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## A comparative study on student engagement in online and offline learning at Atharva Group of Institutes

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### **ABSTRACT:**

*A comparative study of students' engagement in online and offline learning was conducted at Atharva Group of Institutes. I investigated the differences between online and offline learning while conducting this research. This report contains several opportunities to learn about students' and professors' perspectives on online and offline learning. My study's goal was to compare the effects of offline and online learning. What are the prospects for online learning in the future? For my study, I conducted descriptive research. This report suggests that in the future, we use a hybrid mode of learning. In order to understand individual perception, the questionnaire in this study is divided into separate questions for students and professors.*

*I used a sample size of 31 and 34 respondents from the Atharva Group of Institute's professors and students who participated in the research survey for this study. According to the findings, 41.2% of professors believe that both online and offline classes are more effective, with 55.9% believing that offline classes are more effective than online classes due to a lack of physical interaction with students. Another survey discovered that 32.3% of students believe in hybrid mode of study and 61.3% believe in offline mode of study because it results in more physical interaction of students with professors, students can participate in more cultural activities and polish their other interpersonal skills, and it also helps students boost their confidence by overcoming their public fear. This survey found that students and professors prefer offline learning over online learning.*

**Keywords:** Online learning, Offline learning, Hybrid learning, Students Engagement

### **Background of the study:**

India has been known as a center of high learning for its education system since ancient times. Nalanda and Takshashila were two of the world's most well-known and oldest universities, education has played an important role in India, beginning with Gurukuls and Ashrams and progressing to ancient universities.

The Internet has grown from nearly non-existence to the largest, most accessible database of

information ever created in the last 20 years. Online schooling is changing the face of traditional classrooms and making education more accessible than ever before. It is much more than a new twist on distance learning.

Online education is a type of education in which students use their home computers to access information via the internet & using digital technologies

Our educational system has undergone a significant shift in recent years, from an offline class mode to an online education model. It also aids in the overall development of children. In contrast, the online education system makes this more difficult.

### **Objectives of the Study:**

1. The unbiased of research want to analysis which learning is effective for the students.

### **Review of Literature:**

Padmalini Singh et al (2021)<sup>1</sup>, With 100 respondents, a study on the effectiveness of online and offline learning in higher education was conducted in India, Indonesia, and Malaysia. According to the study's findings, traditional classroom instruction outperforms internet instruction.

Dr. Debasish Biswas Chanchal Dey (April 2021)<sup>2</sup>, In India, a study was conducted to compare the benefits and drawbacks of online versus traditional schooling. It is impossible to replace traditional educational systems' offline, face-to-face classrooms. Online learning is advantageous for specific courses and can enhance the educational process by making it more engaging and participatory.

A Preethi Sheba Hepsiba Darius (2021)<sup>3</sup>, conducted a poll of 450 students on the usefulness of online teaching and learning techniques for college and university students. When using techniques like animations, PPTs, and video lectures, it has been discovered that online learning is beneficial

Allo (2021)<sup>4</sup>, conducted a survey involving 424 universities around the world, which showed that perceived usefulness, perceived ease of use, self-confidence, and subject matter norms have a significant positive effect on the use of e-learning in students.

Atika Qazi et al (2020 October)<sup>5</sup>, During the COVID-19 pandemic, we conducted a cross-sectional study on 320 students to compare traditional and online learning. In light of the pandemic, the study concluded that it is critical for governments and other global policymakers to address citizens' access to and use of online learning resources.

Rachmah (2020)<sup>6</sup>, According to Rachmah (2020), more students prefer offline instruction over online training because they learn the content more effectively in the former. Listening skills improve more in a classroom without technology.

Kaur et al. (2020)<sup>7</sup>, studied that online learning is equally effective as compare to offline learning in some parameters. Shenoy et al. (2020) studied that the student's engagement and learning

by technology adoption and teaching by taking the interviews of a sample size of 20 and analyzing the results using MS-Excel. The results of the paper were that the class engagement is better online than offline.

Kebritch et al. (2017)<sup>8</sup>, With the aid of quantitative, qualitative, and mixed methods and a sample size of 400,) investigated that there are some issues in the online participation and that moving from in-person learning to online learning was rather challenging. The results were analyzed using Cooper's framework. According to the paper's conclusion, there are problems with learners' engagement in and expectations for online learning.

Abhilasha Nagpal (Jan 2018)<sup>9</sup>, 70.4 of those who responded to the poll said they would strongly advise their friends to use e-learning techniques. Based on their overall effectiveness, online learning obtained a rating of 4/5, while offline learning received a grade of 3/5.

Santiago, L. (2017)<sup>10</sup> There are differences between online learning and face-to-face learning, and many students who are successful in a traditional classroom are not equally successful in an online class

(Agustina and Cahyono, 2016)<sup>11</sup>, Although students are a beneficial aspect of an online class, other participants, such as teachers, have conflicting views on the subject.

Brigham, T. J. (2015)<sup>12</sup>, According to research on gamification has indicated that it is effective in terms of engaging and motivating people to drive behaviors and effect desired outcomes (Brigham, 2015; Caton & Greenhill, 2014; Cheong, Filippou, & Cheong, 2014; Leaning, 2015).

According to Stack, Steven Dr. (2015)<sup>13</sup>, In the past ten years, online education has grown significantly. According to his research, there are no appreciable differences between the test results of online and in-person course participants.

used.

#### **Research Instrument:**

The research instrument used in carrying out the research is questionnaire & survey method.

#### **Data Analysis:**

Percentage Analysis

#### **DATA ANALYSIS:**

#### **Students Responses:**

The female percentage of students that is 61.3% in Atharva group of institution are more than male students that is 38.7%.

96.8% of the students are in the age group of 20-30 while 3.2% are above the age group of 40.

It represents that 96.8% of students have attended the online mode of learning and 3.2% of students has not attended the online mode of learning.

Online and offline ways of learning while 41.9% prefer offline ways of learning and the rest of the percentage prefers online ways of learning.

offline methods. Only few of them have preferred online methods of learning to learn new things in life.

64.5% of students prefer mobile phones over laptops that is 54.8% of students while 12.9% of students use desktop to attend online lectures and 3.2% of students use tablets.

45.2% of students spend 3 to 5 hours a day on an average for online classes while 29% of students spend 1 to 3 hours a day on an average and 25.8% of students spend 5 to 7 hours on an average a day to attend online lecture.

74.2% of students have attended online group study while 25.8% of students have not attended online group study.

93.5% of students have felt distracted in online lectures while 6.5% of students have not been distracted in online classes.

54.8% haven't either found study material interesting or disinteresting while 19.4% have strongly agreed and agreed to have found study material interesting while attending online classes.

- 35.2% of students have found live classes one to many interesting while 29% of the students like recorded video more. 25.8% of students like live classes one to one

- 35.5% of students have agreed that online classes have impacted their physical and mental health while 29% of students have been neutral about online classes impacting them. 19.4% and 16.1% have disagreed and strongly agreed respectively.

- 48.4% of students have faced distractions during online classes because of poor network connection. Distraction from family member's presence and personal devices were the distractions that were faced by 38.7% and 12.9% of students while attending online classes.

- 61.3% of students find offline lectures more suitable and effective while 32.3% of students find both online and offline lectures effective.

### **Professors Responses:**

The male professors is 52.9% are more than female professors that is 47.1%. professors ranging from 31-40 age group.

97.1% of professors have used online mode of teaching while 2.9% have not used online mode of teaching.

About 25-50% and 50-75% of people have taken online classes on a regular basis. Some students, ranging from 0 to 25%, have participated in online classes, while 75-100% have not.

100% of professors have used the offline mode of teaching.

On a regular basis, 50-75% and 75-100% of people have taken offline classes. Some students, ranging from 25-50%, have attended offline classes, while the remaining 0-25% have not.

Around 70.6% of professors want the hybrid model to continue in the future. 29.4% of professors prefer that the offline model be maintained in the future. None of them would like to see the online model continue in the future.

### **Observation-**

About 50% of the professors encountered difficulties during an online examination. 38.2% of professors face challenges in online exams on occasion, while 11.8% have never faced challenges in online exams.

Malpractice and connectivity issues have impacted 35.5% of students. Only 29.4% of the students were impacted by the casual approach, and none were impacted by performance pressure.

61.8% of professors have faced difficulties in maintaining discipline. 23.5% of professors have encountered difficulties at some point in their careers. Only 14.7% of professors have reported no difficulties in maintaining discipline.

50% of the professors have encountered difficulties as a result of a lack of in-person interaction. Professors face challenges due to communication issues and assessment challenges in 17.6% of cases. 14.7% of professors have faced difficulties as a result of technical issues.

41.2 percent of professors are undecided. The statements were supported by 35.3% of professors. 11.8% of professors agreed or strongly agreed with the statements.

38.2% of professors agreed with the statement that online learning saves time. 32.4% of professors agreed with the statement, and 17.6% strongly agreed with the statement. 5.9% of the professors agreed with the statements and strongly disagreed with them.

Offline learning is preferred by 55.9% of professors. Both are preferred by 41.2% of professors. Only 2.9% of professors prefer online education.

### **Findings:**

- Inverse relationship between students and teachers. They both have little bit different perception for the online learning.
- The impact of students & professors' interaction is quite less while online learning. Students are not able establish the relationship with teachers while studying online.
- Online learning is not effective as compared to offline learning. Majority of participants or respondents believes that online classes are not better in learning.
- Offline classes are perfect for mental focus and concentration. Professors also disagree with the online learning as they prefer offline studies for incorporating proper knowledge.
- Physical knowledge and skills are enhanced only while offline studies & not online learning.
- Online exam and sessions are not good options as there are students who do cheating and pass their exams without studying anything.

- It was found that both teachers and students are in a favor of offline classes as it enhances the efficiency of both students and teachers.

### **Conclusion:**

Finally, getting the observation online study during this study and research is a technical skill. However, it is ineffective when compared to an offline study. Online learning improves the unique situation such as COVID -19, which is currently running around the world. The perception of online study among students and professors is that it lacks skill and practical knowledge

### **Recommendation from the Study:**

I will advocate for the use of hybrid learning and offline learning to improve student comprehension. Offline classes, as opposed to online classes, provide a stimulating environment that combines theoretical and practical aspects of learning. This helps students' overall cognitive and skill development.

### **Limitations of Study:**

Current study was limited to students and professors of Atharva Group of Institutes respondents may be biased in feedback according to their choice

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