STUDENT'S PERCEPTION TOWARDS ONLINE CLASSES

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ABSTRACT

The goal of the study of students' perceptions of online learning is to examine and comprehend how students feel about the advantages and flexibility that online learning offers. The covid impact on the nation and with the integration of technological advancement, education was provided to students through online means even in pandemic situations, and during the post- pandemic period this method of online education also made accessibility easier for people who aspire to study while working. Additionally, the accessibility of numerous courses from other nations in their domain was made simple and adaptable by education delivered online. Researchers analyzed the positive and bad aspects of online classes in this study, as well as students' responses to them. Additionally, the accessibility of numerous courses from other nations in their domain was made simple and adaptable by education delivered online. Researchers in this study assessed the good and negative aspects of online classrooms and asked students whether they preferred traditional classroom instruction or online learning.

Key words: Pandemic, online education, perception, technology advancement.

I. INTRODUCTION

The purpose of study of student's perception towards online classes is to analyze and understand the student's state of mind, benefits and flexibility they gain through the online classes. The main reason for boom in online classes is the covid impact in the country and with the integration of technology advancement, even in pandemic situations education was given to students through online and during post pandemic also this method of online education made accessibility easier for people those who aspire to study even while working. And the education via online made easy and flexible to approach of various courses from various countries at their domain. Researchers in this study assessed the good and negative aspects of online classrooms and asked students whether they preferred traditional classroom instruction or online learning. While schools and colleges remain closed indefinitely, both educational institutions and students are trying out with ways to finish their required coursework within the allotted time limit in accordance with the academic calendar. So while these measures undoubtedly caused some difficulty, they also sparked fresh examples of innovative educational behavior involving digital inputs. Given the slow pace of improvements in educational institutions, which continue to use antiquated lecture-based teaching methods, institutional prejudices, and out-of-date classrooms, this is a bright spot in an otherwise gloomy picture. However, COVID-19 has prompted educational institutions to take action. Still it persuade educational institutions all across the world to pursue innovative techniques in a relatively short amount of time. Many educational institutions had moved to an online method during this period, using Zoom, Blackboard, and many other online portals.

II. REVIEW OF LITERATURE

Reddy etal (2001) conducted a study on students' experiences with virtual campuses. This survey study's goals were to evaluate student attitudes towards resource-based learning, explore how effectively university resources were being used, and offer ways to increase the efficacy of resource-based learning. Students from different tele-centers received the questionnaire, which was mostly composed of a few closed-ended (objective type) and open-ended items. 443 (35%) of the 1266 students who took the test have returned the completed surveys. About 34 of the participants had a good response. Most of them (68%) believed they could build their own unique knowledge base; 60% preferred the flexibility of study options; 46% said they had improved their study skills; and 29% said they had acquired new study habits. The reading choice was favoured by 29%. 25% of the responders, however, had a negative response. They mentioned that they required more direction on what to do and how to accomplish it, that they did not particularly appreciate resource-based learning, and that they felt as though they were drowning in a sea of information when pursuing courses through VC.

Jamlan (2004) has conducted a study on "Faculty Opinions towards Introducing e-Learningat the University of Bahrain". Thirty faculty members from the University's College of Education were handed a questionnaire to gauge their views on e-learning and how they might choose to include it into their regular teaching activities. Using descriptive statistics, data was gathered and examined. According to the findings, professors believe that e-learning generally aids students in achieving their learning goals.

Hiroshi (2005) conducted a study titled "Questionnaire-based Evaluation of e-learning Japan's National Institute of Public Health operated the programme. All trainees were monitored in 2005 using questionnaires in order to further refine the NIPH learning programme. 298 subjects were posted, with a 72% legitimate response rate.

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III. OBJECTS OF THE STUDY

1. To determine the preferred method of education.
2. To figure out why consumers choose online learning over traditional instruction.
3. To investigate how parents, teachers, and students feel about online education.
4. To understand the potential of online education.

IV. RESEARCH METHODOLOGY

A problem can be solved systematically using research technique. It is the science of learning how to conduct research. Research methodology is the general term used to describe the processes researchers use to describe, explain, and forecast events. It can also be described as the study of knowledge acquisition techniques. Its objective is to provide a research plan.

STATISTICAL TOOLS

➢ ANALYSIS ON PERCENTAGE

Assessing two or more data series involves using a certain type of analysis called a percentage analysis. The percentage is calculated by the use of a descriptive relationship. It assesses equivalent items. The% allows for meaning comparison because it reduces everything to a single base. It is used to determine the percentage of survey participants among all respondents.

➢ ANALYSIS ON CHI-SQUARE

In 1900, Karl Pearson proposed a statistical approach for determining the significance of a variance between experimental results and predicted results from a theory or hypothesis. Any statistical hypothesis test in which the test statistic's sampling distribution is a chi-squared distribution when the null hypothesis is true or in which this is asymptotically true is referred to as a chi-squared test. If the null hypothesis is true, the sampling distribution can be made to closely resemble a chi-squared distribution via the use of a large enough sample size.

➢ CORRELATION

The concept of correlation is one technique for evaluating relationship between two variables. In statistical analysis, the study of two variables occurs, where a change in the value of one variable affect the value of the other variable. Finding out if there is a positive or negative correlation between the two variables is useful.

STATISTICAL ANALYSIS:

CORRELATION:

To find the correlation between the student's online class and offline class perception.

HYPOTHESIS:

NULL HYPOTHESIS (H_o): There is no significant relation between the student's online class and offline class perception.

ALTERNATIVE HYPOHESIS (H_1): There is a significant relation between the student's online class and offline class perception.

TABLE SHOWING THE CORRELATION BETWEEN THE STUDENT'S ONLINE CLASS AND OFFLINE CLASS PERCEPTION

Correlations

		Gender	Rating for online class
Gender	Pearson Correlation	1	.077
	Sig. (2-tailed)		.588
	N	52	52
Rating for online class	Pearson Correlation	.077	1
	Sig. (2-tailed)	.588	
	N	52	52

INFERENCE:

It was evident from the above table that students' perceptions of offline learning and online learning are positively associated. The correlation coefficient is 0.77 at the 99% level of significance. At two-tailed tests, the significance threshold was.588.

CHI-SQUARE TEST

To find the relationship between the gender and the overall mode of learning preferred whether online or offline and rated by students.

HYPOTHESIS

NULL HYPOTHESIS (H_o): There is no association between gender and the overall mode of learning preferred whether online or offline and rated by students.

ALTERNATIVE HYPOTHESIS (H_1): There is a association between gender and the overall mode of learning preferred whether online or offline and rated by students.

TABLE SHOWING CHI-SQUARE TEST FOR GENDER AND PREFER OF MODE OF LEARNING ONLINE/OFFLINE

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	3.535[a]	2	.171
Likelihood Ratio	3.941	2	.139
N of Valid Cases	50		

INFERENCE:

The null hypothesis is accepted since the p-value (0.171) exceeds than the level of significance (0.05). As a result, there is a correlation between gender and the general preferred learning style among students, whether it be online or offline.

V. FINDINGS

✓ The majority of participants in our study are aware of online education, but others are still in the dark about it.

✓ The majority of people believe that online education is a useful tool for learning, however some people prefer traditional classroom settings.

✓ The majority of Americans prefer traditional classroom instruction over other types of education.

✓ The majority of respondents claim that learning offline is more effective than learning online.

✓ According to our research, the majority of people choose online, e-learning, or virtual learning, with only 26% preferring offline learning.

VI. SUGGESTIONS

✓ Online education is an excellent option for those who cannot finish their studies after leaving them for various reasons, such as work hours, distance, etc.

✓ The easiest aspect about online education is that it can be accessedat any time, from any location, and on any subject.

✓ Without a physical connection to our teachers, we cannot learn effectively. And while we wished to adopt all international learning methods, we should also consider the resources we already have.

✓ The learner will learn more and learn it better with the aid of online education.

✓ This may be a fantastic opportunity for people who want to keep learning and expanding their expertise.

VII. CONCLUSION

Our effort on online education was inspired by the growing number of individuals using the internet. In order to determine whether individuals are aware of online education or not, I created this study for that reason. I notice from the data that individuals still favour online learning since it is convenient and available at all times, but there is no real-time interaction like there is while studying on a campus. However, it has several benefits, such as giving pupils the chance to learn while they work. The majority of respondentsconcur that it will raise the standard of higher education, which is now lackingin the market. Our research found that online learners will acquire more skills than on-campus students. If we summarise the entire report, we can say that, depending on the needs of the student, both offline and online education have advantages and disadvantages. This is because some students prefer to work while they study, while others prefer to study full-time, so both have different priorities.

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