A Comparative Study to Assess the Satisfaction of Online vs Offline Classes among School Children

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ABSTRACT

Background: After Covid-19 Pandemic all Educational institutions face challenges in fulfilling their goals & Objective. Online learning is learning where students can access any information like audio, video, graphics, and pictures etc. through mobile or computer through the internet. In offline class, students will study in a disciplined manner. The classroom provides a space where learning can take place uninterrupted by outside distraction **Aim:** The aim of the study to assess the satisfaction level of online classes vs offline classes among school children. **Subjects and Design:** The Quantitative research approach was adopted for this study and descriptive research design used. Population of the study was school children who was presenting in kondencheri village and koyambedu. The sample size of the study comprises of 100 students. The purposive sampling technique was used. **Statistical Analysis:** The Structured interview questionnaire used to assess the demographic variables and to assess the satisfaction level of online class vs offline classes. **Results:** The calculated paired 't' test value of t = 16.971 was found to be statistically significant at p<0.001 level which clearly infers that there was significant difference in the level of satisfaction among school children. **Conclusion**: The present study assessed the satisfaction of online vs offline classes among school children. The study revealed that the satisfaction level of the school children was good towards offline classes than the online classes.

KEYWORDS: *Satisfaction level, offline class, online class*

INTRODUCTION

COVID-19 Pandemic made all educational institutions confront difficulties achieving their objectives. This pandemic caused educational systems around the world to abandon the traditional talk and chalk method and adopt a new approach to learning. Consequently, a standard policy for teaching online was developed globally after schools, colleges, and institutions were closed for an undetermined period of time. The educational system has created numerous strategies to increase the amount of study material available to pupils in the digital era of 2021. Physical learning, often known as face-to-face or offline methods, is the most conventional method. Student motivation, technological difficulties, time management, and limited internet connection, according to (Leisi Pei and Hongbin Wu 2019), are highlighted as important contributions of offline education, which is still the most common teaching style.

Online learning is instruction when students have internet connection on their mobile device or computer and may access any content, including audio, video, graphics, and photographs. Offline learning is when we can download a PDF or video from the internet and use it later without an internet connection. Online education is currently very common in the educational system. The field of education has seen a profound upheaval as a result of online learning. Students' attitudes toward learning have also changed as a result. Although online learning is still highly significant in the modern digital environment, teaching-learning through face-to-face interactions with professors in the classroom is still quite successful. Online access to all learning

resources is available from home. Online education is currently thought to be highly acceptable.

Online and conventional schooling have many things in common. It is still necessary for students to show up to class, understand the content, turn in assignments, and finish group projects. Teachers still need to create curricula, improve the quality of education, respond to student inquiries in class, inspire students to learn, and grade assignments. Despite these fundamental similarities, the two modalities differ greatly from one another. Online courses started to be used widely in 2020 as a result of the epidemic's effects. However, after using it for a while, both teachers and students have discovered that online instruction is far less effective and high-quality than traditional classroom instruction.

METHODS AND MATERIALS:

Quantitative research approach was adopted for this study to accomplish the objectives of the study. The research design used for this study was descriptive research design. The study was conducted in urban area (koyembedu) and rural area (kondencheri village). Population was school children. The criteria for sample selection are both the genders are included, students who are willing to participate in the study, school going children were included. Exclusion criteria was school going children who are not willing to participate. The sample size for this study is 100. The samples for the present study were selected by purposive sampling technique method. The data collection period was done with prior permission from the Department and ethical clearance was obtained from the institution. The purpose of the study was explained to the samples The Structured interview questionnaire used to assess the demographic variables. The collected data were analysed using descriptive and inferential statistics. The Frequency and percentage distribution were used to analyse the demographic data. Chi-square was used to analyse the association of level of satisfaction of online vs offline classes among school children.

RESULTS AND DISCUSSION:
SECTION A: DESCRIPTION OF THE DEMOGRAPHIC OF SCHOOL CHILDREN.

Table 1: Frequency and percentage distribution of demographic variables of school children.

N = 100

Demographic Variables	Frequency (f)	Percentage (%)
Gender		
Male	58	58.0
Female	42	42.0
Others	-	-
Age		
6 – 10 years	15	15.0
11 – 15 years	48	48.0
16 – 18 years	37	37.0
Residence		
Urban	50	50.0
Rural	50	50.0
Educational qualification		
1 – 5th standard	15	15.0
6 – 10th standard	48	48.0
11 – 12th standard	37	37.0
Economic status		
High class	11	11.0
Middle class	78	78.0
Poor	11	11.0
Distance from home to school		
1 – 2 km	50	50.0
3 – 5 km	27	27.0
More than 6 km	23	23.0
Type of school studying		
Government school	30	30.0
Matriculation school	44	44.0
CBSE	26	26.0

The table 1 shows that most of the school children, 58(58%) were male, 48(48%) were aged between 11 – 15 years, 50(50%) were residing urban and rural area, 48(48%) were studying in 6-10th standard, 78(78%) belonged to middle class, 50(50%) were at a distance of 1 – 2 km from school and 44(44%) were studying in matriculation school.
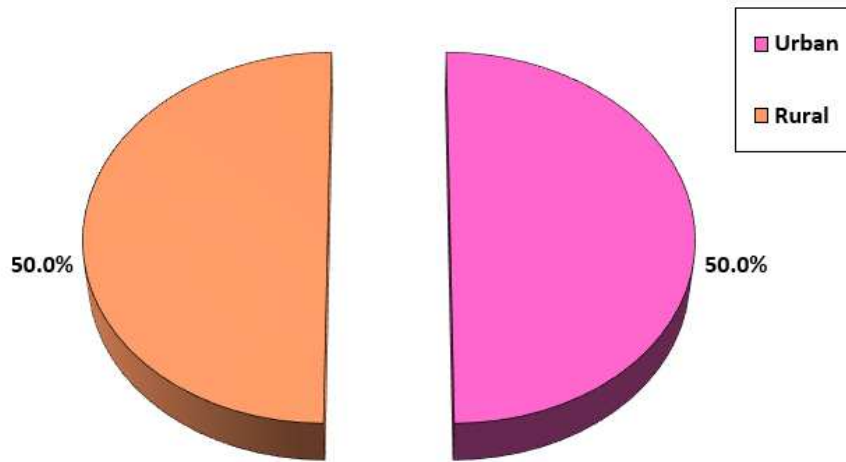
Percentage distribution of residence of the school children

SECTION B: ASSESSMENT OF LEVEL OF SATISFACTION ON ONLINE VS. OFFLINE TEACHING AMONG SCHOOL CHILDREN.
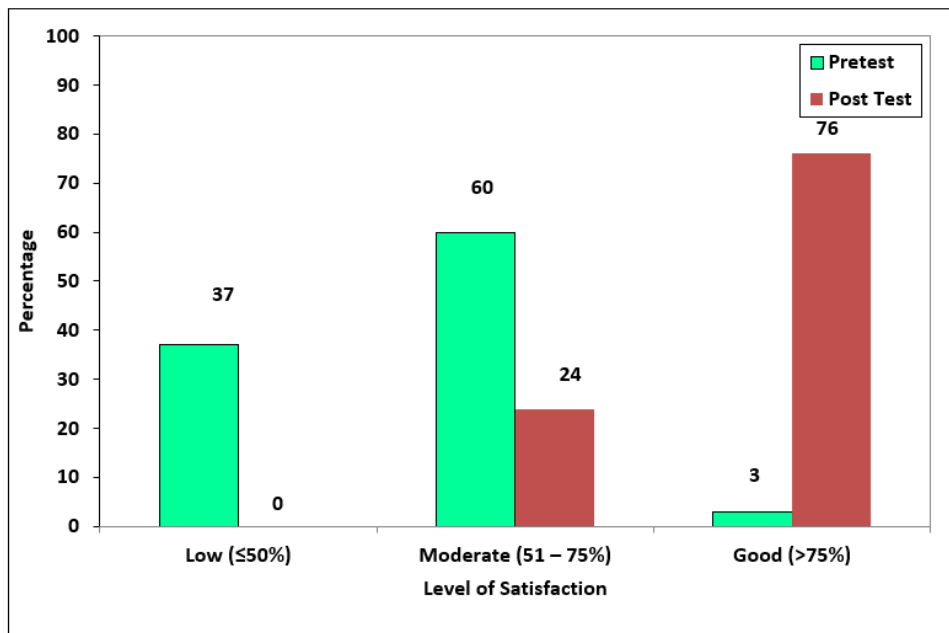
Table 2: Frequency and percentage distribution of level of satisfaction on Online Vs. Offline teaching among school children.

N = 100

Level of Satisfaction	Online		Offline	
	F	%	F	%
Low (≤50%)	37	37.0	0	0
Moderate (51 – 75%)	60	60.0	24	24.0
Good (>75%)	3	3.0	76	76.0

The above table 2 shows that among school children 60(60%) were moderately satisfied with online teaching, 37(37%) had low level of satisfaction with online teaching and only 3(3%) had good satisfaction with online teaching.

Regarding offline teaching, 76(76%) had good satisfaction with offline teaching and 24(24%) had moderately satisfied with offline teaching.

Percentage distribution of level of satisfaction on Online Vs. Offline teaching among school children

SECTION C: COMPARISON OF LEVEL OF SATISFACTION ON ONLINE VS. OFFLINE TEACHING AMONG SCHOOL CHILDREN.

Table 3: Comparison of level of satisfaction on Online Vs. Offline teaching among school children.

N = 100

Satisfaction	Mean	S.D	Paired 't' Test & p-value
Online	8.44	1.67	t = 16.971
Offline	12.22	1.39	p=0.0001, S***

***p<0.001, S – Significant

The above table 3 shows that the means score of satisfaction on online teaching was 8.44±1.67 and the mean score on offline teaching was 12.22±1.39. The calculated paired 't' test value of t = 16.971 was found to be statistically significant at p<0.001 level which clearly infers that there was significant difference in the level of satisfaction among school children towards online and offline teaching methods in which offline teaching found to be more preferable among the school children.

SECTION D: ASSOCIATION OF LEVEL OF SATISFACTION ON ONLINE VS. OFFLINE TEACHING AMONG SCHOOL CHILDREN WITH SELECTED DEMOGRAPHIC VARIABLES.

Table 4: Association of level of satisfaction on Online Vs. Offline Teaching among school children with selected demographic variables.

N = 100

Demographic Variables	Frequency	Chi-Square & p-value	
		Online	Offline
Gender		χ^2=3.876	χ^2=0.190
Male	58	d.f=2	d.f=1
Female	42	p=0.144	p=0.663
Others	-	N.S	N.S
Age		χ^2=6.322	χ^2=4.062
6 – 10 years	15	d.f=4	d.f=2
11 – 15 years	48	p=0.176	p=0.131
16 – 18 years	37	N.S	N.S
Residence		**χ^2=9.537**	χ^2=0.877
Urban	50	**d.f=2**	d.f=1
Rural	50	**p=0.008**	p=0.349
		S**	N.S
Educational qualification		χ^2=6.322	χ^2=4.062
1 – 5th standard	15	d.f=4	d.f=2
6 – 10th standard	48	p=0.172	p=0.131
11 – 12th standard	37	N.S	N.S
Economic status		**χ^2=25.565**	χ^2=3.904
High class	11	**d.f=4**	d.f=2
Middle class	78	**p=0.0001**	p=0.142
Poor	11	**S*****	N.S
Distance from home to school		χ^2=3.018	**χ^2=6.326**
1 – 2 km	50	d.f=4	**d.f=2**
3 – 5 km	27	p=0.555	**p=0.042**
More than 6 km	23	N.S	**S***
Type of school studying		χ^2=8.843	χ^2=2.796
Government school	30	d.f=4	d.f=2
Matriculation school	44	p=0.065	p=0.247
CBSE	26	N.S	N.S

***p<0.001, **p<0.01, *p<0.05, S – Significant, N.S – Not Significant

The table 4 shows that the demographic variables residence (χ^2=9.537, p=0.008) and economic status (χ^2=25.565, p=0.0001) had shown statistically significant association with level of satisfaction among school

children on online teaching p<0.01 and p<0.001 level respectively and the other demographic variables had not shown statistically significant association with level of satisfaction among school children on online teaching.

The table 4 shows that the demographic variable distance from home to school (χ^2=6.326, p=0.042) had shown statistically significant association with level of satisfaction among school children on offline teaching p<0.05 level and the other demographic variables had not shown statistically significant association with level of satisfaction among school children on offline teachin

CONCLUSION:
The present study assessed the satisfaction of online vs offline classes among school children. The study revealed that the satisfaction level of the school children was good towards offline classes than the online classes.

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CONFLICTS OF INTEREST
The authors declare no conflicts of interest.

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