A Student's Perception towards Online and Offline Classes during Covid-19 Pandemic

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Abstract

Background: Education is a determined activity directed at achieving certain aims, such as Background: Education is a determined activity directed at achieving certain aims, such as transmitting knowledge or fostering skills and character traits. All the educational activity shifted to the virtual platform, with the classes and examinations being conducted. Online due to the pandemic of COVID-19. **Aim:** The study aim was to assess the level of perception of online and offline classes among the school students during covid-19. **Methodology:** Descriptive research design was used to assess the perception of online and offline classes among school students. The study was conducted at selected government higher secondary schools in Tamil Nadu. The sample consisted of 300 students from the 9th to 12th grades who met the inclusion criteria.   A non-probability convenient sampling technique was used to select the samples. **Conclusion:** The study findings indicated that most students had a higher perception of offline classes than online classes. Hence, the researcher accepted the research hypothesis that there was a significant association between the levels of perception of online vs. offline classes among school students. **Recommendation**; The study recommended that since the students reported lower perception on online classes, it is crucial to improve the digital learning environment.

Keywords: Covid-19, online classes, offline classes, students' perception,

Introduction: Education is essential for achieving success in several facets of life, including social, economic, political, psychological, and behavioural activities. Education for Students can choose between traditional classroom instruction and online learning. Previously, students attended face-to-face classes with their teachers. Currently, the world is dealing with the COVID-19 pandemic. During the unprecedented lockdowns imposed by national governments worldwide, the education industry relied on technology to hold classes using online teaching methods. Students attended classes' online using tools like Google Meet. (Ramya, et al. 2021). COVID-19 affected more than 220 million tertiary education students worldwide. Schools and other learning institutions around the world were obliged to embrace online learning as an intermediate remote teaching approach. (Maya, et al. 2022). In India, more than 320 million pupils were affected by the COVID-19 limitations and nationwide lockdown. The Indian education system was forced to use various emergency remote learning platforms to adapt to the change, despite the lack of a pre-planned course structure or adequate training (Selvaraj et al., 2021).

The World Health Organization declared the pandemic of the novel SARS-CoV-2 infection early in 2020 and it has now become a major public health challenge worldwide. The infection control and physical distancing measures are crucial to prevent the virus from further spreading and to help control the pandemic situation. The pandemic has created

confusion in our lives. From work to education, everything switched to online. The nationwide lockdown impacted the normal life of everyone; all the educational institutes, religious places, offices, transportation facilities were prohibited. Although learning is a lifelong process, education gained through institutional sources requires a systematic course of study resulting in awarding a degree. Prior to the outbreak of covid-19 it was mandatory for the students to attend offline classes, gain knowledge, prepare assignments and then appear for the offline examinations conducted by their respective institutes. During the pandemic, while many schools were either conducting their final-term exams or preparing to begin the next academic session, colleges and universities were midway through their ongoing semesters. (Amin et al, 2022)

With everything at a standstill, the entire world was trying to figure out how to handle this pandemic and get back to business in every sector, including education. The students taking the board exams for grades 10 and 12 were the most affected. Finally, after much consideration, the classrooms were shifted to virtual platforms like Google classroom, Zoom, Google meet, Cisco Webex, and in order to continue the teaching learning process. E-learning is primarily referred to as the use of technology and network communication for teaching and learning. It is also referred to as a technology-enabled transfer of skills and knowledge to a large number of recipients. (Culduz, 2024).

The Covid-19 pandemic has changed the process of teaching and learning in higher education and interaction between the students and teachers. As a result of the pandemic, universities are limited in carrying out exclusive activities. Many countries have taken steps to prevent the wider spread of the virus. The institutes try to keep the education process and education around the world going, by using online education. (Ahmed, et al. 2020). All the educational activity shifted to the virtual platform, with the classes and examinations being conducted online, either via Google Forms or through personal interviews. It could only happen due to the increased adoption rate of smartphones and internet connections among the common masses. The seminars and conferences were also cancelled due to the pandemic, and instead webinars were conducted. India is the second-most populous country in the

world. There had been a tremendous shift towards online learning through the Indian government's digital initiatives in general and during the COVID-19 lockdown in particular. (Bast, 2021). Education for the student may either be taken up traditionally in a classroom or online. All these years, students were used to attending the classes that had face-to-face interaction with the teachers. But, at present, the world is reeling from the COVID-19 pandemic situation. During this unprecedented time when countrywide lockdowns were being strongly imposed by various national governments worldwide, the only option left for the education sector was to switch to holding classes for students by taking assistance from technology. (Koban & Koç & Koc, 2021).

The major challenge for online learning is the limitation of internet connection in the families, as the number of children in the family may supersede the number of internet connections. Another problem that has surfaced is that students of private schools can afford the expensive internet connection, but students of government schools cannot bear to do so; therefore, the public education system of India has collapsed during the nationwide lockdown period. The verdict of the Supreme Court regarding the cancellation of the remaining board exams had imparted mixed feelings among the student fraternity, but the board results have emerged as a ray of hope for them. These underlying issues attracted the author's attention to carry out this research and assume results about the students' perception towards the traditional and virtual modes of learning. The concluding results state that students wish for a combination of online and offline modes of learning in the times to come. (Horo, et al. 2020).

Online classes allow students to learn subjects, interact with peers, clarify doubts with instructors, and track academic progress using internet-based technologies. These classes are becoming increasingly popular and may soon be expected in formal education systems. However, comprehensive surveys on students' perceptions of online learning in India remain limited. One study found that students who adopted online learning had a positive view of e-learning. (Kalyan Sundaram & Madhavi, 2019), while another suggested that motivation, interest, and interaction with instructors impacted receptiveness among medical students (Grover et al., 2018). A general review on the strengths

and challenges of online education in India did not provide new insights into student perceptions. Online learning became a crucial solution during the Covid-19 crisis, with many educational systems worldwide shifting to online platforms while others remained dependent on offline methods. (Dhawan, 2020). Fitriani, et al. (2023). Conducted an online survey to assess the effectiveness of online learning versus offline learning among 550 higher education students selected through a random sampling technique. The findings revealed that the majority (38.2%) of respondents disagreed with the notion that online learning is the same as offline learning. Only 25% agreed that online learning tools help improve students' academic performance. A significant portion (41.3%) believed that online learning saves time, while 53.3% preferred online learning during the Covid-19 pandemic. However, 46.5% strongly agreed that students are more focused in offline learning than in online learning. Furthermore, 42.2% of students felt they received more direct guidance in offline classes compared to online settings, and 38.9% agreed that offline learning fosters more learning than online learning. Additionally, 45.1% of students considered offline learning to be less disruptive than online learning.

Fernández-Otoya & Nuñez (2022). Conducted a survey to analyse students' perceptions of online classes during the Covid-19 pandemic, involving 197 students from Delhi, NCR, UP, and Haryana between July and October 2020. The study found that boys preferred online classes over offline, while girls reported better concentration during online classes. Students under 15 years and above 20 years favoured online classes, whereas those in the 15-20 age group enjoyed learning through online classes. Undergraduates were more inclined towards online learning, while graduates and postgraduates preferred online classes over offline mode. The study concluded that online learning gained significant popularity during the pandemic, highlighting the necessity of transforming the entire education system to an online format.

Chitra, et al., (2021) conducted a cross-sectional study to assess student's perception on resuming Offline classes among the pandemic using college reopening survey questionnaire among 401 undergraduate students from the Health Science University of Belagavi, Karnataka. The study showed favourable perception of 80% of students to resume Offline classes in the situation of the pandemic, which was consistent across the genders, year of education, and course.

Significance of the study;
Students' perceptions of online and offline classes during the COVID-19 pandemic is significant as it provides insights into students' preferences, challenges, and experiences with both learning modes. It helps educators to improve teaching strategies, adapt to hybrid learning models and address learning gaps. Understanding students' perceptions allows for the creation of more engaging and student-centric learning experiences, which can improve overall satisfaction and academic outcomes. Over 50 years later, with rapid technological advancements, it remains essential to adapt to this growth. This study compares nursing students' perceptions of online versus offline situations to identify differences. Online learning, crucial for all students, is the future of education globally, offering benefits to institutions, professors, and students. It can enhance education quality and boost student motivation. The system of education underwent many transformations since its advent, but COVID-19 put an abrupt stop to traditional or offline learning and went into fully-fledged online learning to meet the educational needs

The investigator would like to compares nursing students' perceptions of online learning and offline to identify differences. Therefore, the study was taken to compare the changes.

General Aim of the study;
The study aim was to assess the level of perception of online and offline classes among the school students during Covid-19 Pandemic.

Objectives of the study;
1. To assess the level of perception of online and offline classes among the school students.
2. To associate the level of perception of online and offline classes among school students with their selected demographic variables.

Research hypothesis; There is a significant difference in the perception levels of school students toward online and offline classes during the COVID-19 pandemic.

Operational Definition;
Perception; Refers to students' beliefs or subjective opinions on Online and Offline classes, assessed through an online structured questionnaire.

Online Classes; A teaching method where students access course materials and interact with instructors and peers via virtual platforms such as Google Classroom, Zoom, Google Meet, etc.

Offline Classes; A teaching method where students access course materials and communicate with instructors and peers in person.

Methodology;

Approach; Quantitative approach was adapted for the study to assess students' perceptions of online and offline classes at a selected school.

Research Design; Descriptive and comparative survey research design was adapted for the study.

Study settings; Research was conducted at the selected government aided Model Higher Secondary School, Villupuram in tamilnadu, which served as the research setting. The school was situated in the middle of the city. There were around 1300 students were studying from class 6 to 12.

Study Population; Target population included all students across schools in Tamil Nadu, with the accessible population specifically comprising students enrolled in the selected school.

Sample Size; The sample consisted of 300 students from the 9th to 12th grades who met the inclusion criteria.

Sampling; Non-probability convenient sampling technique was used. This approach was chosen to minimize bias and reduce sampling errors, providing a more accurate understanding of the students' perceptions regarding both modes of learning.

Inclusion & Exclusion Criteria; Students who were enrolled in grades 9 through 12 taken both online and offline courses and who are willing to engage in the study were categorised as inclusion criteria. However, students who were not present on the day of data collection and those who were unable to access the google form were excluded.

Description of the tool; Tool consists of two sections. Section A focused on the demographic variables of the students, which included age, gender, year of study, gadgets used, medium of study, and parental education.

Section B; The structured questionnaire was adapted from the research study Singh (2021) and the questionnaire was modified by the researcher according to the expert opinions. There were 20-structured questionnaires with the option of yes or no. The scoring interpretation was indicated as those who answered Yes = 1 indicating agreement or positive perception and those who answered No = 0 indicating disagreement or negative perception. The scoring was interpreted as a score between 1 and 7 indicated a low perception, 8 to 14 represented a moderate perception, and 15 to 20 signified a high perception.

Validity and reliability; The questionnaire was prepared by the researcher and validated by two experts in the departments of nursing and education (Assistant professors). Their valuable suggestions and feedback from experts would help refine the questions, ensuring they are clear, concise, and aligned with the study's objectives. The internal consistency of questionnaires was assessed Cronbach's Alpha that shows 0.8 indicates good reliability.

Pilot study; Before the data collection a pilot study was conducted on 30 students that is 10% of the study participants to test the applicability and feasibility of the tools and make necessary modifications before proceed to the final study. The students those who participated in the pilot study excluded from the study.

Ethical consideration; Study was conducted after approval from the college principal and also the formal permission was obtained from the Principal of selected government school. The study was conducted after consent from the school students and also from the parents of the students. These participants were guaranteed that their participation is voluntary and they had the right to withdraw from the study at any time. Their anonymity and confidentiality of their information were also ensured.

Data Collection; A structured questionnaire was administered using Google Forms. Data were collected through a survey link created by the researcher and distributed to student groups via WhatsApp, through their class leaders. After obtaining consent to participate, students proceeded to complete and submit the questionnaire. This method ensured easy access and efficient data collection. All responses were gathered digitally for further analysis.

Data Analysis and interpretation; The collected data were organized under the following sections. Descriptive statistics, including frequency and percentage distribution, were used to describe the demographic variables of school students, while mean and standard deviation assessed their perceptions of online

versus offline classes. For inferential statistics, the chi-square test was employed to examine the association between students' perceptions of online and offline classes and their demographic characteristics.

Table-1: Frequency and percentage distribution of demographic variables of School students.

N = 300

S. No	Demographic variables	No.	Percentage (%)
1.	**Age in years**		
	13 – 14	91	30.3
	15 – 16	74	24.7
	17 – 18	70	23.3
	19 – 20	65	21.7
	Mean SD	**16.23±2.09**	
2.	**Gender**		
	Male	167	55.7
	Female	133	44.3
	Mean SD	**0.56±0.50**	
3.	**Year of Study**		
	9th standard	100	33.3
	10th standard	71	23.7
	11th standard	65	21.7
	12th standard	64	21.35
	Mean SD	**10.31±1.11**	
4.	**Gadgets used for Online class**		
	Computer	30	10
	Phone	260	86.7
	Laptop	6	1.7
	Tablet	4	0.3
	Mean SD	**1.95±0.36**	
5.	**Medium of Study**		
	Tamil	9	8
	English	291	92
	Mean SD	**0.97±0.17**	
6.	**Parental education**		
	Illiterate	88	29.3
	Literate	211	70.3
	Mean SD	**0.70±0.46**	

Table 1 shows that the highest number of students were in the 13–14 age group, with a mean age of 16.23 years with SD of 2.09. More students were male, reflected in a gender mean of 0.56 with SD of 0.50. The majority studied in the 9th standard, with a mean year of study of 10.31 with SD of 1.11). Most students used mobile phones for online classes, corresponding to a mean gadget score of 1.95 with SD of 0.36. English was the predominant medium of instruction, with a mean of 0.97 with SD of 0.17. Most students had literate parents, with a mean parental education score of 0.70 with SD of 0.46.

Table-2: Frequency and percentage distribution of level of Perception of offline vs online classes among School students.   N = 300

Questions	Offline N = 150		Online N = 150	
	No.	%	No.	%
In your opinion, (offline or online) Which mode of learning increases knowledge more effectively?	297	99%	03	01
Which mode of learning helps increase social competency more?	292	97.3%	08	2.7
Which mode of learning makes it easier to access learning materials?	276	92.1%	24	08
Which mode involves more usage of advanced technology?	180	60%	120	40
Which mode of learning results in less interaction with classmates?	152	49.3%	148	50.7
Which mode helps students concentrate more on their studies?	292	97.3%	08	2.7
Which mode of learning improves students' performance more effectively?	281	93.7%	19	6.3
Which mode makes it easier to submit assignments?	284	94.7%	16	5.3
Which mode of learning do students find more interesting?	296	98.7%	04	1.3
Which mode helps improve memory power more effectively?	295	98.3%	05	1.7
Which mode of learning improves practical knowledge more?	294	98%	06	2
Which mode provides better guidance to students?	293	97.7%	07	2.3
Which mode offers higher time flexibility?	282	94%	18	6.1
Which mode results in poorer interaction with the facilitator?	203	32.3%	97	67.7
Which mode of learning do students find more tiring?	251	16.3%	49	83.7
Which mode is considered more convenient and understandable?	190	63.3%	110	36.7
Which mode provides a poorer learning environment?	225	25%	75	75
Which mode of learning results in a greater lack of self-discipline?	200	33..3%	100	66.7
Which mode has a greater impact on health deprivation?	247	17.7%	53	82.3
Which mode supports overall development more effectively?	274	91.3%	26	8.7

Table 2 shows the frequency and percentage distribution of the level of perception of offline vs. online classes among school students. With regard to increasing knowledge, the majority of the students, 297 (99%), were chosen offline, and 3 (1%) had chosen online. With regard to increasing social competency, most of the students, 292 (97.3%), were chosen offline, and 8 (2.7%) had chosen online. The survey results indicate a strong preference for offline learning across various factors. A significant majority, 92.1%, preferred offline for easy access to material, while 93.7% favoured it for performance improvement, and 98.7% found it more engaging in terms of class interest. Additionally, offline learning was preferred for memory retention, practical knowledge, and guidance, with 98.3%, 98%, and 97.7% of respondents choosing offline, respectively. For assignment submission and time flexibility, 94.7% and 94% preferred offline, respectively. However, online learning was favoured for aspects like poor interaction with the facilitator (67.7%), tiredness (83.7%), and health issues (82.3%). Online also had a slight edge for convenience and understanding (36.7%) and dealing with lack of self-discipline (66.7%). Overall, while offline learning was seen as more beneficial for academic performance and engagement, online learning was favoured for flexibility and health-related concerns.

Table -3: Association of level of perception online VS offline classes among school students with their selected demographic variables.

N = 300

Demographic Variables	Low (1 – 7)		Moderate (8 – 14)		High (15 – 20)		Chi-Square & p-value
	F	%	F	%	F	%	
Age							χ^2=10.138 d.f=6 p=0.119 N.S
13 – 14	73	24.3	17	5.7	1	0.3	
15 – 16	65	21.7	9	3.0	0	0	
17 – 18	65	21.7	5	1.7	0	0	
19 – 20	61	20.3	4	1.3	0	0	
Gender							**χ^2=8.731 d.f=2 p=0.013 S***
Male	155	51.7	12	4.0	0	0	
Female	109	36.3	23	7.7	1	0.3	
Year of Study							χ^2=12.425 d.f=6 p=0.053 N.S
9th standard	80	26.7	19	6.3	1	0.3	
10th standard	62	20.7	9	3.0	0	0	
11th standard	62	20.7	3	1.0	0	0	
12th standard	60	20.0	4	1.3	0	0	
Gadget used							**χ^2=51.235 d.f=6 p=0.0001 S*****
Computer	28	9.3	2	0.7	0	0	
Phone	227	75.7	33	11.0	0	0	
Laptop	5	1.7	0	0	1	0.3	
Tablet	4	1.3	0	0	0	0	
Medium of Study							χ^2=4.244 d.f=2 p=0.120 N.S
Tamil	5	2.0	3	1.0	0	0	
English	258	86.0	32	10.7	1	0.3	
Parent's education							χ^2=1.431 d.f=6 p=0.964 N.S
Illiterate	76	25.3	12	4.0	0	0	
Literate	185	62.6	23	7.6	1	0.3	

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

Table 3 shows the association of the level of perception of online classes among students with their selected demographic variables. The findings revealed that the level of perception of online classes had a low statistically significant association with the demographic variable gender (c2=8.731), a high statistically significant association with the demographic variable gadgets used (c2=51.235), and no significant association with the rest of the demographic variables.

Table- 4: Association between the level of perception on offline classes among students with their selected demographic variables.

N = 300

Demographic Variables	Low (1 – 7)		Moderate (8 – 14)		Severe (15 – 20)		Chi-Square & p-value
	F	%	F	%	F	%	
Age							χ^2=8.193 d.f=6 p=0.224 N.S
13 – 14	2	0.7	54	18.0	35	11.7	
15 – 16	0	0	36	12.0	38	12.7	
17 – 18	0	0	35	11.7	35	11.7	
19 – 20	0	0	31	10.3	34	11.3	
Gender							χ^2=2.638 d.f=2 p=0.267 N.S
Male	0	0	86	28.7	81	27.0	
Female	2	0.7	70	23.3	61	20.3	
Year of Study							χ^2=8.749 d.f=6 p=0.188 N.S
9th standard	2	0.7	60	20.0	38	12.7	
10th standard	0	0	35	11.7	36	12.0	
11th standard	0	0	30	10.0	35	11.7	
12th standard	0	0	31	10.3	33	11.0	
Gadget used							**χ^2=28.474 d.f=6 p=0.0001 S*****
Computer	0	0	11	3.7	19	6.3	
Phone	1	0.3	141	47.0	118	39.3	
Laptop	1	0.3	3	1.0	2	0.7	
Tablet	0	0	1	0.3	3	1.0	
Medium of study							χ^2=2.484 d.f=2 p=0.289 N.S
Tamil	0	0	7	2.3	2	0.7	
English	2	0.7	149	49.7	140	46.7	
Parent's education							**χ^2=35.092 d.f=6 p=0.0001 S*****
Illiterate	0	0	37	12.3	51	17.0	
Literate	1	0.3	116	38.7	89	29.7	
Undergraduate	1	0.3	2	0.7	2	0.7	
Postgraduate	0	0	1	0.3	0	0	

***$p < 0.001$, S – Significant, N.S – Not Significant

Table 4 shows the association of the level of perception of offline classes among school students with their selected demographic variables. The findings revealed that the level of perception of offline classes had a high statistically significant association with the demographic variables such as gadgets used (c2=28.474) and parental education (c2=35.092) and no significant association with the rest of the demographic variables.

Discussion;

Singh et al (2023) study findings similar to the current research findings. This study examines the effectiveness of offline vs. online learning at private universities in Jakarta during the new normal era, using quantitative methods. Conducted at Perbanas Institute with 200 students, the research compares outcomes in a Marketing Planning and Control course. The study findings show that offline learning is more effective than online. Student domicile has no impact on learning outcomes in either method.

In the current research, most school students have a higher perception of offline classes compared to online classes. The findings showed that the perception of online classes had a low statistically significant association with gender, a high statistically significant association with the type of gadgets used, and no significant association with other demographic variables. For offline classes, the perception level had a high statistically significant association with gadgets used and

parental education   and   no   significant association with other demographic variables.

The current study findings were supported by the following study by Abbasi (2020) conducted a descriptive cross-sectional study to determine the perceptions of 382 MBBS and BDS students towards e-learning during the lockdown at Liaquat College of Medicine and Dentistry. A self-administered questionnaire was developed. Findings revealed that overall, 77% of students have negative perceptions towards e-learning. 76% of the students use mobile devices for their e-learning. It was concluded that students did not prefer e-teaching over face-to-face teaching during the lockdown situation.

Singh et al. (2021) conducted an online survey to analyse the effectiveness of online and offline learning among 100 students at universities and doing higher education in India, Malaysia, and Indonesia. Findings suggested that the effectiveness of online education is dismal as students find it difficult to adjust to the online method of education and the offline method of education remains the most preferred method of education.

The second objective was to associate the level of perception of offline vs. online classes among school students. The findings revealed that the level of perception of online classes had a low statistically significant association with the demographic variable gender ($c2=8.731$), a high statistically significant association with the demographic variable gadgets used ($c2=51.235$), and no significant association with the rest of the demographic variables. The findings revealed that the level of perception of offline classes had a high statistically significant association with the demographic variables such as gadgets used ($c2=28.474$) and parental education ($c2=35.092$) and no significant association with the rest of the demographic variables.

The study findings were supported by the following study by Gaur & Mudgal and Kaur & Sharma (2020). A cross-sectional descriptive survey to ascertain the attitude towards online classes among 394 undergraduate nursing students during the lockdown period through a convenient sampling technique. Findings showed more than two-thirds (76%) of participants showed an unfavourable attitude towards online classes. The overall mean score for attitude towards online classes was 73.37 (SD±23.52), and there

was no significant difference between the overall attitude score and the participants' year of study. There was a significant association found among gender, mother's education, and family income with their year of study (p < 0.05). It was concluded that online classes may have lots of advantages over traditional classes, yet they are not of much interest among students, and they are not willing to consider them on a regular basis.

The current study results were in contrast to the research of Ramya, Anusurya, & Keerthana (2021). She conducted a survey to assess the perception of 218 students regarding online and offline modes of education during the pandemic. Findings revealed that the majority of students prefer offline classes (35.3%) as they could interact with their teachers and also be able to give 100% of their involvement to the class without any interception like network issues or unsuitable surroundings, and 33.9% of students prefer both online and offline classes.

Rawat & Singh (2020) conducted a comparative study to assess the perspectives of 3rd-year medical students of Adesh Medical College & Hospital, Shahabad (M), Kurukshetra, regarding traditional and online teaching-learning using a self-designed semi-structured questionnaire for data collection. The results revealed that a higher proportion of students agreed that online teaching was more convenient, cost-effective, time-consuming, tiring, and prone to distractions and provided learning and retention. A significant association was deduced between a few crucial variables and the gender of students.

Akuratiya (2021) conducted a survey to assess the perception of online learning during the COVID-19 pandemic among 130 IT students at the Advanced Technological Institute (ATI) in Dehiwala, operating under the Sri Lanka Institute of Advanced Technological Education (SLIATE). The findings revealed that 76% of students preferred using mobile devices for e-learning, while 83.6% favoured Zoom for online lectures, with the remaining students preferring Google Meet and Google Classroom. Additionally, 62.5% of students reported having little to no experience with online teaching or learning prior to the pandemic. Overall, the study indicated a favourable perception of online learning during the COVID-19 pandemic among the students.

Horo, Biswas, & Das (2020) stated that there was a significant association of level of

perception of online vs. offline classes among school students with their selected demographic variables at the $p < 0.05$ level. This is accepted for demographic variables such as gender and gadgets used for online classes with regard to perception of online classes and for demographic variables such as gadgets used and parental education for offline classes and rejected for other demographic variables in both.

Conclusion;

The present study assessed the level of perception of offline vs online class among school students. The Investigator analysed the data and have conclude that the School students have high perception towards offline class than online class. So, the research hypothesis was accepted that there was a significant difference in the perception levels of school students toward online and offline classes during the COVID-19 pandemic

Delimitation;

The study is limited to students studying at selected school.

Recommendations

The students can conduct further studies about the level of perception regarding online and offline classes among nursing students.

A comparative study to assess the level of perception of offline and online classes between school and college students can be conducted.

A comparative study to assess the level of perception of offline and online classes among teachers and students can be carried out.

Conflicts of Interest;

The authors declare that there was no conflict of interest.

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