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A Study on Perception of Students towards Offline and Online Learning

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Article Info

Abstract

This study aims to determine students' perception of the learning platforms and their preferences regarding offline and online learning. Students now have alternative options for new education to rapid developments in education technology, making it crucial to understand their importance in this regard. Giving out quality education is the primary goal of online and offline learning, which are similar to two sides of the same coin. Both online and offline learning environments offer strengths and weaknesses that students can use to create thoughts about them. Moreover, because of covid-19, the students faced a fresh a novel online learning experience, increasing the comparison's relevance. The study determines students' perception of online and offline learning from the point view of Post - Graduate Students from Pondicherry University. This paper's main aim is to determine the students' interest in online or offline learning, perception of the flexibility of learning, role of teachers' and students' interaction towards both learnings, and better learning experiences.

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Introduction

Technological evolutions promote learning processes that switch from traditional learning methods to online ones and are considered more modern (Norhasikin *et al*., 2021; Setyawan, 2019) [9, 12]. Amongst the current circumstances for promoting online and offline learnings are the innovation of the learning environment and the resultant effectiveness of student learning (Ewing, 2010; Peat & Franklin, 2003) [4, 10]. Collaborative learning in educational environments promotes these favorable outcomes, i.e., co-construction of knowledge, active learning, social interaction, a learning society, and a purpose of belonging (Cho & Cho, 2014; Haythornthwaite, 2019) [3, 6]. Online learning has been upgraded as existing more cost-effective and suitable than formal learning, as well as providing prospects for more additional learners to continue their teaching-learning process. Online learning means students can access learning material or course material, making them more opportunities and an ability to work their own way at anytime, anyplace and anywhere than traditional learning (Richardson & Swan, 2003) [11].

The variety and popularity of media used for online education are increasing for students learning progress, such as Edmodo, Google Classroom, Facebook, Zoom, Class-in, Google Meet and others (Nhan *et al*., 2022) [8]. An effective teaching-learning outcome requires an extraordinary educational environment. In the education institution, offline learning refers to the method and strategy in which course content is provided through traditional classroom interaction. Offline learning involves teachers and students must be physically present in the classroom or assigned area. The teacher's engagement and instructional layout play an effective role in offline education (Soonthodu, 2021) [13]. Offline teaching is a meaningful platform for interaction, discussion, activities, debate, and exchanging ideas that creates students effectively interested in the learning process (Xiao *et al*., 2019) [17]. In this study, highlighted and explained students' performance towards online and offline learning.

Review of Literature

Noviyantii, R.D., Kusudaryati, D.P.D and Luthfianto, D studies "comparison of online and offline theoretical lectures for students of the Undergraduate Nutrition Program during the pandemic-19". The results showed the drawbacks and strengths of knowledge and understanding of online and classroom teaching.

The finding of this study is that students prefer theory lectures to be carried out in classroom teaching or offline by 70.8%. So, students chose theoretical lessons to be carried out offline learning.

Wadhwa, N., Khatak, S. and Poonam (2020) [16] in their studies found that "Online versus Offline Mode of Education –Is India ready to meet the challenges of Online Education in lockdown?" The sample size of 301 participants answered for this survey and results were favorable and precise. The findings highlighted the shortcomings of the online education method and some advantages of traditional education or classroom instruction.

Hart, C. M. D., Berger, D., Jacob, B., Loeb, S., & Hill, M. (2019) [5] studies Online Learning and Offline Outcomes. The findings came in three ways; for first-time studies, those learners are taking the virtual course with a decrease and taking follow-on courses as well as in graduation willingness (proxy measure). For credit retrieval learners, taking virtual classes is associated with increased passing follow-on courses and the prospect of graduating. For supplemental analyses, the selection of unobservable for these results is null.

Xiao, J., Sun-Lin, H.-Z., & Cheng, H.-C (2019) [17]. In their studies found that "A framework of online-merge-offline (OMO) classroom for open education: A preliminary study". Offline teaching-learning involves the physical presence of teachers and students in the classroom or platform. The discussion, debate, and connecting platform engages students effectively in teaching-learning.

Cho, J.Y & Cho, M. H (2014) [3] studied student's performance and perceptions in online vs. offline collaboration learning. The result enhances that students feel that offline collaboration is more satisfying than online collaboration and are more pleased with it. Yet, no significant difference was evident in offline and online learner performance.

The study was undertaken by Ewing, J. (2010) [4] to understanding "Enhancement of Online and Offline Student Learning". ICT helps in accessing and using learning material. This paper outlines reported features of collectivism and constructivism learning, which might suggest a model of ICT support for education. The presented model focuses on pedagogical issues linked to the ICT learning environment, the effectiveness of learner learning broader upgrade of Information Communication Technology.

Richardson, J. C & Swan, K (2003) [11] conducted a study on "Examining Social Presence in Online Courses in relation to Students' Perceived Learning and Satisfaction". According to the study, students who ended Empire State College's online education classes in the bound of 2000 and completed the end-of-semester class survey (n=97). This study found that students who achieved high in perceived learning had suitable across-the-board evaluations of their social presence and perceived fulfilment with the educator (Hart *et al*., 2019) [5].

Students' Perception on Online Learning
Online learning was primarily known during the Covid 19 outbreak when all learning-teaching and connected with teachers-students was done from home. Online learning is a massive development for all learners related to the world of education because they must be able to teach and learn remotely utilizing internet media. Various software development that has become famous in the online learning time, for example, YouTube, WhatsApp, Facebook, Zoom, Google Meet and Telegram and many more applications, are helping learners to teaching-learning at distance education (Valentino *et al*., 2021) [15]. Online learning uses internet networks with connectivity, flexibility, accessibility and the ability to develop different learning interactions. Online learning also provides teaching materials and encourages interaction between professors and learners. The online learning process happens with using the Internet for all activities (Norhasikin *et al*., 2021) [9]. In online learning, the teacher's role is to conduct online classes, share the online learning material, and conduct class with PowerPoint presentations for better understanding. The student's role is to interactive discussions with the teacher, read online learning material, and watch online tutorial class videos (Ben-David *et al*., 1995; Liu *et al*., 2022) [1, 7].

Students' Perception on Offline Learning
Offline learning has started as a traditional teaching-learning process from the "Gurukula System" since ancient times. In those times, India established the world's finest universities, i.e. Taxila and Nalanda. Offline learning was presented in different ways, with the duration of time and scope of the study. Offline Learning has been increasing focus on two-way communication between learners and educators. Students are enabled to make involved or active participation in the classroom conversation. A key component of offline education is the regular written exams that perform for student evaluation and increase competition. Laboratory and practical knowledge or experience help the student's awareness of practical ground facts or realities of the importance of the studies (Biswas & Dey, 2021) [2]. With the help of offline learning, students are getting benefits, i.e. (i) Teachers available at all times to respond to the student's queries. (ii) Exchange of opinions and ideas between each other in offline classrooms is "real-time" and practical. (iii) Possibility and concentration of learning are high as every student learns by sharing knowledge. (iv) Any questions or doughts and issues can be solved presently. Therefore, these are achieved from the traditional offline classroom.

Objective of the Study
1. To find out the Students' Perception towards Online Learning
2. To find out the Students' Perception towards Offline Learning

Research Methodology
Sample of the Study
The present study sample size of 100 post-graduation students from various schools or departments of Pondicherry University has been selected randomly. Out of 100 students, male students were 68 and female students were 32.

Table 1: Sample of the Study

Gender	Number of the Students	Total
Male	68	68
Female	32	32
Total		**100**

Sample of the Study
Tool Used
A self-prepared tool was used from the viewpoint of students

belonging to different post-graduation students based on the perception of online and offline learning. The questions were framed to enable an investigator to measure the students' perception of online and offline learning. The responses were scored using the following questionnaire: strongly agree, agree, neutral, disagree, and strongly disagree.

Statistical Techniques
This study used a simple statistical technique to analyze the data. "Calculation of frequencies", the researcher calculated

the percentages of these frequencies of individual items by calculating and analyzing percentages. The study found out that with the help of these formulae

$$\frac{\text{Frequency of the group x 100}}{\text{Total number of sample}}$$

The investigator conducted additional research based on these "frequencies" and percentages.

1. Students' Perception towards Online Learning
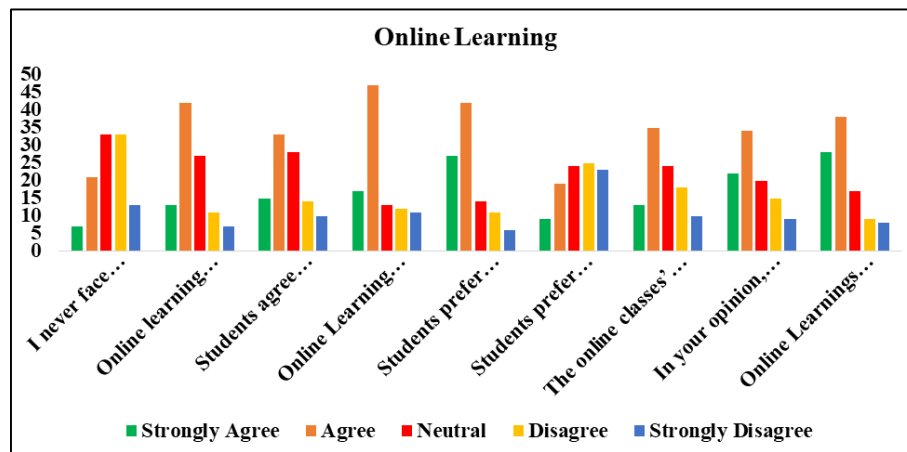

Fig 1: Summary of Students' Perception towards Online Learning

From the above table, the study determines students' perception of online learning from the point of view of Post-Graduate Students from Pondicherry University. According to the data above, the graph clearly explains some positive signs (Strongly Agree and Agree), Neutral and negative signs (Disagree and Strongly Disagree) in online learning based on students' perceptions. Based on the results above, 21% of respondents agree compared to 33% who chose to disagree that during online learning, they are facing technical problems. Based on the second question, 42% of respondents agreed as compared to 11% of responders chose disagreed that technologies for online learning benefit the student. From the third question, 33% of students agreed, 28% were neutral, and 11% disagreed that students concur that using online learning resources can boost their academic performance. For

the fourth question, 47% of respondents agree that time-saving study aids possess online learning tools compared to 12% of students who disagree. In the next fifth question, 42% of respondents prefer online learning during pandemic times, compared to 11% who disagree. Then question six, 19% of students agreed, 24% were neutral, and 25% disagreed that future students will favour online lectures instead of physical lectures. Then, 35% of students agreed that online class materials are helpful, accurate, and interesting as compared to 18% of students who disagreed. For question eight, 34% of respondents agree, and 15% disagree that in the current situation, online learning is more important than offline learning. Then last question, 38% of students agreed, 17% were neutral, and 19% disagreed that online learning helps me to contact with teachers.

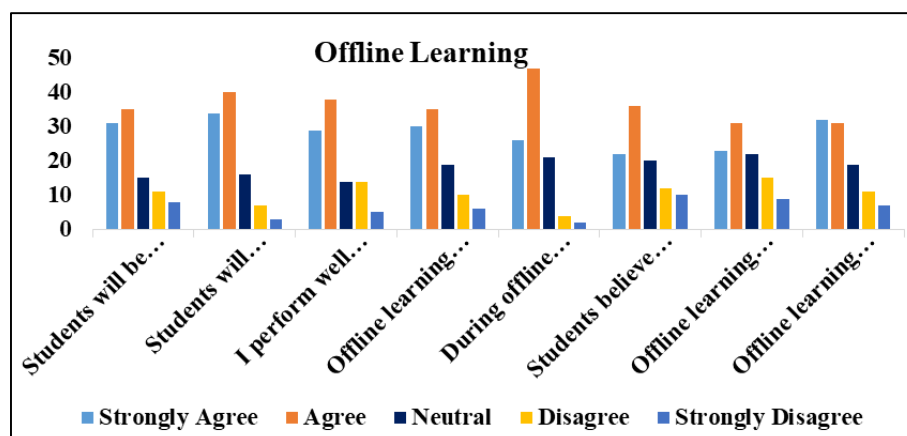**2. Students' Perception towards Offline Learning**

Fig 2: Summary of Students' Perception towards Offline Learning

From the above table, the study determines students' perception of offline learning from the point of view of Post-Graduate Students from Pondicherry University. According to the data above, the graph clearly expláins some positive signs (Strongly Agree and Agree), neutral and negative signs (Disagree and Strongly Disagree) in offline learning based on students' perceptions. Based on the above result, 35% of respondents agree, and 11% disagree that compared to online learning, students will be more attentive during offline learning. Then, 40% of respondents agree that students engage more direct in interacting in offline learning compared to 7% who disagree. Based on the third question, 38%, 14%, and 14% of respondents respectively agree, neutral and disagree on performing well in offline learning. During offline or physical classes, 35% of respondents agree, and 10% disagree that they are more active in teaching-learning. In the fifth question, maximum students 47% of students agree that students will be guided directly and understand better in offline learning as compared to 18% of students who disagree. For question six, 36% of respondents agree, and 12% disagree that learning activities will not disrupt offline learning. Then seven questions, 31% of students agreed, 22% chose neutral, and 15% disagreed that offline classes don't make students bored. Then last question, most of the students around 31% agree and least of the students around 11% disagree that offline learning has more benefit.

Finding of the Study
Based on the study's findings, students involved in both offline and online learning prefer more in the teaching and learning process. Most students choose online education because it helps save time, get the benefit, keep in touch with teachers, is interesting and valuable for classroom materials and improves academic performance. And some students do not choose online education because they face technical difficulties and like offline learning. On the other hand, most students choose offline education because they direct interaction in offline learning, perform well in their studies, are more active during class, discuss and exchange ideas with their peer groups.

Conclusion
The student's perception of online and offline learning is undoubted of particular interest to instructors and the focus of multiple studies. Students are involving both offline and online learning that supports confidence in a common area around sharing their photos-videos, knowledge, activities, resources, communications, collaborations and communications, creating social relations and interactions. Online learning means students can access learning material or course material, making them more opportunities and an ability to work their own way at anytime, anyplace and anywhere than traditional learning. Offline learning involves teachers and students must be physically present in the classroom or assigned area. The teacher's engagement and instructional layout play an effective role in offline education. Offlsine teaching is a meaningful platform for interaction, discussion, activities, debate, and exchanging ideas that creates students effectively interested in the learning process.

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