

A STUDY OF PERCEPTION OF COMPARISON IN ONLINE LEARNING AND FACE-TO-FACE LEARNING IN ALWAR DISTRICT

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Abstract

The COVID-19 pandemic disrupted the world in ways unimaginable. As we look back on the past two years and the harsh repercussions of the pandemic that continue until today, it is apparent that one of the most impacted sectors was education. Neither the world nor educational institutions were prepared to embrace the shift to online platforms brought on at lightning speed. COVID-19 affects the education system in the world. Schools, colleges, and universities are closed to control the spread of the COVID-19. School closure brings difficulties for students, teachers, and parents. So, online learning is the only solution to continue the education system. However, the lack of network infrastructures, computers, and internet access is challenging online learning in developing countries.

This paper aims to review the impact of the COVID-19 pandemic on the education system in developing countries. Hence, countries design a strategy to use educational technology, zero-fee internet educational resources, free online learning resources, and broadcasts teaching. Therefore, online learning is prompted by the pandemic and has become the second main learning method. Considering the differences between face-to-face (F2F) and online learning, there should be significant differences in perception of students' learning experiences between the two learning methods.

Key words: Online learning, Face to face, Pandemic, Covid-19, Education System, Technology

1 INTRODUCTION

Education means studying in order to obtain a deeper knowledge and understanding of a variety of subjects to be applied to daily life. Education is not limited to just knowledge from books, but can also be obtained through practical experiences outside of the classroom.

Due to the lockdown in COVID-19, many face-to-face learning transited to online learning to decrease physical contact. Online learning has become increasingly prevalent. Many students face two main learning methods: online and face-to-face (F2F). Online learning breaks the restriction of time and place, giving students more flexibility and opportunities to complete the course.

COVID-19's terrifying and devastating impact has shaken the globe to its core. The COVID-19 pandemic has wreaked havoc on educational systems around the world, forcing schools, early childhood education and care (ECEC) centers, universities, and colleges to close almost entirely. To combat the spread of COVID-19, most governments agreed to temporarily shut down academic institutions. As of January 12, 2021, around 825 million students are affected by school closures as a result of the pandemic. During the Covid-19 pandemic, educational

institutions were harmed and students and others who were connected to them. Despite the lockdown and social distancing, educational institutions have developed ways to ensure that students can continue their studies. This has created space for online learning. Many educational institutions have assured that students can continue their studies by immediately adopting technical education. The educational system was severely impeded, but technology was able to remedy the problem. Fixing every possible problem with technology, or online learning, is inextricably linked to addressing societal issues and educational obstacles.

2. LITERATURE REVIEW

In any research, a thorough review of previous research works done worldwide is very much essential to identify a new area of research. In the present research, the researcher wanted to investigate the perspective of school students in online and face to face study during pandemic period of COVID-19.

Dinamika (2021) studied the appraising of students' attitude towards Online Learning during COVID-19 Pandemic. The aim of the study was to find out the students' attitude towards online learning during COVID-19 Pandemic. The data were collected from the students who studied under the online teaching. The qualitative descriptive method was used. The objectives of this study were three extents: a) the find out the students' value position, and b) to give the pedagogical suggestion on the online learning. The result showed that the students had positive attitudes online learning activities.

Sunandita Bhowmik (2021) assessed the factors influencing online learning in higher education during COVID-19. The researcher used survey method from 100 university students of West Bengal through proportionate stratified random sampling method. The result showed that the teacher related factor was positively correlated with the institutional factor. Students' feeling of isolation with boredom and frustration were found the most influential aspects in online learning. Lack of immediate feedback is the most influential teacher related factor. Infrastructure and examinations were institution related factors which affected students' online learning. Strength and weakness of online learning were also evolved as additional findings.

Senthil kumar and Kulothunga Pandian (2021) investigated Higher secondary school students' attitude towards online class during COVID-19 Pandemic situation. The researcher selected 250 Higher secondary school students in Virudhu nagar Districts. The questionnaire was designed with the help of literature survey and informal discussions with the students during online learning. Major findings of the study were the students showed poor attendance, lack of personal touch and lack of interaction due to connectivity issues by the teachers and students. It increases the stress Level among the students and increases negative attitude towards their studies.

Spencer and Temple (2021) Examined students' online class perceptions and compared the students' performance outcomes in online and face-to-face classrooms. Data were collected from survey method between fall 2013 and fall 2018 (N = 5,761) through stratified random sample. In the study, students performed better in, and had higher level of preference towards,

traditional face-to-face formats. However, overall perceptions of online courses were positive, with students viewing instructional technologies as reliable and easy to use, as well as reporting that online technologies facilitated prompt feedback, enhanced their problem-solving Skills, and met their learning needs.

Aslam et al. (2021) assessed the changes in teaching and learning in higher education during the COVID-19 lockdown. A study of Library and Information Science Students in India. The aim of the study was about the teaching and learning changes in higher education during the COVID-19 lockdown period in India. The study adopted a survey method utilizing an online questionnaire as a primary tool for data collection. The study covered 19 Central Universities in India that are offering LIS course. Major findings showed that most universities provided online learning during the lockdown period. Zoom application was the most utilized tool for online instructional during the COVID-19 lockdown. The major difficulty faced by the students during the online learning was the lack of internet facilities.

Bikashita Borah (2021) conducted a study on the challenges of using digital pedagogy practices during COVID-19 outbreak in elementary schools. The main objective of the study was to investigate the challenges that are faced in Applying digital pedagogy practices at the elementary schools of Sivasagar Districts of Assam (India) during the pandemic situation of COVID-19. The study used the quantitative approach research design. A sample consisted of 110 teachers. The sample was selected by using stratified random sampling technique. The study was based on the primary and secondary sources of data. The researcher collected the required data by using self-prepared questionnaire and face to face interview. The statistical techniques, mean, standard deviation, t-test, and correlation co-efficient were used for analysing the data. Findings of the study from the analysis of the data, the researcher has found that most of the teachers interacted with their students through digital technologies during the pandemic period. The teachers faced problems, concerning over the internet connectivity. It was also found that some students could not afford to buy digital tools such as mobile phone or laptop for accessing internet connectivity.

Karthi (2021) studied on the effectiveness of online teaching and learning process in semi urban areas. The study mainly assessed the college students of the Nagapattinam region of Tamil Nadu, India. A total of 117 college students of the Nagapattinam region was taken as sample through cluster random sampling technique. An organized survey was prepared to mobilize the data from the respondents. The survey was confirmed based on the opinion given by the respondents and the experience of the researcher for his in-depth knowledge in the study. The collected data were analysed using SPSS and statistical tools such as 1. Multiple Regressions 2. Correlation and 3. Reliability Test. There was a significant relationship between the quality of teaching and learning the effectiveness of online in semi urban areas.

Kumar, A., & Sharma, V. (2020) showed Perceptions of school students on the effectiveness of online learning platforms compared to traditional classroom teaching. Students appreciated the flexibility and accessibility of online platforms but missed face-to-face interactions with teachers and peers. Points to the need for a balanced approach that combines the benefits of online and face-to-face learning.

Malhotra, S., & Kapoor, R. (2021) wrote on Perceptions of college students towards the digital divide and its impact on their learning experience in which the Students from disadvantaged backgrounds faced greater challenges in accessing online learning resources, leading to a widening of the digital divide. Highlights the need for policies and interventions to bridge the digital divide in education.

Singh, R., & Jain, S. (2020) Showed Preferences of college students for online learning tools and technologies during the pandemic. Students preferred interactive and user-friendly platforms that facilitated collaboration and engagement. Suggests the importance of incorporating student preferences in the selection of online learning tools.

3. SIGNIFICANCE OF THE STUDY

Due to pandemic everyone's life gets affected in every manner. Therefore, the importance of this comparative study lies in its potential to inform decision-making in educational practices and policy in such a big and challenging pandemic period. As educational institutions increasingly adopt online learning platforms, it becomes imperative to evaluate how these online environments compare to face-to-face teaching and learning.

4. RESEARCH OBJECTIVES

- To examine and compare the results, experiences, and effectiveness of online learning and face-to-face learning in college education in Alwar district.
- To know the perception of Students while seeking study by these two distinct modes of learning (Online and Face to face).
- To analyze the impact of online and face-to-face learning on college students in Alwar.

5. METHODS

Participants

The studies in the literature review used college students as participants. The researcher prepared closed end questionnaire to study about the perception of college students in Alwar district. To know the true and right approach about the topic the researcher personally met with the students and filled the questionnaire.

A total of 200 participants joined the study voluntarily and filled in the questionnaire. All of them are university students and have both F2F and online learning in the last three months. 100 of the students are males and 100 of the students are females. Their age ranged from 18 to 24 years. All the 200 students filled their perception in questionnaire. Therefore, this study analysed 200 valid data.

Material

The questionnaire has two sections: demographic information and course experience questionnaire investigating students' online or F2F learning experience. The paper indicates

that the differences between the two learning methods are significant in terms of the total score of the questionnaire, the 5 factor of Proper Communication (PC), the factor of use of technology (UT) and the factor of appropriate assessment (AA). The absence of classroom environment (CE), Work load (WL) could be the reason for this phenomenon based on the theory of constructionist. That suggests online learning platforms and instructors take more action to increase the interactivity of online learning to motivate students.

Procedures

The close end questionnaires would include informed consent, demographic background, and the main body of the questionnaire.

6. DATA ANALYSIS

The questionnaires would include informed consent, demographic background, and the main body of the questionnaire. This study used to analyse the internal consistency test and comparative t-test. The coefficient of Cronbach's alpha detect the internal consistency and accuracy of the questionnaire.

In this study, the independent variable is the two learning methods and the dependent variable is the different factors of learning experience and perception. The second analysis is an independentt-testinvestigatingwhetherthereisasignificantdifference in five factors (PC, UT, AA, CE, and WL) and the total score.

7. RESULTS AND INTERPRETATION

Table 1: Descriptive Data for Average Learning Perception Total Score and the Scores among five Factors between F2F Learning and Online Learning

	Number	Mean	SD	SE
PC-F2F	200	167.58	11.42	1.90
PC-Online	200	172.20	13.29	2.49
UT-F2F	200	179.00	11.87	2.27
UT-Online	200	300.64	21.92	3.04
AA-F2F	200	2.10	0.46	0.031
AA-Online	200	2.26	0.34	0.016
CE-F2F	200	12.88	1.64	0.35
CE-Online	200	12.27	1.27	0.25
WL-F2F	200	53.16	4.92	0.75
WL-Online	200	54.20	3.08	0.72
Total-F2F	200	4.63	.704	.086
Total-Online	200	6.50	.414	.083

(PC- Proper communication, UT- Use of technology, AA- Appropriate assessment, CE- Absence of classroom environment and WC- Work load).

In the table-1 a significance difference can be seen between the factors of online and face to face learning perception in college students of Alwar district from Wilcoxon signed-rank test. Total F2F-A learning ($M=4.63$, $SD=.704$, $SE=.086$) and online learning ($M=6.50$, $SD=.414$, $SE=.083$) from Wilcoxon signed-rank test.

Table-2 Paired Samples T-Test for PC, UT, AA, CE, WL and the total score of F2F and online learning

F2F Learning & Online Learning	T. Test	DF	Probability
PC-F2F	1.22	52.0	.137
PC-Online	1.56	53.3	.136
UT-F2F	44.43	53.0	.021
UT-Online	44.795	44.97	.000
AA-F2F	1.235	53.60	0.21
AA-Online	1.27	48.6	0.22
CE-F2F	1.30	51.989	0.17
CE-Online	1.36	54	0.18
WL-F2F	1.57	52.06	0.12
WL-Online	1.56	54	.12
Total-F2F	36.12	2.59	0.41
Total-Online	37.12	2.06	.51

Paired samples total scores of F2F and Online learning t. test for PC, UT, AA CE and WL not shown too much difference while using both the methods of learning. ($T=36.12$, $DF=2.59$, $P=0.41$) and online learning ($T. Test=37.12$, $DF=2.06$, $P=0.51$.) from Wilcoxon signed-rank test.

CONCLUSION

In conclusion, this study uses an online survey to collect quantitative data on college students learning experience and perception and for the purpose of comparison whether there is a significant difference in learning experience between F2F learning and online learning. The results show that the difference between the two learning methods is significant and some measures could be taken to improve students' online learning experience from various factors. The result suggested that the course designer increase the class student-instructor and student-student inter activity in online lessons to let students perceive higher teaching quality. In the meantime, Teachers could communicate more with students to ensure that students have an appropriate use in technology during the learning process and are happy with the assessment. Thus, the proper combination of F2F and online learning is worth further exploring.

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