

A Study of Different Problems and Issues Faced by Students in Transition from Offline to Online

Dr. Monika Jain¹, Harsh Gondane², Tasneem Dudhiawala³

Assistant Professor, Dr Ambedkar Institute of Management Studies and Research, Nagpur¹

Student, BCC, Dr Ambedkar Institute of Management Studies and Research, Nagpur²

Student, BBA, Dr Ambedkar Institute of Management Studies and Research, Nagpur³

Abstract: *As the number of Covid-19 cases has decreased across the country, several states have begun to call students back to campus. With most universities currently offering hybrid classes and students and families still fearful of getting the virus, turnout is low. After a year-and-a-half of online classes from home, students are finding it difficult to reconnect with professors and classmates as college started offline after the second wave of covid- 19 is over. Students are finding this transition to offline classrooms very difficult because of the learning gap that online programmes have created. Therefore, the aim of this study is to investigate the reasons behind less footfall of students in colleges even after authorities has given permission for it. Data for the study was collected through an e-questionnaire from UG students. The finding of this study is that students are eager to begin the process of offline learning, but they are hesitant to do so owing to a variety of factors such as communication issues and commuting difficulties. Many students have been hesitant to attend offline lessons if they do not see any added value outside of bookish learning or bookish information, and most of them believe that if given the opportunity to improve their abilities through peer-to-peer learning, they will attend more offline sessions.*

Keywords: Online Classes, Offline Classes, Students, Teachers, Attendance, Covid-19, Learning Experience, Skills, Less Footfall, etc.

I. INTRODUCTION

The Year of 2020 surely started with a blast, no one was sure about the uncertainties that it would bring with itself, but here we are, it has been almost 2 years and after the spread of the pandemic we have a new normal in every phase of life, from wearing masks to staring at our laptop screens for hours together but the big question we all have in our mind is that is this new normal good for us? Is this new normal good for the generation ahead.

The answers to these questions will be answered by time itself, but isn't it our responsibility to find the solutions to some of the gaps experienced by everyone in this extraordinary situation? Similarly, this study will be finding solutions to the gaps created by pandemics in the education system worldwide.

But first, why were these gaps generated in the first place? The pandemic, namely coronavirus/ Covid -19 was a deadly virus that started to spread in the year 2019 in December as its name defines. And having said that the governments worldwide took necessary actions like making masks and sanitizers compulsory and shutting down the nations in the name of lockdown, which included government offices, businesses, companies, factories, banks, schools, colleges etc. As this step was taken the education system totally depended on online teaching.

Talking about the education system, in particular, we have come across a stage where teachers, as well as students, are not going to school or colleges, as usual, instead, we all sit at home and try to complete our course curriculum online. Having said that, the role of teachers in this whole situation has changed on a massive level. It has its pros and cons but, in this study, we will be focussing on the facts that how this changing role of teachers have proven an impact on students and how can this study help the teachers and the students to find solutions for the gaps between online and offline teaching. It has been observed that as we are moving towards the new year of 2022 and the vaccination drive has also been successfully working, schools and colleges are steadily reopening for offline/ face to face classes. In addition, it has also been observed that there is minimal enthusiasm and deficit footstep of students for offline classes. This study will also find out the reasons for this less enthusiasm in students and what mode of teaching is preferred by students as well as teachers. It is said that you just need 21 days of rigorous practise to make an act your habit. The students have been

practising studying online for two years now, and it will be difficult for them to come out of their comfort zones. But this study will try to provide the reasons and the solutions for the less footstep of students in UG colleges and how they can be encouraged regarding offline classes.

II. LITERATURE REVIEW

Author	Title	Objective	Conclusion
Yi Yang, Linda F. Cornelius	Students' Perceptions towards the Quality of Online Education: A Qualitative Approach 2004	The purpose of this study was to examine the quality of existing online education courses that utilize the Internet as the primary instructional delivery method. The focus of this study was to examine students' perceptions of the quality of online education	The findings of this research will be grouped in two clusters: students' positive experiences and negative experiences. The students' positive experiences were: flexibility, cost-effectiveness, electronic research availability, and ease of connection to the Internet. The students' negative experiences were identified as: delayed feedback from instructors, unavailable technical support from the instructor, lack of self-regulation and self-motivations, and the sense of isolation.
Shweta Singh, David H. Rylander, Tina C. Mims	Efficiency of Online vs. Offline Learning: A Comparison of Inputs and Outcomes January 2012	The current paper seeks to estimate the efficiency of students who take online courses relative to the efficiency of students who are enrolled in offline courses.	By using the DEA approach to estimating student efficiency in this investigation, we have found sufficient evidence to indicate that students taking the online course format are more efficient than their offline counterparts.
Stephanie J. Blackmon and Claire Major	Student experiences in online courses: A Qualitative Research Synthesis. 2012	Understanding students' perspectives on their online classes or programs moves beyond the sole question of student satisfaction to more nuanced questions about how factors inside and outside of the classroom impact the online classroom. This qualitative research synthesis explored students' experiences with online learning	The five major recurring themes about student experiences from each study include ability to balance school and life, time management skills, acceptance of personal responsibility, instructor (in) accessibility, and connection with peers. These themes could be directly traced to those that were attributable to the student and those attributable to the professor.
Tuan Nguyen	The Effectiveness of Online Learning: Beyond No Significant Difference and Future Horizons. June 2015	This study examines the evidence of the effectiveness of online learning by organizing and summarizing the findings and challenges of online learning into positive, negative, mixed, and null findings.	It would be too easy altogether to jump on the online learning bandwagon or to dismiss it as a fad that will go away (and come back as many educational fads have been known to do). Overall, there is strong evidence to suggest that online learning is at least as effective as the traditional format, but the evidence is, by no means, conclusive. Online learning is a story that is still being written, and how it progresses will likely depend on those present.

Anna Sun and Xiufang Chen	Online Education and its Effective Practice: A Research Review 2016	The purpose of this paper is to provide practical suggestions for those who are planning to develop online courses so that they can make informed decisions in the implementation process. 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. In doing this, it is hoped that this will stimulate an on-going discussion of effective strategies that can enhance universities and faculty success in transitioning to teach online.	Online education is here and is highly likely to stay and grow. The review of its history clearly shows online education has developed rapidly, fuelled by Internet connectivity, advanced technology, and a massive market. It has become clear in the 21st century that online education is entering mainstream and becoming a growing market as it continues to expand access to learning for more people. Therefore, online instructors and students need to synthesize information across subjects to critically weigh significantly different perspectives and incorporate various inquiries. In doing so, they need to construct such possibilities by means of fostering critical learning spaces, where students are encouraged to increase their capacities of analysis, imagination, critical synthesis, creative expression, self- awareness, and intentionality in action
Sharla Berry	The Offline Nature of Online Community: Exploring Distance Learners' Extracurricular Interactions. April – 2019	This paper emerged from a larger study where the research question was “How do students in an online doctoral program define and experience community?” The research question guiding this specific paper is “What extracurricular spheres, networks, and relationships impact students’ sense of community in an online doctoral program?”	In this paper I have explored online students’ extracurricular interactions in one online doctoral program. Findings suggest that online students can have thriving communities outside of the classroom, on and offline. In this case study, students interacted outside of the classroom in three primary ways - checking in through texting and calling, strengthening bonds through social and mobile media, and intentionally meeting face-to-face. These interactions helped students establish social presence and contributed to a sense of community in the online program.
Jasmine Paul & Felicia Jefferson	A Comparative Analysis of Student Performance in an Online vs. Face-to- Face Environmental Science Course From 2009 to 2016 November 2019	The overarching purpose of this research was to determine which teaching method proved more effective over the 8-year period. In addition to the overarching objective, we also examined score variabilities between genders and classifications to determine if teaching modality had a greater impact on specific groups.	The results of the study show there is no significant difference in performance between online and traditional classroom students with respect to modality, gender, or class rank in a science concepts course for non-STEM majors. This conclusion indicates teaching modality may not matter as much as other factors.

Shivangi Dhawan	Online Learning: A Panacea in the Time of COVID-19 Crisis June, 2020	To explore the growth of EdTech start-ups and online learning. To conduct a Strengths, Weaknesses, Opportunities, & Challenges (SWOC) analysis of online learning during the Corona Virus pandemic and natural disasters. To give some suggestions and recommendations for the success of online mode of learning during a crisis-like situation.	The college became more resilient to online learning after that disastrous event. Technology helped them overcome the barriers in those difficult times. But it is also suggested that robust IT Infrastructure is a prerequisite for online learning. Teachers have become habitual to traditional methods of teaching in the form of face-to-face lectures, and therefore, they hesitate in accepting any change. Educational institutions must build resilience in their systems to ensure and prioritize the presence of these skills in their students.
Mohamed A. A. Mahdy	The Impact of COVID-19 Pandemic on the Academic Performance of Veterinary Medical Students October 2020	The current cross-sectional study was carried out to analyse the impact of COVID-19 lockdown on the academic performance of veterinary medical students and researchers.	The current study showed that COVID-19 pandemic lockdown affected the academic performance of most participants with varying degrees. Online education helps to keep the students up and running with an opportunity for self-study. However, the main challenge online education faces in veterinary medical science is how to give practical lessons. Since most of the subjects are practical; therefore, it is not easy to learn it online. Students think that it is difficult to fulfil the veterinary competencies only with an online education system. Online education can be improved by making it more interactive, showing medical procedures in real situations, giving concise information, and providing 3D virtual tools to mimic the real situation.
Montgomery Van Wart, Anna Ni, Pamela Medina, Jesus Canelon, Melika Kordrostami, Jing Zhang & Yu Liu	Integrating students' perspectives about online learning: a hierarchy of factors. December 2020	Exploratory factor analysis studies incorporate various concepts identified in the literature as critical success factors for online learning from the students' perspective and then determines their hierarchical significance.	Exploratory factor analysis identified seven factors that were reliable, coherent, and significant under different conditions. The factor analysis is quite consistent with the range of factors identified in the literature, pointing to the fact that students can differentiate among different aspects of what have been clumped as larger concepts, such as teaching presence. The most demanding students are those who prefer F2F classes because of learning style preferences, poor past experiences, or both. Such students (seem to) assume that a worthwhile online class has basic

			functionality and that the instructor provides a strong presence. They are also critical of the absence of Cognitive Presence and Online Social Comfort.
Nurul Rachmah	Effectiveness of online vs. offline classes for effective classroom: a study case in a higher education. 2020	This study exposed 16 EFL students of university Ibnu Khaldun responses to an online classroom and offline classroom. And investigates common student perceptions of the online lesson as compared with offline lessons to identify the effectiveness between online and offline class. The method uses data analysis adopted from questionnaires using qualitative (Likert scale questions) and quantitative (open-ended questions) approaches provided data for content analysis to determine common student perception	The conclusion can be described as Offline learning being more effective than Online learning. The student prefers offline learning because, they more understand the materials, are easier to communicate, student can focus, be active and enjoy during the lesson. While online learning was not effective because of several factors. In the Conclusion from the result of the analysis, the writer found out that offline class is more effective than online class.
Fiqhi Liesdistiana Damayanti, Nurul Rachmah	Effectiveness of online vs. offline classes for effective classroom: a study case in a higher education. 2020	To investigate common student perceptions of the online lesson as compared with offline lessons to identify the effectiveness between online and offline class.	Based on the discussion, the conclusion can be described as Offline learning more effective than Online learning. The student prefers the offline learning because, they more understand the materials, easier to communicate, student can focus, active and enjoy during the lesson. While online learning was not effective because of several factors.
Sumitra Pokhrel, Roshan Chhetri	A Literature Review on Impact of COVID-19 Pandemic on Teaching and Learning. January, 2021	Research highlights certain death such as the weakness of online teaching infrastructure, the limited exposure of teachers to online teaching, the information gap, non-conducive environment for learning at home, equity and academic excellence in terms of higher education. This article evaluates the impact of the COVID-19 pandemic on the teaching and learning process across the world.	The lesson learnt from the COVID-19 pandemic is that teachers and students/learners should be oriented on the use of different online educational tools. After the COVID-19 pandemic when the normal classes resume, teachers and learners should be encouraged to continue using such online tools to enhance teaching and learning. The affordability and accessibility for all learners of varied economic backgrounds are identified as a challenge, for which the developer of the educational tool could focus on customization.
Dr. M. Vaanmalar	A comparative study between offline and	Utilizing a pretest/posttest plan, understudy learning results were analysed for internet learning and	Guide instruction analysts should endeavour to satisfactorily explore any potential contrasts in viability

	online classes for students February:2021	offline forms of a similar course educated by a similar teacher	identifying with internet learning. As the field constantly advances toward the consolidation of online learning courses and completely authorizes master's-level and doctoral programs, it is fundamental to look at whether kinds of instructional methodology bring about contrasts in learning results for advising understudies. This examination gives proof of the equality of learning results for offline also, online learning guidance of a similar instructor readiness course educated by the equivalent educator, however extra examination is expected to duplicate the investigation with other substance territories and different educators.
Ram Gopal, Varsha Singh & Arun Aggarwal	Impact of online classes on the satisfaction and performance of students during the pandemic period of COVID 19. April 2021	The aim of the study is to identify the factors affecting students' satisfaction and performance regarding online classes during the pandemic period of COVID-19 and to establish the relationship between these variables.	The present study's findings indicated that instructor's quality is the most prominent factor that affects the student's satisfaction during online classes. The present study highlighted that the second most prominent factor affecting students' satisfaction during online classes is the student's expectations. The last factor that affects the student's satisfaction is design. The course content needs to be designed in an effective manner so that students should easily understand it.

III. RESEARCH METHODOLOGY

The Rationale of the Study:

The study intends to cover the area which has never been covered as online education is a new field in the current teaching industry and hence no previous study is found about student's attendance in offline classes after pandemic. This research gap has made the investigator very curious about finding different aspects of why students are not attending the offline lecture and that's why the researcher intends to study the topic.

Objectives of the Study:

1. To understand why students are not attending offline education.
2. To understand the different problems and issues faced by students attending online education.
3. To try to find out the process to instigate students attending the lecture online to come for offline classes.
4. To find out the difference between the understanding level of students attending online and offline classes.
5. To find out the effect of online classes on students' understanding level and their writing level.

Data Collection Method:

Primary data collection method: Primary data was collected solely by the researchers in the form of a survey which was done with the help of a questionnaire in the google form with sampling design of "Snowball Sampling" method was used for collecting data from the targeted audience.

Sample Size:
250 Students

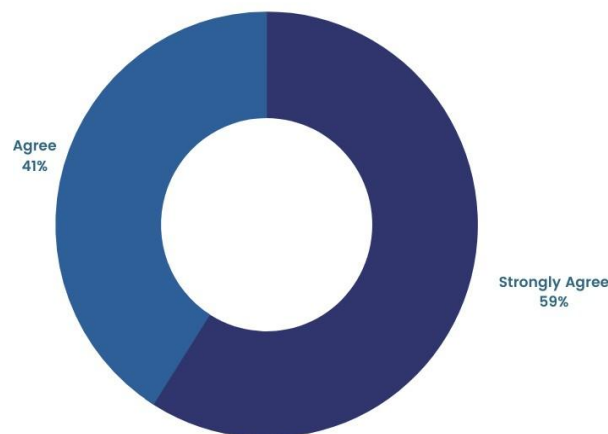
Limitations:

1. There is no previous study.
2. Time was limited.
3. The data was collected only from one college.
4. People may not be honest in giving opinions.

IV. DATA ANALYSIS

E-questionnaire was sent through different social media and the sample size was 250 but valid responses received were 200. Some of the regular questions and understandings during the questionnaire was as follows:

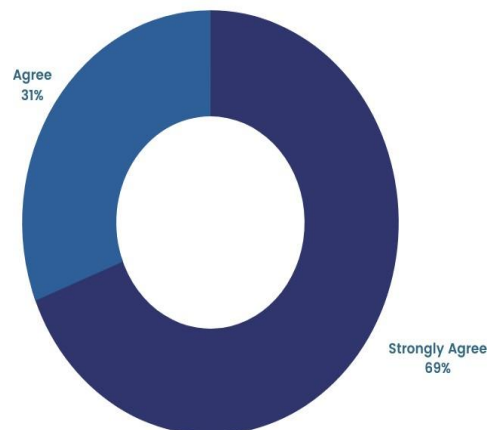
Attending college regularly can change learning experience



Even after the questioning, though students have been obscured at home and not attending classes, all of them agreed that they will feel a change of experience in learning if they attend online classes regularly. Students clearly know the value of knowledge and learning but here comes the part of motivation as of now there is a lack of motivation in the students to come and study in offline or online classes.

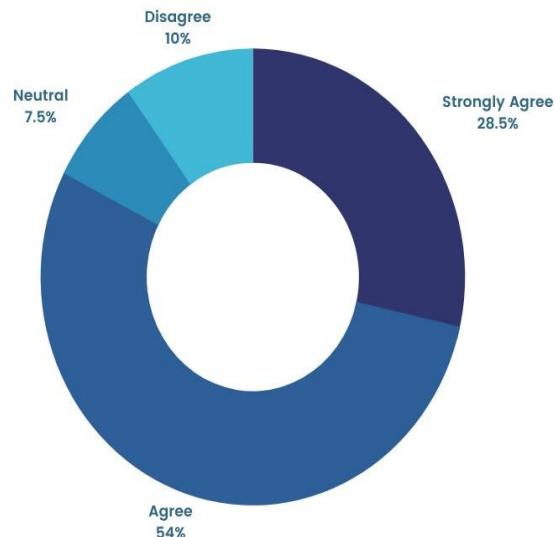
This study clearly tells us that the lack of motivation may be the reason for less footstep of student's In UG colleges.

I will attend college regularly if I get more hands on experience



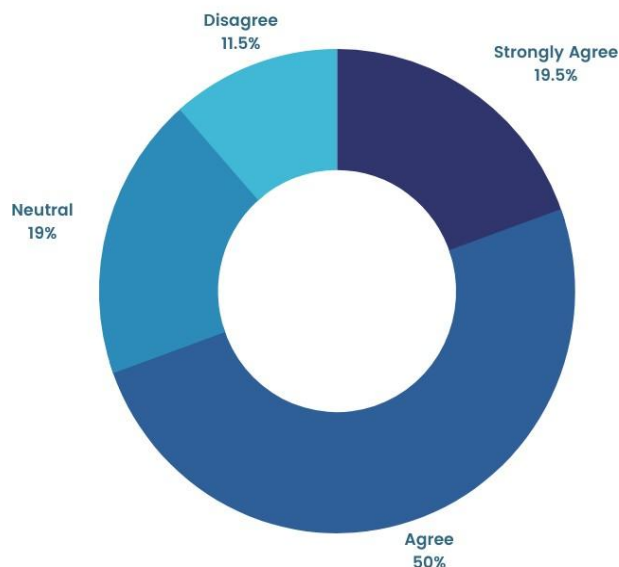
Many of the students already and strongly felt that if they get a more hands on experience and higher value addition they will be definitely inclined to attend offline as well as online classes. If student feel that they get a higher learning experience which may be different from hands on experience they might be more slightly declined towards accepting the fact of learning In College.

I will attend offline college if it enhances my learning experience



A lot of students agreed on the fact that learning experience is something they feel valued towards, if the learning experience in offline colleges is maximum students may incline towards coming to offline classes as they are getting their skills upgraded as well as enhancing their learning experience.

I feel traditional college enhances my personality nuances



Many of the students feel that Traditional approach enhances their personality as coming to offline classes helps them to be more open and extroverted in their own way. But some of the students also feel that online classes have changed their perception of traditional classes. They have been more productive due to this online era and also came up with different ways of learning and experiencing things.

Correlation:

		Attending college regularly can change learning experience.	I will attend college regularly if I get more hands-on experience	I will attend offline college if it enhances my learning experience	I feel peer to peer learning will push me for offline college	I feel traditional college enhances my personality nuances
Attending college regularly can change learning experience	Pearson Correlation	1	.804**	.817**	.688	.788**
	Sig. (2-tailed)		.000	.000	.214	.008
	N	200	200	200	200	200
I will attend college regularly if I get more hands-on experience	Pearson Correlation	.804**	1	.540**	.532	.539**
	Sig. (2-tailed)	.000		.001	.021	.000
	N	200	200	200	200	200
I will attend offline college if it enhances my learning experience	Pearson Correlation	.617**	.540**	1	.697	.610
	Sig. (2-tailed)	.000	.001		.170	.029
	N	200	200	200	200	200
I feel peer to peer learning will push me for offline college	Pearson Correlation	.588	.632	.797	1	.616
	Sig. (2-tailed)	.014	.011	.010		.026
	N	200	200	200	200	200
I feel traditional college enhances my personality nuances	Pearson Correlation	.788**	.639**	.620	.546	1
	Sig. (2-tailed)	.008	.000	.009	.016	
	N	200	200	200	200	200

The above table shows that the factors have shown a positive correlation, most of the factors are directly and strongly correlated to each other whereas some factors have shown basic, moderate to high level of correlation. Depending upon the type of questions and factors considered.

V. FINDING & CONCLUSION

Even after the studies though students have been confined to their homes since almost last two years, it has been found that students do want to get on with the process of offline learning, but due to different aspects such as problems with respect to communication, problems with respect to commutation, students are hesitant to attend offline classes. Many of the students have become reluctant to attend offline classes if they don't find any additional value apart from bookish learning or bookish knowledge and most of them feel that if given a chance with respect to additional enhancement of skills peer to peer learning they will be inclined to attend more offline classes. Many of the time it was found and students

confided that though they wanted to attend classes they were sceptical with respect to changing in scenario with respect to Covid 19 cases and increase in new variants cases where in parents feel that it would be almost impossible for them to resume a life at a regular college level for some time to come, which may or may hamper their progress, and hence till the time they get a clear mandate and indication or understanding of the situation students may remain hesitant to attend offline classes completely as a normal regular procedure.

VI. SUGGESTIONS

The researchers found out that though students are very much interested in learning new skills with the modern approach and availability of information at different levels it is indeed important that they are given an additional input in a particular manner. Having an interpersonal skill, development of interpersonal skills and overall development with respect to faculty can only lead to the betterment of students and hence it is required that all these curricular aspects of secular learning develop interpersonal skills and if incorporated can surely bring students back to college again.

REFERENCES

- [1] Paul, J., & Jefferson, F. (2019). A comparative analysis of student performance in an online vs. Face-to-face environmental science course from 2009 to 2016. *Frontiers in Computer Science*, 1, 7
- [2] Gopal R, Singh V, Aggarwal A. (2021). Impact of Online Classes on The Satisfaction and Performance Of Students During The Pandemic Period of COVID 19. *Education and Information Technologies*. 2021 Apr 21:1-25.
- [3] Blackmon SJ, Major C. (2012). Student Experiences in Online Courses A Qualitative Research Synthesis. *Quarterly Review of Distance Education*. 2012 Jun 1;13(2).
- [4] Yang Y, Cornelius LF. Students' perceptions towards the quality of online education: A qualitative approach. *Association for Educational Communications and Technology*. 2004 Oct.
- [5] Dhawan S. (2020). Online learning: A panacea in the time of COVID-19 crisis. *Journal of Educational Technology Systems*. 2020 Sep;49(1):5-22.
- [6] Tnguyen T. (2015). The effectiveness of online learning: Beyond no significant difference and future horizons. *MERLOT Journal of Online Learning and Teaching*. 2015 Jun 1;11(2):309-19.
- [7] Van Wart M, Ni A, Medina P, Canelon J, Kordrostami M, Zhang J, Liu Y. (2020). Integrating students' perspectives about online learning: a hierarchy of factors. *International Journal of Educational Technology in Higher Education*. 2020 Dec;17(1):1-22.
- [8] Anna Sun and Xiufang Chen. (2016). Online Education and Its Effective Practice : A Research Review. *Journal of Information Technology Education: Research*, 15, 157-190. Retrieved from <http://www.informingscience.org/Publications/3502>
- [9] Dr. M. Vaanmalar. (2021). A Comparative Study Between Offline And Online Classes For Students. *International Journal of Multidisciplinary Educational Research* Issn:2277-7881; impact factor :6.514(2020); ic value:5.16; ISI value:2.286
- [10] Singh S, Rylander DH, Mims TC. (2012). Efficiency of online vs. Offline learning: A comparison of inputs and outcomes. *International Journal of Business, Humanities and Technology*. 2012.
- [11] RACHMAH, N., 2020. Effectiveness of Online vs Offline classes for EFL Classroom: a study case in a higher education. *Journal of English Teaching, Applied Linguistics and Literatures (JETALL)*, 3(1), pp.19-26.
- [12] Berry, S. (2019). The Offline Nature of Online Community. *The International Review of Research in Open and Distributed Learning*, 20(2).
- [13] Pokhrel, S., & Chhetri, R. (2021). A literature review on impact of COVID-19 pandemic on teaching and learning. *Higher Education for the Future*, 8(1), 133-141.
- [14] RACHMAH, N. (2020). Effectiveness of Online vs Offline classes for EFL Classroom: a study case in a higher education. *Journal of English Teaching, Applied Linguistics and Literatures (JETALL)*, 3(1), 19-26.
- Mahdy, M. A. (2020). The impact of COVID-19 pandemic on the academic performance of veterinary medical students. *Frontiers in veterinary science*, 7, 732.