performance in a distance learning business communication course", Journal of Education for Business, Vol. 77 No. 5, pp. 257-263.
6. Tucker, S. (2001), "Distance education: better, worse, or as good as traditional education?", Journal of Distance Learning Administration, Vol. 4 No. 4, available at: <http://www.westga.edu/~distance/ojdl/winter44/tucker44.html>.
7. Allen, I.E. and Seaman, J. (2010), "Class differences: online education in the United States, 2010", Sloan Consortium (NJ1), pp. 8-10, available at: <https://files.eric.ed.gov/fulltext/ED529952.pdf>
8. Bejerano, A.R. (2008), "The genesis and evolution of online degree programs: who are they for and what have we lost along the way?", Communication Education, Vol. 57 No. 3, pp. 408-414.
9. Beatty, B. and Ulasewicz, C. (2006), "Faculty perspectives on moving from Blackboard to the Moodle learning management system", TechTrends, Vol. 50 No. 4, pp. 36-45.
10. Britt, R. (2006), "Online education: a survey of faculty and students", Radiologic Technology, Vol. 77 No. 3, pp. 183-190.