An Empirical Study on Students and Parents Perception for Online Learning

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ABSTRACT

The study was conducted to know the perception of Students and Parents for learning online during the lockdown. To conduct the investigation a sample size of 200 respondents, comprising of 100 students and 100 Parents was considered. A structured questionnaire was sent online to students of different colleges of Mumbai and to Parents. Tools like Central tendency, Mean score, Non Parametric test like chi square were used in the current study. The analysis and findings of the study represents that student have a positive perception for online teaching. The virtual visits to the filed shown on technology makes learning interesting. However, the facts still remain that students want face to face learning which brings a personal touch. On the other hand, Parents are looking forwards for students to join the college for lectures. According to Parents Personal Grooming of students can take place only through Offline sessions. The Hypothesis test revealed that there is a significant difference between gender and the perception for online learning. And There is no significant difference between qualification and the understanding of concepts in online learning.

Keywords: Online education, Perception on Online education, Offline education

COVID-19 lockdown has made Thought-provoking and Revelation in every situation for everyone and in every sector of the economy. In the same way, education sector is also not untouched from the effect of the pandemic.

The Covid-19 pandemic has disordered teaching in institutions. E-learning has turned principal method of teaching and learning the curriculum amid Covid -19. However inspite of these many training programs

teachers underwent to deliver the best, the question still exist whether students have a positive or negative opinion for online learning. Covid-19 pandemic lockdown has made education of the students a great task in front of the teachers. Teachers are making efforts to get themselves trained for web teaching to educate the students from home during lockdown by using various online methods.

Review of Literature

Lumadi *et al.* (2013) in his paper he addresses the effect of e-learning on the academic performance of students. Their investigation was on to decide whether teacher showed utilizing technique for e-learning performed better than teacher showed utilizing the traditional strategy for instructing and learning.

Anna Sun and Xiufang Chen (2016) Based on the findings, the authors argued that effective online instruction is dependent upon (1) well-designed course content, motivated interaction between the instructor and learners, well-prepared and fully-supported instructors; (2) creation of a sense of online learning community; and (3) rapid advancement of technology.

Baralt *et al.* (2016) revealed in his paper that online learning may be less effective than classroom learning as students are less engaged, and Tang (2019) argues that face-to-face learning is more effective than online learning for teaching pragmatics.

Thaket *et al.* (2012) pointed out in his paper that e-learning has accomplished a more prominent productivity than conventional technique.

Thus, the review of past papers projects two concerns which are debatable.

1. The learners are finding online education convenient and hence want to continue with it.
2. A sense of a desire to experience face to face learning. In other words Excitement about being on campus for education is preferred.

Gap analysis

With little to be learnt from previous research, the perception of students for online learning has been debatable topic and hence conducting research into the impact of the shift to online learning because of the COVID-19 pandemic becomes vital. The current research paper investigates the Perception of students for online education and whether online education has affected their performance.

Objectives of the study

1. To evaluate if students prefer online or offline education.
2. To verify the Perception of Parents for online education.

Hypotheses of the study

1. There exists significant difference between gender and satisfaction for online teaching.

2. There is significant difference between qualification and the perception (thought) for online learning.

3. There is no significant difference between qualification and the understanding of concepts in online learning.

Purpose of the study

To investigate learners' and Parents' perceptions towards online education, to explore the advantages and challenges they face when learning online courses, and to compare their online experience of learning to their experience with face-to-face learning.

The results of the study will help to get a clearer picture and a deeper understanding of the students' experiences and concerns in learning online courses, Parents opinion about online education which will lead to the development of suggestions to the policy makers in the field of higher education.

Limitation of the study

Due to Time and Geographical constraint a limited sample size is taken into consideration for the study. The findings and conclusion can not be generalized due to limited sample size under study.

Research methodology

- **Data collection and measuring instrument:** Both Secondary and Primary method was used. The researchers used a self-administered questionnaire to conduct the study.

- **Sample unit:** Out of the total universe of students in India, students of commerce stream from colleges affiliated to University of Mumbai are taken in for the study.

- **Sample size:** The researchers, in the study used a sample size of 200 units. Comprising of 100 students from commerce colleges affiliated to University of Mumbai and 100 Parents.

- **Statistical analysis:** The data was analysed using the Statistical Package for Social Sciences (SPSS) software. Various statistical tools like means score, chi square test and central tendency method were used for the study.

Data analysis

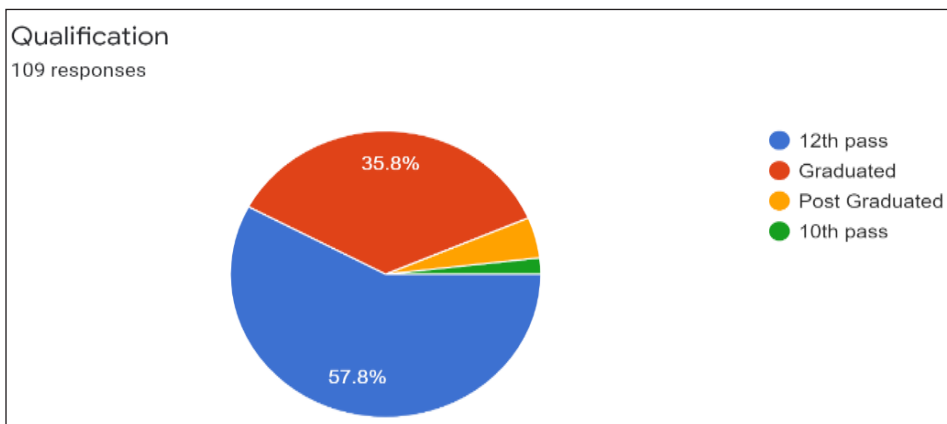**1. Gender Composition**
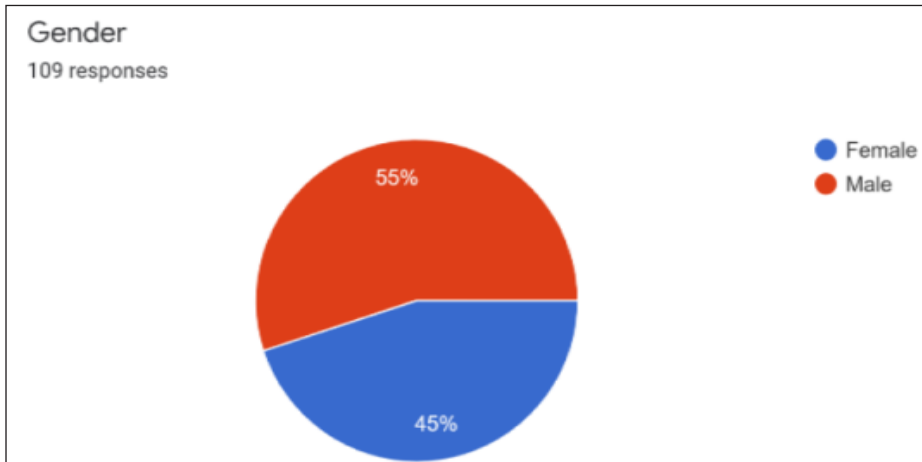
In the present study of the total 100 respondent's 60 percent are male and 40 percent are female.

2. Qualification Composition of Parents

Qualification	Frequency	Percentage
10th Pass	2	2.00
12th Pass	63	63.00
Graduate	30	30.00
Post Graduate	5	5.00
Total	**100**	**100**

Of the total respondents' maximum of the respondents were at undergraduate level which is reflected by 63.00 percent.

3. What is your (Students) perception about online education?

Perception	Frequency	Percentage
Informative	29	29.00
Understandable	32	32.00
Non Informative	27	27.00
Non Understandable	12	12.00
Total	**100**	**100**

Mean Score of Positive and Negative perception for online education

Perception	Frequency	Percentage
Informative	29	29.52
Understandable	32	32.47
Total	**61**	**61.99**
Non Informative	27	27.30
Non Understandable	12	10.71
Total	**39**	**38.01**
Total	**100**	**100**

From the above table it is learnt that the positive perception has over turned the percent of negative perception for online education. This is presented by positive perception is 61.99 percent whereas negative perception is 38.01 percent only. Thus, students find online education informative and understandable as there is use of technology and virtual visits can be taken to various fields.

4. Parents Preference on online or offline learning

Particular	Frequency	Percentage
Online	30	3.00
Offline	70	70.00
Total	**100**	**100**

The above table shows students preference for learning is offline. Majority of the students that is 70.00 percent have said they prefer attending offline lectures. Face to face education is their want. According to parents online education builds and enhances students personality.

1. Students Preference on online or offline learning

Particular	Frequency	Percentage
Online	21	21.00
Offline	79	79.00
Total	**100**	**100**

The above table shows students preference for learning is offline. Majority of the students that is 79.00 percent have said they prefer attending offline lectures. Face to face education is their want.

2. Are online lectures more convenient to attend?

Particular	Frequency	Percentage
Yes	56	56.00
May be	35	35.00
No	09	9.00
Total	**100**	**100**
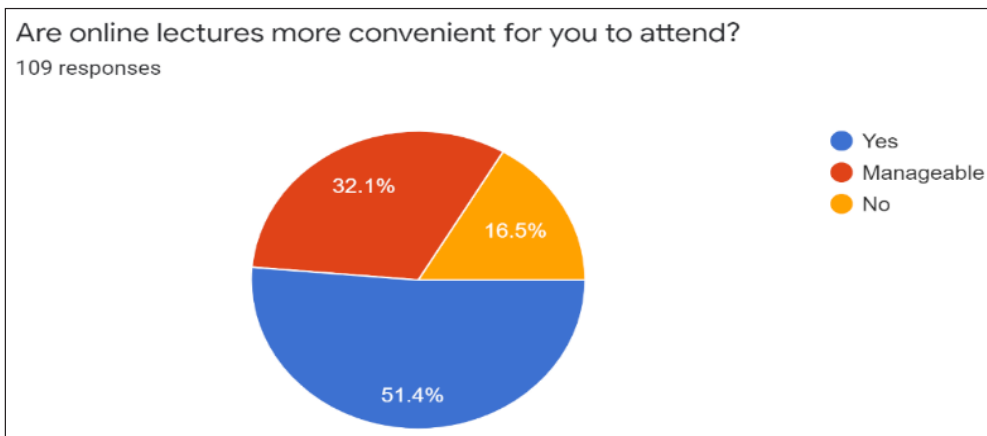
The survey indicates that 56.00 percent of students have convenient in attending online lectures where as 9.00 percent are not convenient to attend online. This shows that majority of students face convenient attending online lectures showing AAA. Anyone, Anywhere and Anytime.

3. What makes you pay more attention towards studies?

Particulars	Frequency	Percentage
Online lectures	10	10.00
Offline lectures	90	90.00
Total	**100**	**100**

What makes you pay more attention towards studies?
109 responses

- Online lectures
- Offline lectures

85.3%

14.7%
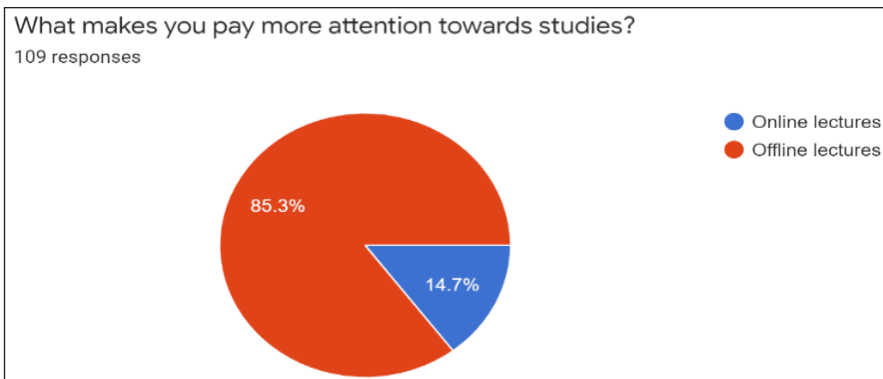
The above pie chart shows that offline lectures draw students attends more as compared to students attending online. 90.00 percent says that offline lectures keep them more intact and catch their interest and attention.

Hypothesis testing

- ☐ **H1 - There is significant difference between gender and the perception (thought) for online learning**

- ☐ **H0 - There is no significant difference between gender and the perception (thought) for online learning**

		Female	Male	Total
Informative	Observed	10	19	29
	Expected	13.04	15.96	29.00
	% of chisq	9.2%	7.6%	16.8%
Non-informative	Observed	2	10	12
	Expected	5.39	6.61	12.00
	% of chisq	27.9%	22.8%	50.7%
Non-understandable	Observed	15	12	27
	Expected	12.14	14.86	27.00
	% of chisq	8.8%	7.2%	16.0%
Understandable	Observed	22	10	32
	Expected	18.43	12.57	32.00
	% of chisq	9.0%	7.4%	16.4%
Total	Observed	40	60	100
	Expected	40.00	60.00	100.00
	% of chisq	55.0%	45.0%	100.0%

7.64707084403708 – chi square; 3 df; 0.0538975848855875 p – value

In the above table the p-value is 0.05 which is equal to or less than 0.05 resulting into rejecting null hypothesis and accepting the alternate hypothesis. Thus, there is a significant difference between gender and the perception (thought) for online learning.

☐ **H1 - There is significant difference between qualification and the perception (thought) for online learning.**

☐ **H0 – There is no significant difference between qualification and the perception (thought) for online learning.**

		10th pass	12th pass	Graduated	Post Graduated	Total
Informative	Observed	0	18	9	2	29
	Expected	0.53	16.76	10.38	1.33	29.00
	% of chisq	7.9%	1.4%	2.7%	5.0%	17.0%
Non-informative	Observed	0	8	3	1	12
	Expected	0.22	6.94	4.29	0.55	12.00
	% of chisq	3.3%	2.4%	5.8%	5.5%	17.0%
Non-understandable	Observed	0	16	11	0	27
	Expected	0.50	15.61	9.66	1.24	27.00
	% of chisq	7.4%	0.1%	2.8%	18.4%	28.7%
Understandable	Observed	2	21	16	2	41
	Expected	0.75	23.70	14.67	1.88	41.00
	% of chisq	30.8%	4.6%	1.8%	0.1%	37.3%
Total	Observed	2	63	39	5	109
	Expected	2.00	63.00	39.00	5.00	109.00
	% of chisq	49.4%	8.5%	13.1%	29.0%	100.0%

6.71784510608919 chi square

9 df

0.666468917885591 p – value

In the above table the p-value is 0.666 which is greater than 0.05. Hence the researcher fails to reject the null hypothesis. Thus, there is no significant difference between qualification and the perception (thought) for online learning.

☐ **H1 = There is significant difference between qualification and the understanding of concepts in online learning**

☐ **H0 = There is no significant difference between qualification and the understanding of concepts in online learning**

		10th pass	12th pass	Graduated	Post Graduated	Total
Maybe	Observed	**2**	**33**	**22**	**3**	60
	Expected	1.10	34.68	21.47	2.75	60.00
	% of chi sq	26.1%	2.9%	0.5%	0.8%	30.2%
No	Observed	**0**	**10**	**6**	**0**	16
	Expected	0.29	9.25	5.72	0.73	16.00
	% of chi sq	10.4%	2.2%	0.5%	26.1%	39.1%
Yes	Observed	**0**	**20**	**11**	**2**	33
	Expected	0.61	19.07	11.81	1.51	33.00
	% of chi sq	21.5%	1.6%	2.0%	5.5%	30.6%
Total	Observed	2	63	39	5	109
	Expected	2.00	63.00	39.00	5.00	109.00
	% of chi sq	58.0%	6.7%	2.9%	32.4%	100.0%

2.81487549487549 chi square

6 df

0.831697443793665 p – value

As the p-value is greater than 0.05 which is 0.83 the researcher fails to reject the null hypothesis. Thus, there is no significant difference between qualification and the understanding of concepts in online learning.

CONCLUSION

☐ The survey was conducted to learn the opinions on different aspects of online education during the ongoing pandemic.

☐ Most of the respondents find online education understandable. But at the same time few of them face problems in understanding some concepts where practical knowledge is required. Respondents have also expressed that online classes are more convenient to attend during these current pandemic situations.

☐ Given a choice majority of the students would like to have off line learning. Face to face interaction they find it more interesting.

☐ Online classes can be attended from anywhere anytime. To many students it has been a boon as students in classroom environment are not comfortable speaking in public. In an online environment it can be much easier to share thoughts with other students and teachers. However, the study has reflected that online learning also have some limitations of drawbacks. E-learning can cause social isolation. It requires strong motivation and time management skills.

- Parents are more in favour of offline education. Offline education gives a personal touch and teacher can focus on students academic development more personally. According to parents online education a teacher losses their control over what the child is doing during the lecture hours. Offline education a teacher can groom students, motivate them and can have personal coaching and counselling too.

- Simple to use interface, virtual field trips, e-mail, virtual labs, electronic textbooks, and free online resources are giving them excellent global educational experiences. Thus, overall there is no denying that e-learning has permeated nearly all levels of learning for students and professionals. To conclude with students opined that flexibility and convenience of online classes makes it attractive option, whereas broadband connectivity issues in makes it difficult to make use of online learning initiatives.

The road ahead

- Diversify the study by involving students of various streams for studying the perception for online education.
- Diversify the study by involving teachers section as sample unit.

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