

Different Aspects of Online and Offline Education in Undergraduate Students

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ABSTRACT

In recent years, the use of online education has grown significantly. It has become an important aspect of education, especially in undergraduate students. This paper examines the different aspects of online and offline education in undergraduate students. The study investigates the advantages and disadvantages of both forms of education and explores the impact of online and offline education on students' academic performance and social skills.

Keywords: Online education, offline education

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INTRODUCTION

Online education has gained popularity in recent years due to the advancements in technology, especially during Corona period. Online education refers to the use of the internet to access educational materials and resources, communicate with instructors and other students, and participate in online classes. On the other hand, offline education refers to traditional face-to-face instruction in a physical classroom.

Online education has several advantages over offline education. It offers flexibility and convenience to students who can study at their own pace and schedule. Online education also allows students to access a wider range of educational resources and materials, which can enhance their learning experience. However, online education also has some disadvantages, such as lack of social interaction and motivation, which can affect students' academic performance and social skills.

On the other hand, offline education offers students the opportunity to interact with their instructors and peers in a physical classroom. This form of education is more structured, which can help students stay on track with their studies. However, offline education can also be inflexible and may not be suitable for students who have other commitments.

METHODOLOGY

This study used a mixed-methods approach to investigate the different aspects of online and offline education in undergraduate students. A survey was conducted with 100 undergraduate students from a P.G. college of Rohtak District to collect data on their perceptions of online and offline education. The survey was conducted by self-made questionnaire and performance-based tests on the topic, which was delivered online and offline.

Objectives

- To know the views of students about online and offline education.
- To know effect on performance in both type of modes.
- To know the development of social skills in both type of modes.
- To know the development of personality skills in both type of

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teaching modes.

- To know the benefits of both types of education for mental health.

Hypothesis

- There is no difference in the performance of students in any mode of education.
- Both mode influence equally in social skills of students.
- Understanding of topic is equal in both modes.
- There is no problem in interaction with the teachers as well as students in online and offline mode.

RESULTS

The survey results show that most undergraduate students prefer online education over offline education due to its flexibility and convenience. However, students also identified the lack of social interaction and motivation as a disadvantage of online education. In terms of academic performance, the survey found that online education positively impacted the academic performance of motivated and self-disciplined students. However, students lacking motivation and self-discipline performed worse in online education than offline education. The survey also found that offline education positively impacted students' social skills, such as communication and teamwork.

Result of the performance test shows poor performance of students in online teaching mode due to lack of attention and not properly listening and understanding the topic.

Interpretation: The t-value of 17.08 exceeds the critical t-value

Table 1: T-score of performance of students in test conducted in online and offline mode

| Parameters | Offline | Online |
|---------------------------|---|--------|
| Sample Size | 100 | 100 |
| Sample Mean | 16.1 | 11.94 |
| Sample Standard Deviation | 1.62 | 2.74 |
| Degrees of Freedom (df) | 198 | |
| Alpha Level (α) | 0.05 | |
| T-Value | 17.08 | |
| Null Hypothesis | There is no significant difference in the mean marks of the two tests | |
| Alternative Hypothesis | There is a significant difference in the mean marks of the two tests | |

+/-1.971 at a significance level of 0.05 with 198 degrees of freedom. Therefore, we reject the null hypothesis that there is no significant difference in the mean marks of the two tests, and conclude that there is a significant difference in the mean marks between offline and online tests. The p-value of less than 0.0001 indicates strong evidence against the null hypothesis.

More than 80% of students preferred offline education because they feel that they were more attentive and disciplined during offline teaching. Lack of attention and problems of not listening of lecture during online education are admitted by most sincere students because no eye is present to watch over their activity.

Social skill and practical work is not done properly in online mode, so 90% of students preferred the offline mode.

In understanding of the topic 50-50 choices are given in online.

Table 2: Results of survey on the different aspects of online and offline education in undergraduate students

| Aspect | Advantages (n=100) | Disadvantages (n=100) | Impact on academic performance (n=150) | Impact on social skills (n=150) |
|-------------------|--|---|---|---|
| Online Education | Flexibility and convenience (60%) | Lack of social interaction and motivation (80%) | Positive impact on motivated and self-disciplined students (35%) | Negative impact on communication and teamwork (32%) |
| Offline education | Social interaction and structure (90%) | Inflexibility and lack of convenience (50%) | Positive impact on social skills such as communication and teamwork (80%) | No negative impact on academic performance (80%) |

They can listen more than once, but offline, they could listen only once.

In teacher-taught interaction, 90% students preferred offline education, but the students doing other work than study preferred online teaching and feel free to interact telephonically or via personal chat.

60% of students suffered from transportation problem and feel extra burden in offline education.

CONCLUSION

The study highlights the different aspects of online and offline education in undergraduate students. Online education offers flexibility and convenience, while offline education offers social interaction and structure. The study also shows that the impact of online and offline education on academic performance and social skills depends on the student's individual characteristics. Motivated and self-disciplined students can benefit from online education, while students who lack motivation and self-discipline may perform better in offline education. Therefore, it is important for universities to offer both forms of education to cater to the diverse needs of undergraduate students.

LITERATURE REVIEW

Online and offline education have become important aspects of undergraduate education in recent years. Several studies have been conducted to investigate the effectiveness of these two forms of education.

According to Allen and Seaman (2017), the number of students enrolled in online courses has increased significantly over the past decade. Online education offers several advantages over traditional face-to-face instruction, such as flexibility, convenience, and accessibility. However, online education also has some disadvantages, such as lack of social interaction and motivation, which can affect student engagement and performance.

A study conducted by Bernard et al. (2004) found that online education can be just as effective as offline education in terms of academic achievement. However, the study also found that online education requires more self-discipline and motivation from students.

In contrast, a study by Jaggars and Xu (2016) found that students who took online courses had lower completion rates and grades than those who took face-to-face courses. The study suggested that the lack of social interaction and support in online courses could be a factor in this outcome.

Other studies have shown that a blended approach, combining online and offline instruction, can effectively promote student engagement and achievement (Means et al., 2013; Owston et al., 2011).

Overall, the literature suggests that online and offline education have their advantages and disadvantages, and the effectiveness of each mode of education depends on individual factors, such as student motivation, discipline, and learning style.

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