



Understanding the Perceptions Level of Adolescence (14-25 Years) Towards Online Teaching & Learning in the Corona Virus Pandemic

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Abstract: The Corona Virus Pandemic that began in December 2019, brought a lot of changes in the World, not only in the healthcare sector, economic sector etc. but brought tremendous change in the education sector as well. Education plays a vital role in the holistic development of a person, however due to the coronavirus pandemic, a halt was put to this teaching- learning method all over the World to prevent the spread of the COVID-19. To provide education, the stakeholders in educational institutions decided to club the Internet and teaching together and e-learning thus was used at its peak during the Pandemic, thus students seated at home, through digitalization could study online. The objective of this study, was to understand the perceptions and opinion of Adolescents (14-25 years) towards online vs offline teaching-learning method. A Google Form questionnaire having both Qualitative and Quantitative Questions thus was circulated through snowball sampling and data from 150 participants was collected. The data collected was truly an eye opener. Majority of the participant's stated that they preferred Offline Teaching over Online Teaching. Majority of the participants stated that though online teaching has its own benefit and advantages but can never overpower offline learning

Index terms: coronavirus, offline, online, social-media, teaching

I. INTRODUCTION

Digitalization has interconnected the world and most of the information needed is available at the tip of our fingers. Digitalization was used at its peak during the COVID-19 Pandemic. When the Pandemic occurred in 2019, not all of us

were aware that it will impact the entire world to such a great extent. Though, a halt was put to all physical meeting and social distancing in-order to prevent the spread of the virus, nevertheless with the power of digitalization and social media we were yet able to connect to each other in various parts of the world through Internet. The education sector too was no exception, where the students from various strata were affected. However various digital platforms or e-platforms were used, to enhance the education. According to Ross (2017) Social Media had become one such platform that was facilitating students to gain greater knowledge, competencies and skills in various domains. As stated by Sobaih, Moustafa, Ghandforoush and Khan (2016), social media has proven beneficial in the teaching learning method even though under-utilized by most of the faculties. One of the biggest disadvantages with regards to e-learning is that students from privileged backgrounds yet are at a better pace for online education as compared to children from underprivileged background who found it difficult to adjust to alternate learning opportunity. (<https://www.oecd.org/education/the-impact-of-covid-19-on-education-insights-education-at-a-glance-2020.pdf>).

This paper provides a brief overview on the perception of the students regarding online learning during the Coronavirus pandemic and also attempts to know the awareness level of participants regarding terms related to education, types, challenges of online learning, etc.

II. LITERATURE SURVEY

Ansell, 2017 stated that the Global Higher education is transforming itself due to Global interconnectedness and digitalization

Wadhwa 2016, stated that Global Higher Education needs to meet the quality standards that is being demanded due to technological advancement in varied societies

Nguyen T, 2015 specified that the physical classroom has begun to lose its essence as Online Learning has made it possible to strengthen and enhance education and not only educators but students have shown their inclination towards online learning. One of the major reasons being reductions in resources

Flavin, 2016 further states that educators all over the World need to prepare themselves to not only find information, but also gain knowledge in analyzing the appropriate content needed to be taught to the pupils

Goldin & Katz, 2018 also said that Instructors are depending on technological learning tools in order to support and improve education and thus requiring educators to equip themselves with e- learning tools to assist learners

Dennis, 2018 informs that due to increasing global interdependencies and increase in demand for change, the educators and stakeholders need to be more adaptive, flexible and need to more accepting towards change

Bijesh 2017, articulated that some of the disadvantages of online learning include no face-to-face interaction with guide or mentor, no classmates and no verbal reminders about the pending workload the chances of diverting from learning is prominent

III. OBJECTIVES OF THE STUDY

The objectives of the study are as follows

- (a) To ascertain from the perceptions level of participants towards online and offline teaching
- (b) To understand which applications are used for online teaching and learning
- (c) To know, according to participants what are the challenges and disadvantages for online learning

IV. RATIONALE OF THE STUDY

Why Adolescence (14-25 years)?

Adolescences are actively indulging themselves on the internet for the purpose of social interaction and education for diverse projects and therefore are over exposed to the internet at a very young age. Due to the COVID-19 pandemic, most of the schools and colleges have started e-learning and one age group that has been affected the most is that of Adolescence. These adolescence

students have had an experience of both online and offline learning thus will be able to differentiate better between online and offline teaching and learning methods. This study will assist the researcher to know the perceptions and perspective about e-learning.

Why Online Teaching & Coronavirus Pandemic?

Teaching and learning play's a very vital role in the individual's life. Prior to the Coronavirus Pandemic, online teaching was used but more preference was given to offline teaching, however due to the pandemic a lot of changes have been made in Teaching and most of the educational institutions have opted for e-learning. Through this research, the researcher intends to know the perception of adolescence towards online vs offline teaching learning methods who are actively using the various e-platform for educational purpose. This study will help the researcher to understand the benefits and challenges of online learning as stated by the adolescence participants.

V. METHODOLOGY

The study that was conducted used the Exploratory Research Design that enabled the researcher to test his/her hypothesis by reaching valid conclusions about relationships between independent variable (online learning) and dependent variables (education). (<http://www.okstate.edu/ag/agedcm4h/academic/aged5980a/5980/newpage2.html>). The Total sample size of the study was 150 participants which included 75 Male & 75 Female. This data that was collected used Snowball Sampling and Purposive Random Sampling Technique. The researcher's used this sampling technique because this research was conducted during the time of the pandemic and it would be difficult to locate adolescents, thus this technique was used.

A. Inclusion-Criteria

Only Adolescence participants (14-25 years) were selected. Rationale: The researcher's used Adolescence participants since they believed that adolescence students have, had an experience of both online and offline learning thus will be able to fill the questionnaire much better and will not give a bias opinion on the teaching learning difference

B. Exclusion-Criteria

Individuals who were unfamiliar with Google Forms were excluded

Rationale: The self constructed Google forms Questionnaire that was prepared by the Researcher that was circulated using social media. Thus, any individual who was unaware on how to respond to the Google Form were excluded.

C. Sampling characteristics

The age range of the selected participants ranged from 14 years to 25 years, where it was noted that less than half of the participants (48%) were between 20- 22 years whereas few of the

participants (16%) were between the age of 17-19 years and very few were between 23-25 years (10%) (Refer to Table 1) In terms of the education qualification, it was noted that little more than one third of the participants (38%) were Graduates whereas Little less than quarter of the participants (23%) were HSC Passed and very few of the participants were Below SSC (8%), Post Graduate (7%) and Diploma students. (Refer to Table 2). When asked about the Religion of the participants, almost all the participant's belonged to the Islam Community (98%) and a very few participants to the Hindu Community (Refer to Table 3).

Table 1: Age and Gender of the participants

Age of the participants (In years)	Male n=75 (%)	Female n=75 (%)	Total n=150 (%)
20-22	46(61)	27(36)	73(48)
14-16	10(13)	30(40)	40 (26)
17-19	9(12)	12(16)	21(14)
23-25	10(13)	6(8)	16 (10)

Table 2: Education Qualification of the participants

Relationship status of the participants	Male n=75 (%)	Female n=75 (%)	Total n=150 (%)
Graduate	31(41)	26(34)	57(38)
HSC Passed	19(25)	16(21)	35(23)
SSC Passed	11(14)	13(17)	24(16)
Below SSC	3(4)	10(13)	13(8)
Post Graduate	7(9)	4 (5)	11(7)
Diploma	4(5.3)	3 (4)	7 (4)
Any other	0	3 (4)	3 (2)

Table 3: Religion of the Participants

Religion of the participants	Male n=75 (%)	Female n=75 (%)	Total n=150 (%)
Islam	73(97)	74(98)	147 (98)
Hindu	2(2.6)	1(1.3)	3 (2)

D. Procedure for data collection

The Review of Literature was made by the researcher which was then given to the guide for correction and verification and after receiving the feedback this review of literature was modified and given to the guide for rechecking. Once the Review of literature was finalized, the objectives of the study was formulated and a Questionnaire was prepared having both Qualitative and Quantitative Questions. This tool that was prepared was submitted to the guide and once the final approval was given, this tool i.e. Questionnaire was converted into a Google form and circulated using the Snowball Technique using various social media platforms such as WhatsApp, Instagram, Facebook, Snapchat etc. Though we got abundant data available, through Random Purposive sampling we took in data of the participants that belonged to the age group of Study. The form filling took about 10-15 minutes by each of the participants. The data that was generated by the Google form (both Qualitative and Quantitative) was then analyzed and frequencies and percentages were extracted through the data.

VI. RESULT

A. *Convenience for student's Online vs Offline* - When the participants (Males and Females) were asked, which learning method is more convenient for students, online learning or offline learning, a large majority of the participants (84%) stated that they prefer Offline learning whereas only a few participants (16%) said they prefer online learning. (Refer to Table 4)

Table 4: Convenience for student's Online vs Offline

More convenient for students	Male n=75 (%)	Female n=75 (%)	Total n=150 (%)
Offline studies	61(81)	65(84)	126(84)
Online studies	14(18)	10(13)	24(16)

B. *Time-Limit of the Online Session*-When the participants were asked what according to them are the timing of the Online lectures taken during Coronavirus Pandemic, half of the participants (50%) said that the session timing ranges from 30-35 minutes. (Refer to Table 3.7). However, when asked, what according to them should be the timing of the Online session. Little more than quarter of the participants (29.3 %) said that the online lecture timing should be around 45 minutes (Refer to Table 5)

Table 5: Time-Limit of the Online Session

Time limit of online sessions	Male n=75 (%)	Female n=75 (%)	Total n=150 (%)
30-45 minutes	36(48)	39(52)	75(50)
46-80 minutes	16(21)	17(22)	33(22)
30 minutes	13(16)	7(9.3)	20(13)
80-90 minutes	7(9.3)	9(12)	16(10)
20 minutes	3(4)	3(4)	6(4)

C. *Applications used for online Teaching* - When the participants were asked, for online teaching which applications were used by teacher's, half of participants (50%) stated that Zoom platform was used. Little more than quarter of the male and female participants said that Google meet (32%) and Google classroom (26%) was also used for online teaching. along with Google duo (24%), GoTo Meeting (20%) and Skype (14%) (Refer to Table 6).

D. *Challenges and Disadvantages of Online Learning*-When the participants were asked about the challenges of Online teaching, large majority of the participants (74%) said that they faced issues like connectivity problem and little more than one.

E. third of the participants (36%) said that they have difficulty managing concentration due to other social media platforms. Little more than quarter of the participants (26%) stated

that they have concerns with regards to security and Data Privacy (refer Table 7)

Table 6: Applications used for online Teaching

Applications used for online teaching	Male n=75(%)	Female n=75(%)	Total n=150(%)
Zoom	36(48)	39(52)	75(50)
Google Meet	16(21)	33(44)	49(32)
Google classroom	18(24)	22(29)	40(26)
Google Duo	17(22)	20(26)	37(24)
GoTo Meeting	9(12)	21((28)	30(20)
Microsoft Teams	5(6)	13(17)	17(11)
Skype	13(75)	9(12)	22(14)

Note- Multiple response were obtained

Table 7: Challenges faced by students during online learning

Challenges faced by students during Online learning	Male n=75(%)	Female n=75(%)	Total n=150(%)
Connection problem	51 (68)	60 (80)	111(74)
Difficulty managing other social media	26 (34)	27 (36)	55(36)
Concerns for security	17 (22)	22 (29)	39(26)
Data privacy	14 (18)	25 (33)	39(26)
Lack of interaction	11 (14)	17 (22)	28(18.6)
Gadget's shortage	15 (20)	15 (20)	30(20)
All of the above	13 (17)	9 (12)	22(14)

Note- Multiple response were obtained

CONCLUSION

Our Research on the “Perception of Adolescents towards Online Teaching and Learning in The Corona Virus Pandemic” has helped us to understand a lot about the teaching and learning methodology. Based on the responses noted, it was observed that majority of the participants prefer offline teaching as compared to online teaching and the reasons of which can be varied.

Our Research will assist the Teaching fraternity that though we have moved Digitalization and e-learning has become the need of the hour but it can never overpower offline learning.

Teachers who are conducting lectures using online methods need to make the content more interesting and informative and make it more practical then theoretic, so that students actively participate and learn which they may have done while attending offline lecture.

Our Research also showed that there are many problems faced by students such as connectivity issues, gadgets problems etc, thus appropriate steps have to be taken by the Educational institution and the Government to ensure that e-learning reaches even the grassroot level of our Society so that all can be benefited from it. While both online and offline teaching has its own advantages and disadvantages, the advantages must always be more so that, the true essence of education is not lost.

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