STUDY ON PERCEPTION OF STUDENTS TOWARDS ONLINE LEARNING

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Abstract- The study aimed to investigate the perception of students towards online learning. Survey was conducted to examine previous research on the topic, and a survey was administered to students who had taken at least one online course. The survey included questions about students' attitudes towards online learning, their satisfaction with online courses, and their perceptions of the quality of online learning. The results of the survey were analysed to identify any patterns or trends in the perception of students towards online learning. The literature review revealed that students generally had positive perceptions of online learning, including appreciating the flexibility and convenience of online learning, and a greater sense of autonomy and control over their learning experience. However, some students also reported feeling isolated and lacking a sense of community in online learning. The survey results showed that the majority of students had positive perceptions of online learning, with a high level of satisfaction with the flexibility, convenience, and the quality of online courses. However, a significant percentage of students also reported feeling isolated and lacking a sense of community in online learning. The findings of this study can be used to improve the quality of online education and make it more accessible to students.

INTRODUCTION

E-learning, or electronic learning, is a type of education that is delivered electronically, typically over the internet. It can include a wide range of educational materials and activities, such as online courses, webinars, virtual classrooms, video lectures, and interactive learning modules. E-learning can be self-paced or synchronous, meaning that it takes place in real-time with a teacher or instructor. E-learning has seen a significant increase in popularity in recent years, particularly in the wake of the COVID-19 pandemic. With many schools and universities moving to online learning in response to the pandemic, e-learning has become a necessity for many students and educators.

In the short-term, e-learning has been a necessity due to the pandemic and has allowed education to continue despite the lock downs and social distancing measures. In the long-term e-learning will continue to grow as more and more educational institutions and organizations adopt digital learning strategies.

Many educational institutions and organizations have had to quickly adapt to e-learning in order to continue teaching and learning during the pandemic. This has led to an increase in the use of online platforms and tools for teaching and learning, such as Zoom, Google Classroom, and other virtual meeting and learning management systems. Additionally, many schools and universities have had to invest in technology, such as laptops and internet access, to ensure that students have the necessary resources to participate in online learning.

E-learning has also seen an increase in the use of adaptive learning, which uses technology to personalize the learning experience for each student. This can include personalized lesson plans, online assessments, and interactive modules that adjust to the student's learning style and progress.

Despite the challenges that e-learning has presented, it has also opened up new opportunities for educators and students. For example, e-learning has made it possible for students to access education from anywhere in the world, and has also made it possible for educators to reach a wider range of students.

Overall, e-learning has become an essential part of education in recent years and is likely to continue growing in popularity in the future.

The e-learning concept can be applied to formal education, such as K-12 schools and universities, as well as to corporate training and professional development.

The e-learning concept is based on the idea that technology can be used to make education more accessible, flexible, and cost-effective.

LITERATURE REVIEW

"Perceptions of Online Learning:" by D. Randy Garrison and Norman D. Vaughan (2010) This study surveyed a national sample of college graduates who had taken at least one online course to examine their perceptions of online learning. The results indicated that the majority of participants had positive perceptions of online learning, including flexibility, convenience, and the ability to learn at their own pace. However, some participants expressed concerns about lack of interaction and difficulty in staying motivated.

 "Perceptions of Online Learning Among Undergraduates: A Comparative Study" by Susanne Lajoie and David D. Murphy (2012) This study compared the perceptions of online learning among undergraduate students in traditional and online classes. The results showed that students in online classes had more positive perceptions of online learning, including flexibility and convenience, but also reported more difficulties with staying motivated and feeling isolated.

"Perceptions of Online Learning: A Longitudinal Study" by Tony Bates (2015) This study surveyed a group of students over a period of four years to examine their perceptions of online learning. The results showed that students' perceptions of online learning improved over time, with increased confidence in their ability to learn online and greater satisfaction with the learning experience. However, some students still expressed concerns about lack of interaction and difficulty in staying motivated.

" Perceptions of Online Learning: by T. Anderson and F. Dron (2011) - This literature review examines the perceptions of online learning among students, including factors that influence student satisfaction and engagement. The authors found that students generally had positive perceptions of online learning, but that there were variations based on factors such as prior experience with online learning, the design of the course, and the level of student support.

 "Student Perceptions of Online Learning: A Comparative Study" by E. Rovai and J. Jordan (2004) - This study compares the perceptions of online learning among students in traditional and online classes. The authors found that students in online classes had more positive perceptions of the learning experience, including greater flexibility and convenience. They also found that students in online classes had higher levels of motivation and engagement.

 "Student Perceptions of Online Learning: A Meta-Analysis" by D. Murphy and J. Dziuban (2007) - This meta-analysis examines the perceptions of online learning among students across a wide range of studies. The authors found that students generally had positive perceptions of online learning, including greater flexibility, convenience, and self-directed learning opportunities. They also found that students in online classes had higher levels of satisfaction and engagement.

"Online Learning: Student Perceptions and Outcomes" by J. Cavanaugh, R. Gilles, and G. Fry (2009) - This study examines the perceptions of online learning among students in a large public university. The authors found that students had generally positive perceptions of online learning, including greater flexibility and convenience. They also found that students in online classes had higher levels of satisfaction and engagement.

"Perception of Online Learning:" by Ya-Hui Yang and Ching-Chow Yang (2016) the authors analyzed various studies on students' perception towards online learning and found that the majority of students have a positive attitude towards online learning. They also found that students' prior experience with technology and their motivation to learn are important factors that affect their perception of online learning.

"Student Perceptions of Online Learning:" by Steven R. Terrell (2008) examines various studies on students' perception of online learning and found that the majority of students have a positive attitude towards online learning. The author also found that students' prior experience with technology, their motivation to learn, and their learning style are important factors that affect their perception of online learning.

"Student Perceptions of Online Learning:" by Karen L. Swan (2002) the author examines various studies on students' perception of online learning and found that the majority of students have a positive attitude towards online learning. The author also found that students' prior experience with technology, their motivation to learn,

and their learning style are important factors that affect their perception of online learning.

"Perceptions of Online Learning: A Comparative Study of Online and Traditional College Students" by D. Randy Garrison and Norman D. Vaughan (2008). The study surveyed traditional and online college students to compare their perceptions of online learning. The results of the study found that online students had a more positive perception of online learning than traditional students. Online students perceived online learning as more convenient and flexible, while traditional students perceived online learning as less interactive and less personal. The study also found that online students had a higher level of satisfaction with their online courses than traditional students.

"Perceptions of Online Learning:" by J. Michael Spector and David Merrill (2002). The authors conducted a literature review of research on student perceptions of online learning. The authors found that students generally had positive perceptions of online learning, including convenience, flexibility, and the ability to learn at their own pace. However, students also identified challenges with online learning, such as lack of interaction with instructors and other students and difficulty with time management.

"Perceptions of Online Learning: A Study of Student Attitudes and Perceptions" by Michael A. Kearsley (2000). The study surveyed students in an online program to explore their perceptions of online learning. The results of the study found that students had positive perceptions of online learning, including convenience, flexibility, and the ability to learn at their own pace. However, students also identified challenges with online learning, such as lack of interaction with instructors and other students and difficulty with time management.

"Perceptions of Online Learning: A Comparative Study of Distance Education Students" by Michael G. Moore and Greg Kearsley (1994) This study compared the perceptions of students enrolled in traditional face-to-face classes with those enrolled in distance education classes. The study found that distance education students had more positive perceptions of online learning, including greater flexibility, convenience, and autonomy. Additionally, distance education students reported a greater sense of community and communication with their classmates.

"Student Perceptions of Online Learning: A Longitudinal Study" by D. Randy Garrison and Norman D. Vaughan (2008) This study followed a group of students over the course of several semesters to examine their perceptions of online learning. The study found that students had initially negative perceptions of online learning, but these perceptions improved as they became more familiar with the technology and the course content. Additionally, the study found that students had greater satisfaction with online learning when they had a sense of community and when they had access to a variety of resources.

"Student Perceptions of Online Learning: A Study of a Blended Learning Course" by J. Michael Spector, Thomas J. Dziuban, and Charles R. Graham (2007) This study examined the perceptions of students enrolled in a blended learning course, which combined online and face-to-face instruction. The study found that students had positive perceptions of online learning, including greater flexibility, convenience, and autonomy. Additionally, the study found that students had greater satisfaction with the course when they had access to a variety of resources and when they had a sense of community.

FACTORS INFLUENCING OFFLINE EDUCATION

Offline education, also known as traditional or in-person education, refers to the delivery of education through face-to-face interactions between students and teachers in a physical classroom setting. The success of offline education is influenced by several factors.

Location: The location of the school or educational institution is an important factor in offline education. Students may have to consider factors such as accessibility, availability of public transportation, and proximity to their homes when choosing a school.

Quality of instruction: The quality of instruction is a key factor in the success of offline education. Teachers must be well-trained and experienced in their subject matter, and they must be able to provide clear and effective instructions and feedback to students.

Curriculum: The curriculum offered by the school or educational institution is also an important factor. Students should ensure that the curriculum aligns with their interests and career goals, and that it is recognized by employers and other educational institutions.

Class size: The size of the class is another important factor. Smaller class sizes can lead to more personalized instruction, but larger class sizes can provide more opportunities for interaction and collaboration with classmates.

Resources: The availability of resources, such as textbooks, technology, and other materials, can also influence the success of offline education. Students should ensure that they have access to the resources they need to succeed.

Extracurricular activities: Extracurricular activities can play an important role in the success of offline education. These activities can provide students with opportunities to explore their interests, develop new skills, and make connections with other students and members of the community.

Support: Offline education requires a support system that includes access to tutoring and other academic support, as well as counseling and other personal support.

Cost: The cost of offline education is another important factor to consider. Offline education can be more expensive than online education, with costs associated with transportation, room, and board. Additionally, students may have to pay for textbooks and other materials.

Accreditation and recognition: Accreditation and recognition of offline education programs are important factors to consider. Students should ensure that the program they choose is accredited by a reputable agency, and that the degree or certificate they earn will be recognized by employers and other educational institutions.

Adaptability to change: Offline education is also facing changes in recent years, with more incorporation of technology in education, new teaching methodologies, and new ways of assessing students. Students and teachers must be able to adapt to these changes in order to stay current and make the most of the resources available.

Overall, offline education is still a popular and traditional way of education and has its own set of advantages and disadvantages. It's important for students to carefully consider these factors and to make sure that offline education is the right choice for their individual needs and goals.

FACTORS INFLUENCING ONLINE EDUCATION

Online education has become a popular alternative to traditional in-person education in recent years. However, there are several factors that can influence the success of online education.

Technology: Technology is a crucial factor in online education, as students need access to reliable internet and appropriate devices in order to participate in online classes and access educational materials. Technical difficulties can disrupt the learning process and lead to frustration for both students and teachers.

Self-motivation and discipline: Online education requires a high level of self-motivation and discipline, as students must be able to manage their own time and stay on task without the structure of a traditional classroom. Those who struggle with self-motivation and time management may have difficulty succeeding in an online learning environment.

Learning style: Online education often involves a great deal of reading, writing, and independent study, which may not be suitable for all learning styles. Students who prefer hands-on, interactive learning may struggle with the self-paced nature of online education.

Social interaction: One of the main challenges of online education is the lack of social interaction with classmates and teachers. This can lead to feelings of isolation and disconnection, which can negatively impact student engagement and motivation.

Access to resources: Online education requires students to have access to a variety of resources, such as textbooks and other materials, which can be costly and difficult for some students to acquire.

Adaptability to change: Online education is a rapidly changing field, with new technologies and platforms constantly emerging. Students and teachers must be able to adapt to these changes in order to stay current and make the most of the resources available.

Quality of instruction: The quality of instruction is a key factor in the success of online education. Teachers must be well-trained and experienced in online teaching methods, and they must be able to provide clear and effective instructions and feedback to students.

Accreditation and recognition: Accreditation and recognition of online education programs are important factors to consider. Students should ensure that the program they choose is accredited by a reputable agency, and that the degree or certificate they earn will be recognized by employers and other educational institutions.

Cost: The cost of online education is another important factor to consider. Online programs can be less expensive than traditional programs, but students should be aware of any additional costs, such as technology fees or the cost of textbooks and other materials.

Support: Online education requires a support system that includes access to tutoring and other academic support, as well as technical support for any issues that may arise.

Overall, online education can be a viable option for many students, but it is important for students to carefully consider these factors and to make sure that online education is the right choice for their individual needs and goals.

OBJECTIVE OF STUDY

Examine what drives students to enroll in online courses. According to study, the following elements affect online students' participation and patterns of participation: technology and interface characteristics, subject-matter expertise, student roles and instructional duties, and information overload. While a person's attitude toward online learning is also influenced by a number of other environmental circumstances. Affordability, accessibility, and current employment demands are the deciding considerations. One instance that stands out in the current environment is the IT jobs that draw people to data analytics programs. Interdependence for a common understanding of learning objectives in a learning community is necessary for effective online learning.

RESEARCH METHODOLOGY

This research article discusses about Perception of students towards online learning. The research investigated the effect of technology in the learning path of the students and how does it affect the growth of career of individual. We regulated the questionnaire among 106 respondents and data speaks the larger picture of thoughts among the learning class.

My colleagues and I randomly circulated the forms through different age groups via social media platforms to assess the influence of technology in the mode of learning. My colleague and I assessed the 65 respondents upon their responses and opinions about the effectiveness of different modes of learning. The research and data analysis gave us the clear understanding of the tilt towards the traditional method of teaching despite the technology driven living.

Generally, we thought that after facing the covid - 19 days people would have developed a liking towards their online learning especially the self-learning pace where we mould the classes according to our time demands but the responses came out to be contradictory as people preferred class engagement, interaction with other over self-paced learning. As we know that everything has its own alpha and omega so does the online learning have it but at the times when the online courses are done for learning purposes maybe it can keep you ahead of other in the job seeking scenario. Offline /classroom learning still have the strong impact on the learning class.

QUESTIONNAIRE

This topic (Perception of students towards online learning) can be seen through the lens of fourteen aspects-

1. Age

Age
107 responses
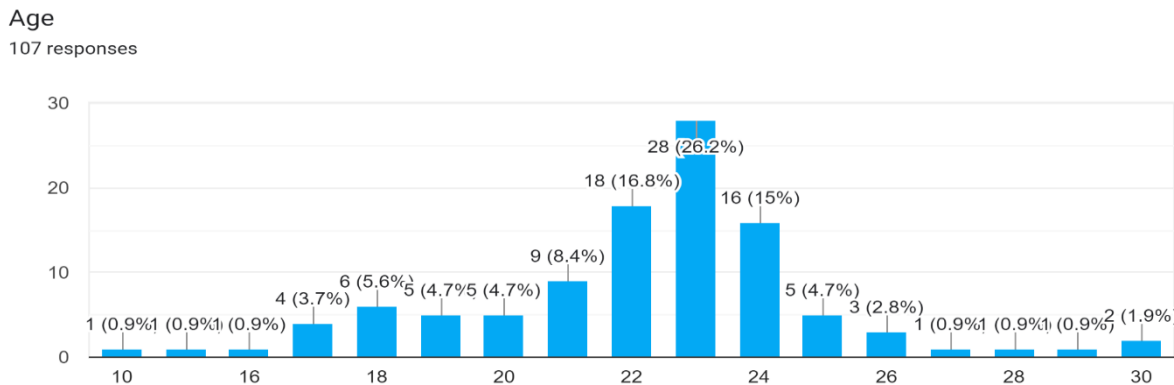
Our very first aspect is on the basis of age – considering 100% of our respondents or enthusiastically driven people towards learning, out of which we have drawn the conclusion that 26.2 % of the respondents are of age category 23 years and 16.8 % of the respondents are of the age category 22 years and our third highest percentage of respondents is 15 % of age category 24 years followed by 8.4 % of the respondents belonging to the age of 21 years. And the rest of the percentage that is 33.6 % of the respondents are of age category ranging from 10 years to 30 years of age.

2. Current mode of studying?

Current mode of studying ?
107 responses

● Online
● Offline/Classroom
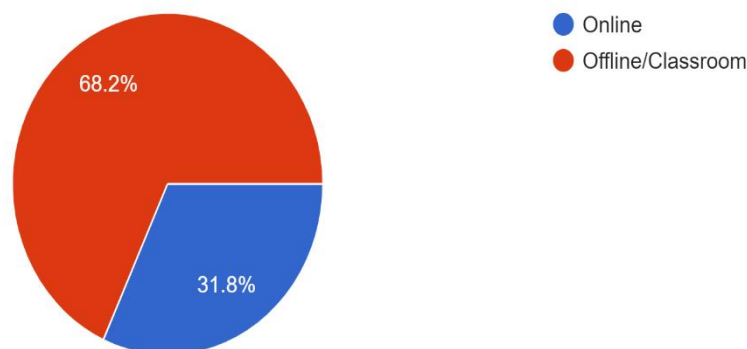
This topic can be seen from the lens of the second aspect – on the basis of current mode of studying.

This pie chart shows the preference of respondents. Here, 68.2 % of our respondents prefer offline/classroom learning as their go to mode of studying whereas 31.8 % of the total respondents are attracted towards the online mode of studying. This clearly depicts the greater part of the respondents still prefer offline/classroom learning over online learning despite living in the digital era.

3. Which mode of studying you feel is more engaging?

Which mode of studying do you think is easier to understand ?
107 responses
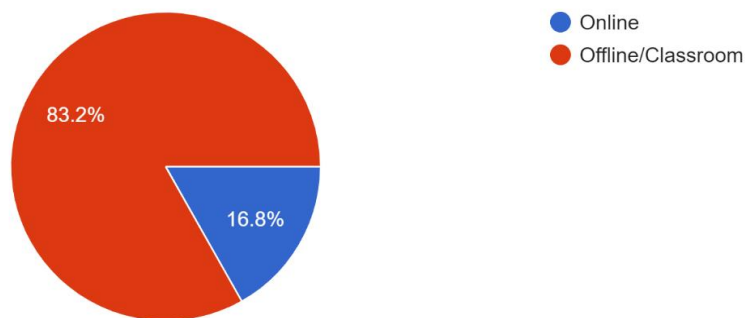
The third aspect of the topic is which mode of studying you feel is more engaging.By drawing conclusions from the answers of our respondents it is clearly visible in the Pie Chart that 85 % of the respondents feel that offline/classroom learning is more engaging and whereas 15% of our respondents still stick to their opinion that online learning is more engaging. There is clear majority of the respondents who still identify offline/classroom leaning instead of being as a traditional method of studying.

4. Which mode of studying do you think is easier to understand?

Which mode of studying you feel is more engaging ?
107 responses
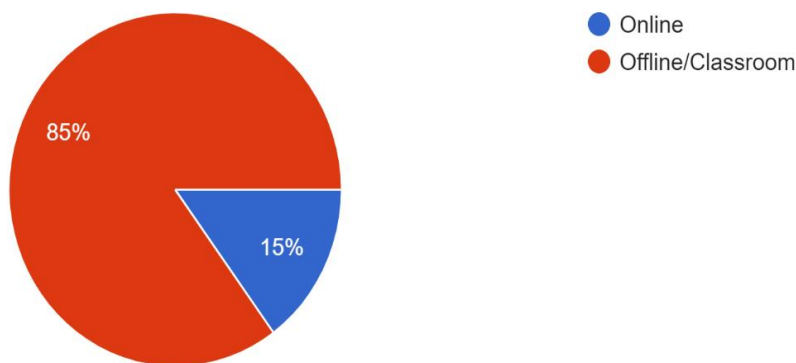
The fourth aspect of this topic is - Which mode of studying do you think is easier to understand.
Out of 100 % of the respondents seen in the Pie Chart, 83.2% of the respondents firmly believes that offline/classroom mode of studying is much easier to understand and grasp rather than being GenZ. 16.8 % of the respondents think that online studying is much easier to understand and gel with fast changing technology.

5. Have you seen the availability of various courses which are available in both online and offline mode?

Have you seen the availability of various courses which are available in both online and offline mode?

107 responses
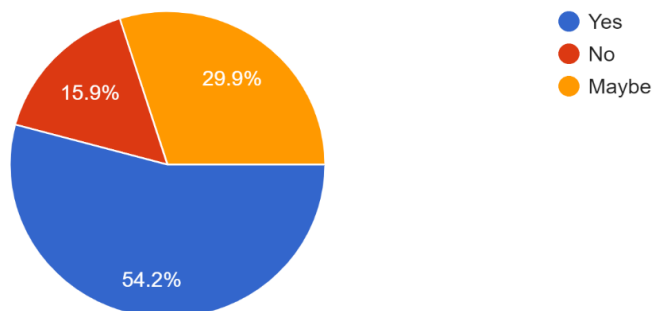
The fifth lens of this topic is - Have you seen the availability of various courses which are available in both online and offline mode?

This chart is divided into three sections out of which 54.2 % of the respondents have marked YES, 29.9 % of the respondents have marked MAYBE and the left 15.9 % of the respondents have marked NO. As their answers that whether the availability of the courses are on the both modes of the studying this can be justified with various examples that to be present in the both modes is a win-win situation of the students as well as educators.

6. Do you think that the syllabus is getting completed on time in the mode of e-learning?

Do you think that the syllabus is getting completed on time in the mode of e-learning ?

107 responses
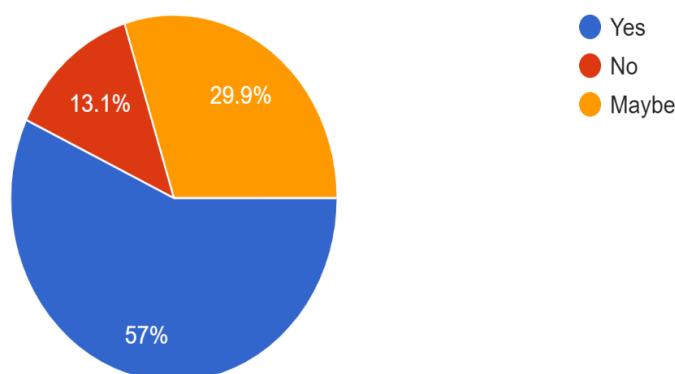
The sixth aspect of the topic is - Do you think that the syllabus is getting completed on time in the mode of e-learning?

Here out of the total respondents 57 % of the respondents have marked YES, 29.9% of the respondents have marked MAYBE and 13.1 % of the respondents have marked NO. The majority of the respondents makes their opinion in the favour of syllabus getting completed timely in the mode of E-learning. The majority statement can be verified by taking the example of the various examples of various causes offered by distinct platforms that is Byju's, Unacademy, Physicswallah etc,

7. Which mode of studying is more effective?

Which mode of studying is more effective ?
107 responses
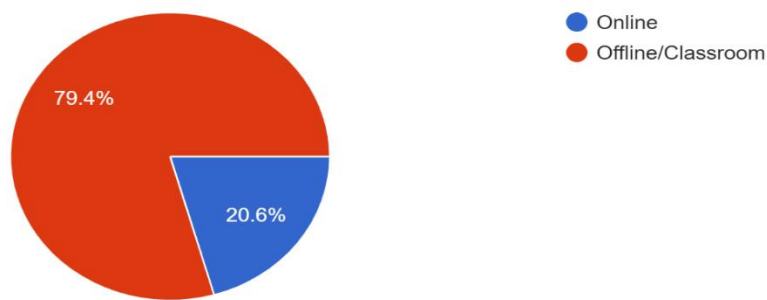
The seventh aspect of the topic is - Which mode of studying is more effective?

This Pie Chart demonstrates that 79.4 % of the respondents have confidence in offline/classroom learning as an effective version of studying whereas, 20.6 % of the respondents put forth their confidence in online mode of studying to be more effective. Despite of change being the constant being thing in the today's world respondents have shown their immense faith in traditional way of learning.

8. Which mode of studying is more economical?

Which mode of studying is more economical ?
107 responses
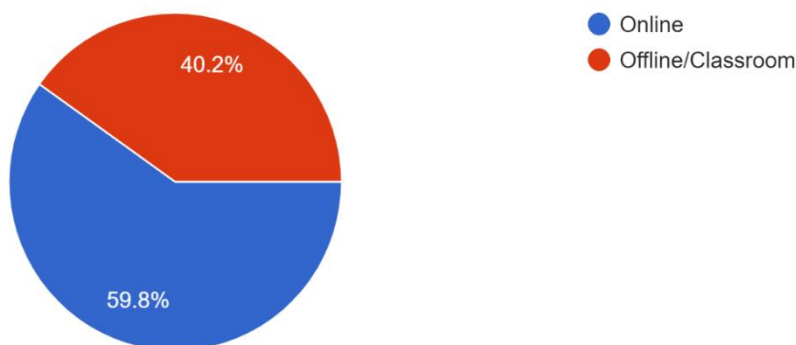
The eighth lens through which this topic can be seen is - Which mode of studying is more economical?

59.8 % of the respondents contemplate that online learning is more economical followed by 40.2 % of the respondents stands by the opinion that offline/classroom learning is more economical. One of the main reasons of online learning to be more economical is that it requires low injection of the cash and less infrastructure in comparison to offline/classroom learning.

9. Do you think the courses which we do from online platforms like Udemy, Coursera etc does any value addition?

Do you think the courses which we do from online platforms like Udemy, Coursera etc does any value addition?

107 responses


● Yes
● No
● Maybe

36.4%

55.1%
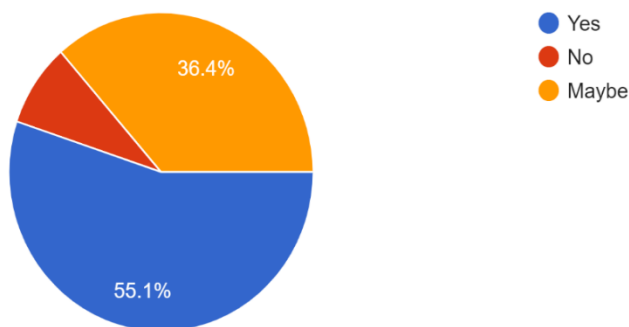
The ninth aspect of the topic is - Do you think the courses which we do from online platforms like Udemy, Coursera etc, does any value addition?

The Pie Chart demonstrates that 55.1 % of respondents have marked YES, 36.4 % have marked MAYBE and 8.4 % of the respondents have marked NO. The various kinds of courses provided by the online platforms enhances the resume of the students that are seeking for the employment and takes them one step ahead in the race to get their dream job or package.

10. Do you think students do online courses for learning or just for certificates?

Do you think students do online courses for learning or just for certificates ?

107 responses
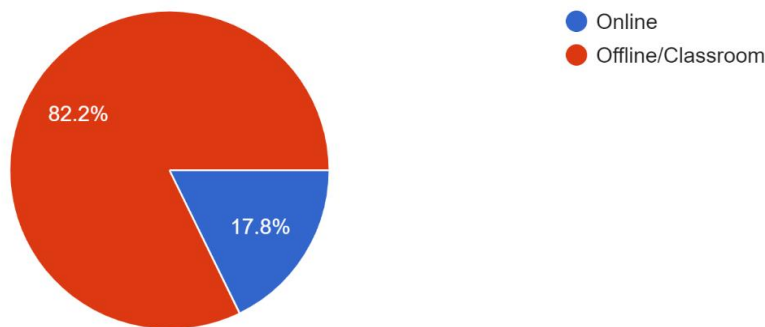

● Learning
● Certificates

51.4%

48.6%
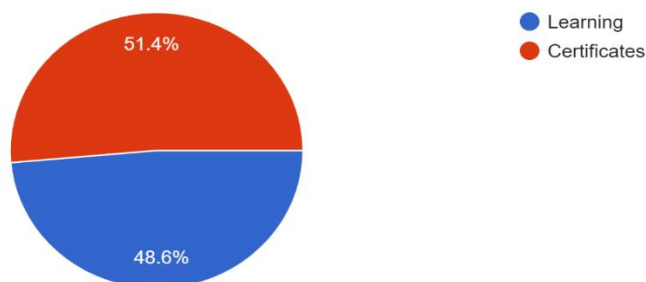
The tenth lens of this topic is - Do you think students do online courses for learning or just for certificates?

51.4 % of the respondents have supported the view that students take online courses just for certificates and 48.6 % of the respondents have different opinion that students take courses for their individual learning. In the era of the cut-throat competition people have started developing the mentality that certificates will fetch better job roles then their own learning. But the Employers still believes in the power of knowledge instead of long list of certificates.

11. Which mode of studying is more participative for the students?

Which mode of studying is more participative for the students?
107 responses

The eleventh view of the topic is - Which mode of studying is more participative for the students?

The pie chart strongly opined that offline /classroom learning is more engaging which was supported by 82.2% of the respondents whereas 17.8% of the respondents have shown their support to online mode being more engaging mode. As we have seen above that offline/classroom learning is more engaging as there will be bunch of students who are like minded whereas in online mode you will be the single one to compete against yourself and sometimes, competition pushes us to work hard.

12. Which student is likely to get a job, after doing the same course in any of the modes (online and offline).

Which student is likely to get a job, after doing the same course in any of the modes (online and offline).
107 responses
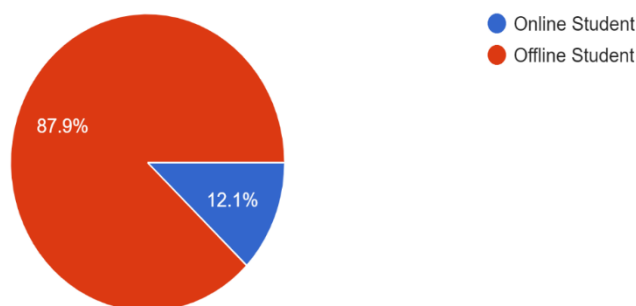
The twelfth lens of the topic is - Which student is likely to get a job, after doing the same course in any of the modes (online and offline).

The Pie Chart shows that 87.9 % of the respondents who attended offline/classroom learning are more likely to get a job than 12.1 % of the students who did the same course in online mode. Various factors such as engagement, participation, peer pressure, etc, have contributed towards the superiority of offline mode over the online mode.

13. Do modes of learning have affected your results?

Do modes of learning have affected your results ?
107 responses

Legend:
- Yes
- No
- Maybe

10.3%
16.8%
72.9%
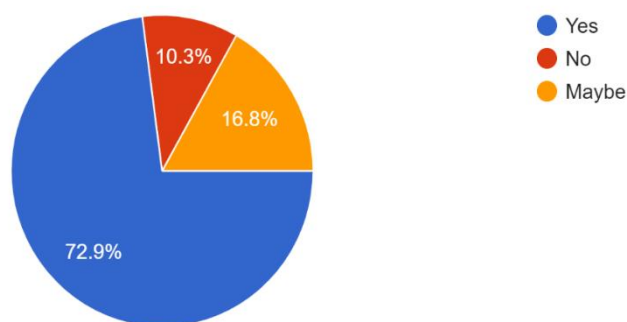
The thirteenth lens through which this topic can be seen is - Do modes of learning have affected your results?

As it is evident from the pie chart that 72.9% of the respondents have voted in YES, 16.8 % of the respondents have voted MAYBE, 10.3% have voted NO. Online learning has affected the results in very larger picture as the students are coming back to colleges i.e., offline /learning but they are unable to score up to that extent which they were attaining in online mode so this has decreased their effectiveness.

14. If you're given a choice between the mode of studying, which one will you prefer?

If you're given a choice between the mode of studying, which one will you prefer?
107 responses

Legend:
- Online
- Offline/Classroom
- Hybrid

30.8%
56.1%
13.1%
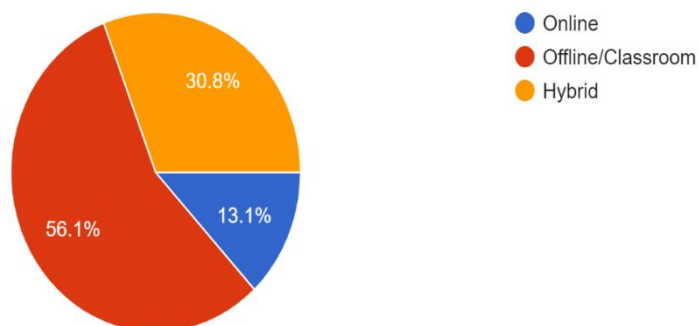
The fourteenth side of the topic is - If you're given a choice between the mode of studying, which one will you prefer?

Here, pie chart gives us a fair choice of the respondents. 56.1% of the respondents would prefer offline /classroom learning, 30.8% of the respondents would go for hybrid mode of learning and the rest 13.1% of the students will go for online mode of learning. So, the final conclusion that can be drawn from this chart is that students are still tilted towards offline learning even being in the tech boom era.

CONCLUSION

The fair conclusion that can be drawn from the above percentage of responses will be the following -

1. Offline /classroom learning is still having upper hand over online learning despite being in the technology driven era.

2. Online courses do add quality to resume but if and only if when they are done for learning not for certificates.

3. Learning is always be two-way interaction that needs to engaging, effective and impactful.

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