

The Perception of Students Toward E-Learning Versus Traditional Classroom Learning

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ABSTRACT

A good basic education equips children and teenagers with the skills and knowledge they need to confront everyday obstacles and to take advantage of the economic and academic development possibilities. It is also an important engine for poverty reduction, economic growth, equality of the sexes, and social development. The COVID-19 pandemic has disrupted education system. E-learning or web-based learning became the core method of teaching the curriculum during the pandemic. A survey was conducted to investigate perception of this type of learning among students. However, the questions about the preparedness, designing and effectiveness of e-learning is still not clearly understood, particularly for a developing country like India, where the technical constraints like suitability of devices and bandwidth availability poses a serious challenge. In this study, we focus on understanding Student's perception and preference towards the online learning through an online survey of 347 students. We also explored the student's preferences for various attributes of online classes, which will be helpful to design effective online learning environment. We found that only 41% students were familiar with online classes. 65.2% of students agree that it is easy to access online material, 62.2% of students prefer to learn at home, and 54.4% of students prefer to study from home since covid was the best option. 22.2% students confirmed that online learning is interactive where almost 78% students were said it not interactive. major disadvantages of e-learning technical difficulties, lack of self-discipline, and poor learning conditions. In term of increasing knowledge, practical skill and social competences tradition methods is best as for the student's perception. The students also confirmed that they are became very lazy and online classes are not very joyful for them. from this article can be helpful in designing the curriculum for e-learning and try to make the classes more joyful and interactive for the students.

Keywords- *Learning, Covid-19, Traditional. Online, Students.*

Introduction

The primary goal of education is to help individual within society, to train and classify individuals for work in the economy, to integrate them into society, and to teach them society's values and principles. Education's role is to socialise individuals as well as to keep society running smoothly and steadily. Around the world, education has been challenged by the novel Coronavirus disease (COVID-19). It pushed countries to adapt a completely distant learning model (Lily, et al., 2020; Muflih, et al., 2021). Although e-learning is not a new phenomenon, Covid-19 and the country's lockdown caused a shift in the whole education system toward a virtual format. The United Nations Educational Scientific and Cultural Organization (UNESCO) estimated worldwide school closures in 111 nations by July 2020, affecting approximately 1.07 billion kids, or over 61 percent of the world's student population (Yan, et al., 2021). According to Mehta's article which is publish on outlook website, he claimed, school closures caused by the government's early lockdowns in reaction to Covid-19 harmed 250 million children in India. Government schools, particularly in rural India, have struggled to move from conventional traditional face-to-face learning to a virtual learning, despite the fact that private, metro city or urban schools in India have been adapted this changing conditions successfully (Mehta, 2021). According research articles some authors got positive feedback from the students about online learning (Muthuprasad, et al., 2021; Bashir, et al., 2021), other scholars indicated that, students' perceptions regarding online learning were unfavourable, meaning that they didn't prefer it over traditional classroom learning (Ali & Ahmad, 2011; Abbasi, et al., 2020; Mondal, et al., 2021). A group of researchers conducted a study on 470 nursing students in Nepal and try to find out their attitude regarding e-learning. 58.9% of the students had a positive attitude regarding online learning (Thapa, et al., 2021). Online learning is commonly referred to as web-based learning because of the ubiquitous availability of Internet connection (Byoung-ChanLee, et al., 2009; Muflih, et al., 2021). The goal of online education is the same as it is in traditional learning: connecting, exchanging information, and being heard and understood. Establishing a feeling of community in online classrooms can improve students' learning experiences and help

them to stay engaged throughout the course. When educators communicate with pupils, either in offline or online class, it is with the goal of imparting knowledge or providing information so that students can acquire understanding and build connections. Because the virtual experience lacking body language and facial expression, engaging with students needs a bit more effort and planning than talking with students in a traditional setting. However, in a face-to-face session, teachers may use body language and facial expression to connect with their students and convey their information (Alawamleh, et al., 2020). Many elements influence the effectiveness of e-learning, including accessibility, the use of suitable methodologies, course content, and evaluation criteria. online learning, like any other teaching approach, offers benefits and drawbacks for both students and teachers. Besides the epidemiological benefits of e-learning during the COVID-19 pandemic, other benefits worth noting include convenience, access to resources no matter where or when they are needed, and a reduction in costs and air pollution, for example, by reducing traffic congestion, which results in carbon dioxide emissions (Bączek, et al., 2021 ; Cook & Triola, 2014). Online classes also have limitations, such as limited access to the internet, poor Internet connection quality, and insufficient digital literacy of the respondents. Benefits such as time flexibility can also prove problematic, especially for students who struggle with self-discipline (Attardi & Rogers, 2015; Niebuhr, et al., 2014). A nationwide lockdown was implemented in 16th March 2020 (Jain, 2020), forcing certain schools and institutions to close and directing students to discard traditional classroom teaching methods. In order to finish the curriculum, the teachers immediately began to use ICT tools of teaching and learning (Rodricks, 2021) for almost 2 years of online classes. This study aimed to examine students' attitudes toward and perceptions of online learning. It also looked into the effect of selected variables on their attitudes toward online learning.

Settings

An online survey was used to gather data from school students to postgraduate students from all across India for the study. The online survey began on December 5, 2021, and ended on January 4, 2022, with no additional responses.

Methods

A questionnaire was constructed by Michał Baczek colleagues and published on Medicine journal in 2021 (Bączek, et al., 2021), the same questionnaire was used in this research article, developed via google form and distributed through social network like Facebook, WhatsApp etc on 5th December 2021.

The form was closed for any further responses on 4th January 2022. All respondents were fully informed about the objectives of the study and agreed to voluntarily participate.

Sample

A total of 347 students participated in this study from different subject steams. The average age of the students was 22.84 ± 2.85 and age range was 17-29 years. Among the students 73% students were male and 27% were female.

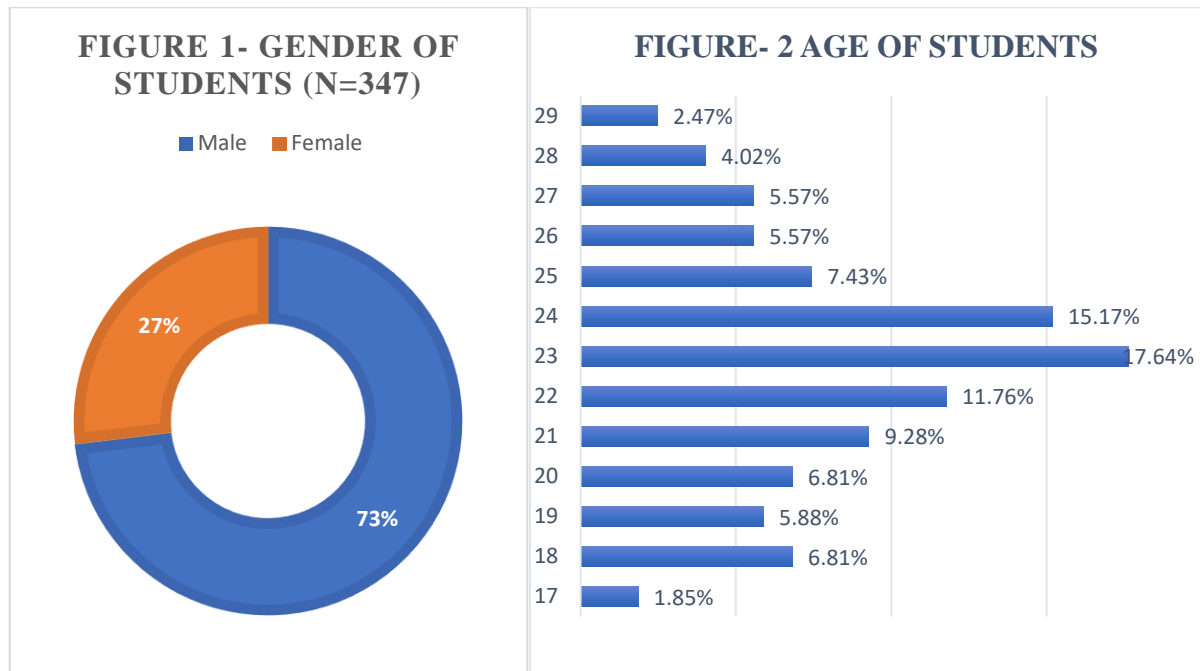
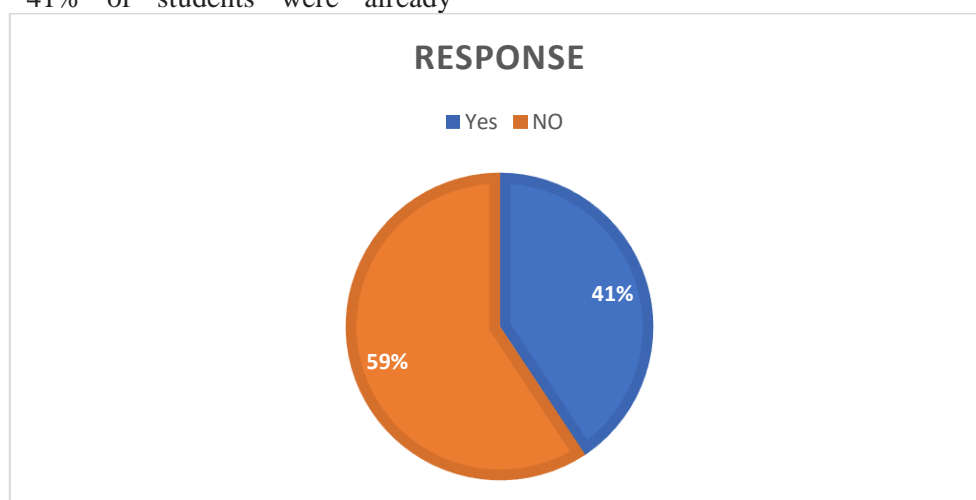


figure 1 and 2 is the graphical representation of characteristics of the study population e.g., gender and age of the population.

In the 1st section of the questionnaire student were asked about their past experience of e-learning, advantage and disadvantages of e-learning. 41% of students were already

participated in e-learning before pandemic where as 59% of students were not used e-learning before. So, majority of the students were not familiar with online classes. So, it a new challenge for the students to adapt the e-learning platform.



In There was a question about the advantages of e-learning, and some options were given to the students such as access to online resources,

learning at your own pace, being able to stay at home, class interaction, the ability to record meetings, and comfortable surroundings.

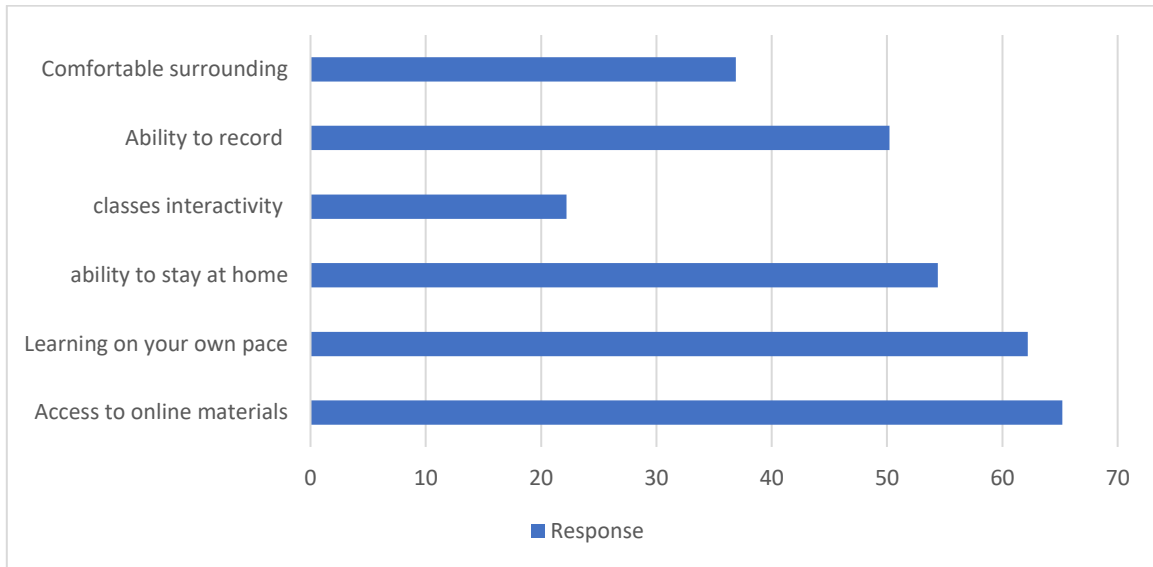


Fig- 3 advantages of e-learning

It can be observed from the graphical representation that 65.2% of students agree that it is easy to access online material, 62.2% of students prefer to learn at home, and due to covid 54.4% of students prefer to study from home was the best option. 22.2% students confirmed that online learning is interactive where almost 78% students were said it not interactive. As a result, online classes are becoming useful because students can record them, download them, and view them at any time. This is a very attractive feature for students, as 50.2% said it was a great learning opportunity. There is only 36% of students agreeing that during e-learning the

surroundings are comfortable. This is because every student's family economic and social background is different, making it difficult to ensure a comfortable e-learning experience. that's why majority of students are stated surrounding is not comfortable. 67.8% of students confirmed that reduced interaction with the teacher was one of the major disadvantages of e-learning. 76% of students mentioned technical difficulties, 52.7% said lack of self-discipline, and 51.2% poor learning conditions the are considered as the main disadvantages of e-learning.

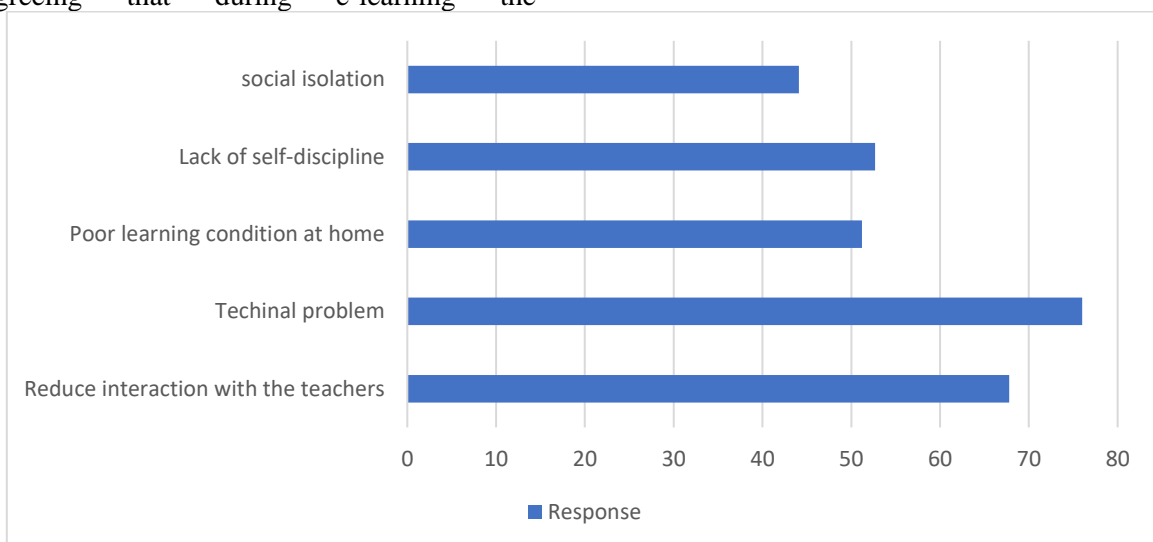


Fig- 4 disadvantages of e-learning

In the 2nd section of questionnaire, the researchers used the Likert scale (1=definitely ineffective, 5=definitely effective), students were asked to compare e-learning and

traditional face-to-face learning in terms of knowledge, skills, and social competence, respectively.

A) E-learning vs Traditional learning in term of increasing knowledge

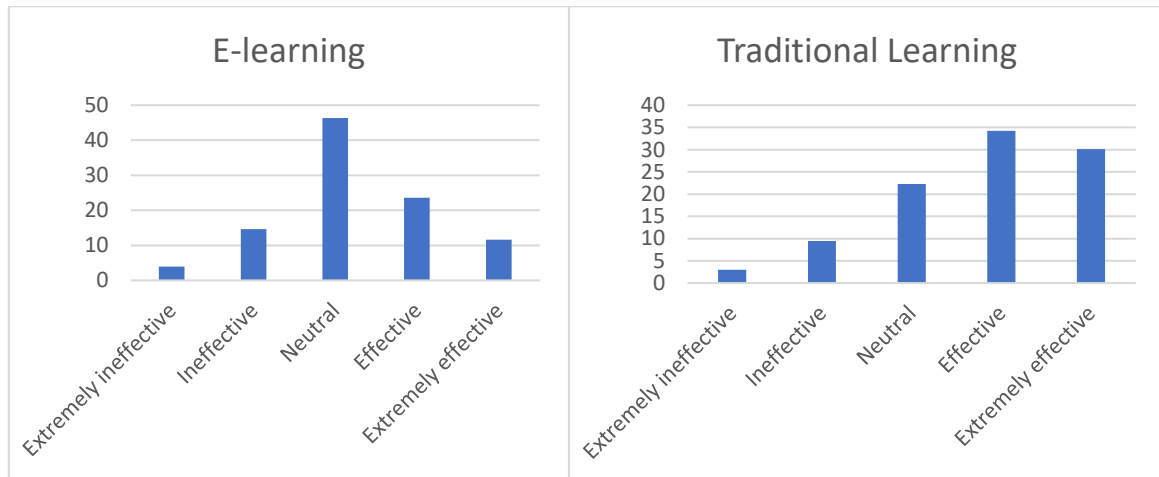


Fig- 5 Students' perception on increasing knowledge by e-learning or face-to-face were 1=extremely ineffective, 5=extremely effective.

Among the students, 46,3 % have neither agreed nor disagreed regarding e-learning's effectiveness at expanding knowledge. In comparison, 34.2% of students said face-to-face was effective in increasing their knowledge, and 30.1% said it was extremely effective. It indicates that almost 64% students

give positive feedback about traditional learning. from these two graphical representations it was clear that tradition face to face learning is more effective that e-learning. similar kind of result observed by a group of researchers (Gherhes, et al., 2021)

B) E-learning vs Traditional learning in terms of increasing practical skills

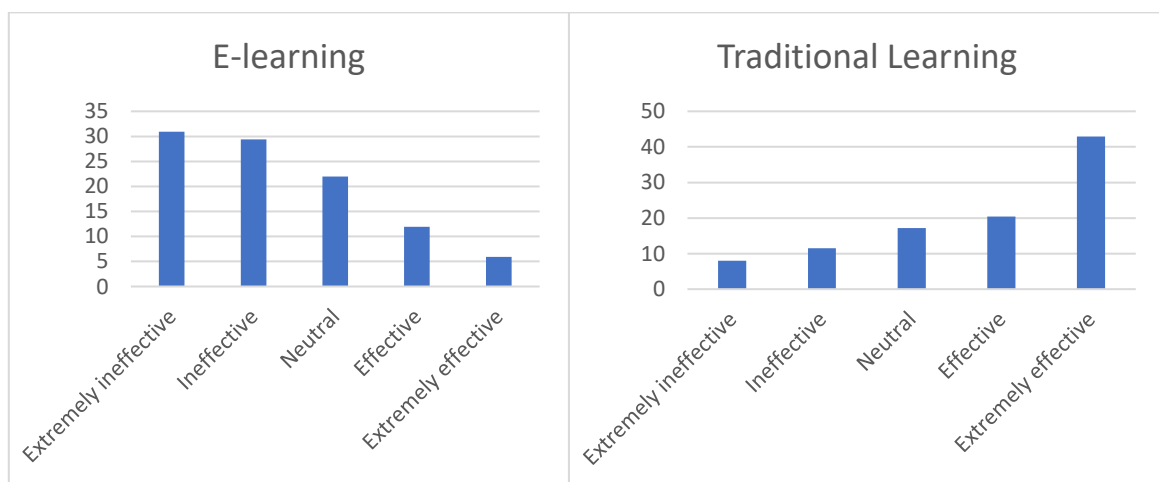


Fig- 6 Students' perception on increasing practical skill by e-learning or face-to-face were 1=extremely ineffective, 5=extremely effective.

In term of increasing practical skill the majority of the students were confirmed that it was ineffective. 30.9% said extremely ineffective

and 29.4% students said ineffective. Where as in face-to-face learning 42.9% students confirmed that it was extremely effective.20.4% students

said effective. From this response it can be concluded that face to face learning is better platform for increasing knowledge. Research

evidence also support these evidence (Bączek, et al., 2021)

C) E-learning vs Traditional learning in terms of increasing social competences

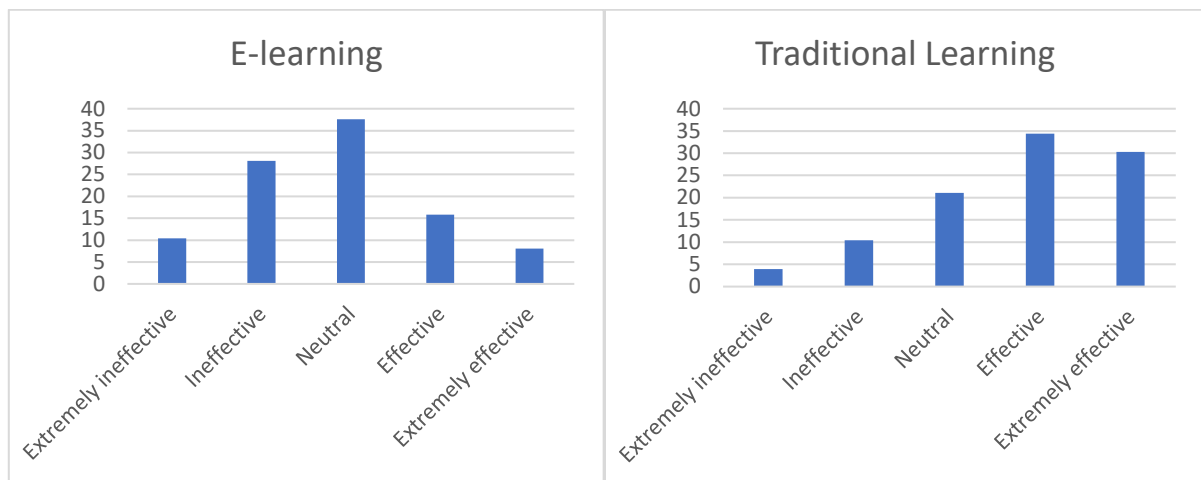


Fig-7 Students' perception on increasing social competences by e-learning or face-to-face were 1=extremely ineffective, 5=extremely effective.

As we know online learning or e-learning isolate ourself in us on home. The term e-learning widely refers to any electronically assisted instruction, and is often associated with instruction offered via computer and the internet. By using various electronic delivery methods, learning can be facilitated in aspect of the transmission of information and interaction (Li, et al., 2014). Where as in traditional

learning students not only interact with teacher but also interact with other students, juniors, seniors and various kind of person throughout the day, that's help to develop their social competences. And here from the graphical representation it is observed that traditional learning is very effective in term of increasing social competences.

D) E-learning vs Traditional learning in terms active during classes

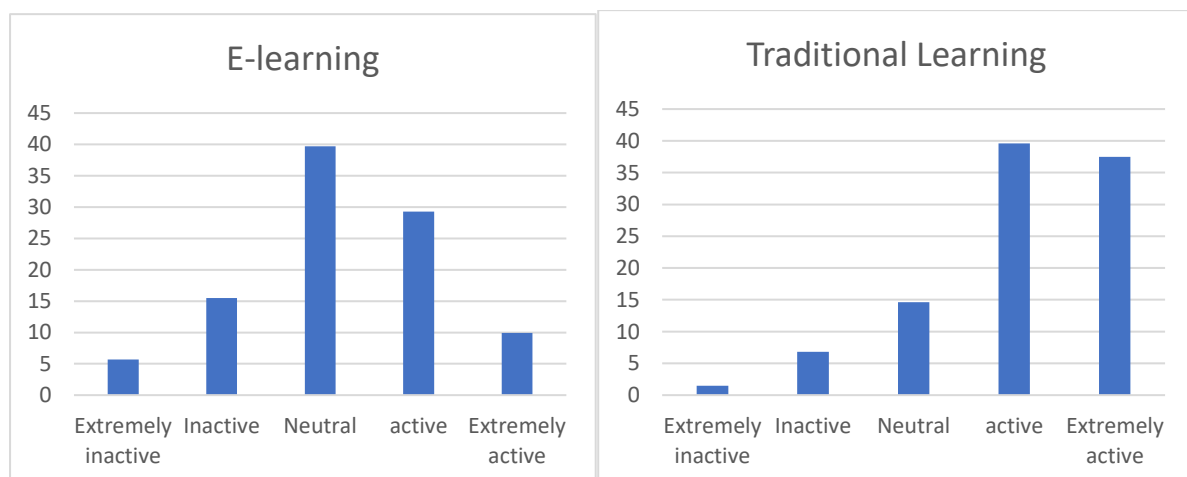


Fig -8. Students active during e-learning and face-to-face where 1=extremely inactive, 5=extremely active.

From this study the researcher found that during online classed majority of the students 39.7%

were neither inactive or active. Where as only 9.9% students were confirmed that they are

extremely active. In comparison to traditional learning the 39.6% students are active and 37.5% students were extremely active.

E) How much did you enjoy e-learning classes during the pandemic

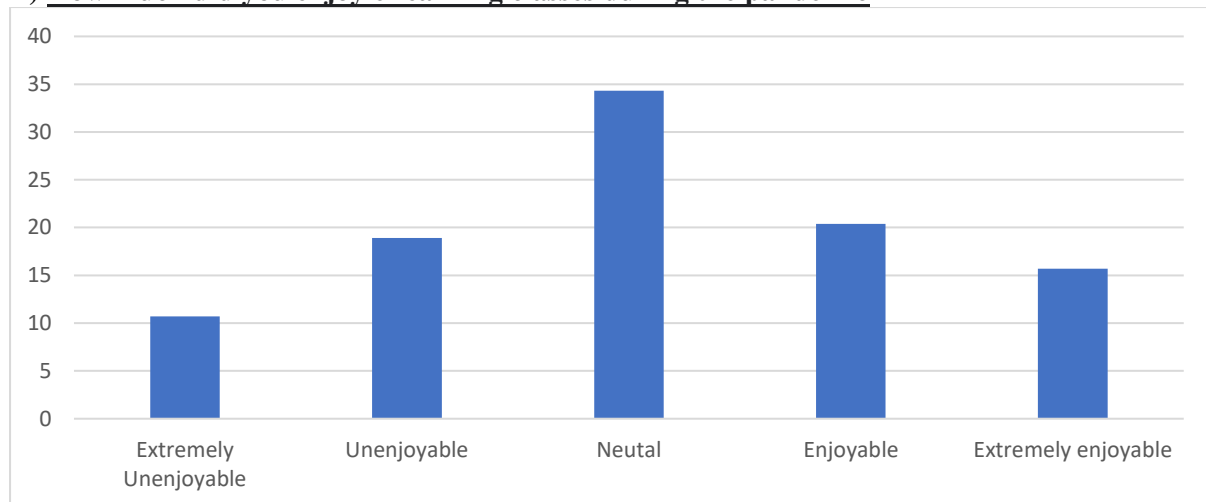


Fig-9 Level of acceptance of e-learning, where 1=extremely unenjoyable, 5=extremely enjoyable

From this survey it is observed that, e-learning is not extremely unenjoyable or extremely enjoyable, most of the students 34.3% said that it was neither unenjoyable or enjoyable.

Discussion

This study aimed to examine students' attitudes toward and perceptions of online learning. It also looked into the effect of selected variables on their attitudes toward online learning. The study was conducted by an online survey to collect data from school level to postgraduate students from all parts of India. We can infer the value of learning in education based on the nature and features of learning. Learning distinguishes humans from creatures that have been trained rather than taught. Parents send their children to school so that they can learn. They desire a good education for their child. Learning improves a learner's cognitive abilities. The learner gains knowledge, develops skills, and improves his or her attitude as a result of learning. Learning aids in the overall development of a person's personality. Learning has an impact on every aspect of conduct, including skills, information, attitudes, personality, and motivation (Anon., 2022). In previous studies, group of academics in Nepal did a survey on 470 nursing students to see how they felt about e-learning. A positive attitude toward online learning was expressed by 58.9% of the pupils (Thapa, Bhandari, & Pathak, 2021). Because of the widespread

availability of Internet access, online learning is usually referred to as web-based learning (Byoung-ChanLee, Jeong-OkYoon, & InLeec, 2009; Muflih, et al., 2021).

It seems that online education is the right answer for many educational institutions during COVID-19; however, fewer studies have been conducted in developing nations to assess students' attitudes and their experiences with different online tools to enhance their interactive learning experiences. According to a comprehensive review of the literature, there are a limited number of studies concerning students' attitudes toward the use of online learning (Muflih, et al., 2021). In this study the researchers tried to identified students' online learning experience during the COVID-19 pandemic and the try to compare the attitude between e-learning and traditional learning. Students tended to have a moderate attitude towards online learning as well as tend to like traditional classroom learning. Online learning was not perceived as a positive experience by students; they cited unstable or slow Internet connections, lack of instruction, lack of motivation, and home environment as potential barriers to gaining professional skills and core competencies. It is necessary to conduct further research to assess whether learners are ready and willing to make greater use of online education to obtain high-quality learning opportunities, which can radically change attitudes and perceptions of teachers and

students, as well as the general themes of online education.

Conclusion-

The findings of this study indicated that majority of the students evinced a positive or negative attitude towards online classes in the wake of corona. Because they have no option

that's why they choose this method. But before implementing this kind of learning platform they need to build proper planning and infrastructure.

Conflicts of Interest-

Authors have no conflict of interest to disclose

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