



INFLUENCE OF FAMILY OVER DECISION BETWEEN ONLINE AND OFFLINE EDUCATION

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ABSTRACT

In actuality, e-learning refers to learning or training that is prepared, managed, or delivered utilizing a range of learning technologies and that may be implemented locally or worldwide. The internet and new e-learning programmes make the modern classroom a more participatory setting, allowing teachers to give each student who uses a computer or other electronic device a more specialized learning experience. The objective of the study is to analyze the influence of family over decision between online and offline education. The study concluded that family plays a significant role in shaping their educational choices, reflecting a prevailing belief in the impact of familial opinions on the decision between online and offline education. The perceived influence of family on attitudes toward online education is substantial, with a majority proportion acknowledging that family opinions play a significant role in shaping their overall attitude.

Keywords: e-learning, technologies, online education

INTRODUCTION

E-learning platforms are a recent development in technology. Multidisciplinary e-learning systems are available. Universities and organizations all around the world are heavily investing in e-learning technologies to assist their traditional teaching as a result of the internet's explosive development in popularity. In actuality, e-learning refers to learning or training that is prepared, managed, or delivered utilizing a range of learning technologies and that may be implemented locally or worldwide. The internet and new e-learning programmes make the modern classroom a more participatory setting, allowing teachers to give each



student who uses a computer or other electronic device a more specialized learning experience.

E-learning course are everywhere, with more institutions offerings several courses in online & more than half offering a significant number of course in online. Additionally, rather than being revolutionary, the deployment of e-Learning has mostly been evolutionary. The integration of e-Learning into long-standing processes has primarily been accomplished through a bottom-up, incremental change process; **Collis & Van der Wende (2002)**.

Future growth in the popularity of online learning will be fueled by factors including quick and easy access to content, chances for self-paced learning, and interactive and modular learning methods for both students and professionals. Due to the lack of connection with peers and instructors, roughly one third of online students also hold the view that online learning cannot replace traditional learning. Lack of feedback and interaction during online certification courses contributes to their low completion rates, which emphasizes the importance of having many points of contact with students to increase interest. Additionally, asset light models for virtual classrooms may develop to help offline players grow their network internationally. Therefore, the student will want constant access to learning and knowledge, where each channel may fulfil a distinct requirement.

REVIEW OF RELATED LITERATURE

Roblyer & Ekhaml (2000) highlight the skepticism among critics regarding the ability of online education to replicate the level of interaction observed in traditional classroom settings between instructors and students. This concern stems from uncertainties about the effectiveness of virtual platforms in fostering meaningful engagement and dialogue.

In their study, **Moshrefjavadi et al. (2012)** looked at a few variables that influence consumer online behaviour. Retrospective analysis was done to evaluate each variable's effects using a conceptual model. According to the findings of opinion surveys, views about online shopping behaviour are negatively impacted by both financial risk and delivery risk.

The results of various earlier research that revealed that students had a favourable view of online education and what they believe are crucial factors in their success in this field were validated and broadened by **Huss & Shannon (2013)**. The development of courses that offer



the needed flexibility while keeping the crucial link with the institution will be made easier by bridging the gap between those notions and the realities that they encounter in the various online classrooms.

Evidence from **Bettinger & Loeb (2017)** shows that students in online courses perform worse than students in general personal studies and that self-awareness in these online courses influences performance in subsequent classes and decreases the likelihood that students would drop out of college. The high rate and ongoing negative effects show that subjects for students who are at a high risk of failing and dropping out of college need to be improved.

Bhagat & Chang (2018) came to the conclusion that it is crucial for designers to comprehend students' concepts by looking at online cultural settings in order to promote student engagement and the delivery of meaningful learning at the global level. The opinions that students have about online learning are significantly influenced by cultural differences. To improve learning outcomes, educational designers should apply social and cultural theory to take into account how varied cultural origins affect student behaviour in the classroom.

Ma & Lee (2019) conducted research to explore the primary challenges hindering student enrollment in Massive Open Online Courses (MOOCs). Their findings revealed that several barriers, including usability issues, cultural differences, pricing concerns, and perceptions of MOOCs, significantly impact student participation. Moreover, the study identified additional barriers at both individual and environmental levels.

According to Kiran et al. (2020), the future of new pedagogy in the education sector is Edtech Services. The study's conclusion lists the criteria that influence the registration of edtech services. The investigation found seven things in all. The study discovered factors that encouraged edtech service registration. The ease of use, media exposure, extra features, and reputation of edtech all had a role in enrollment.

Asif et al. (2022) examining how students feel about an e-learning system used by numerous educational institutions in the Kingdom of Saudi Arabia during the COVID-19 pandemic is the study's main goal. Selected Saudi Arabian university students took part in a web-based poll. To evaluate the benefits and reliability of the implemented e-learning form of instruction, a total of 294 students were randomly selected. In order to examine the students'



impressions of online learning, confirmatory factors analysis was carried out using AMOS software (version 24), and the reliability of latent components was evaluated using Cronbach's alpha. The findings of this study show that some Saudi Arabian universities used e-learning extensively during the pandemic period. The students have a favourable opinion of the online education system, which offers a number of advantages including flexibility, affordability, self-learning, and ease.

OBJECTIVE OF THE STUDY

- To analyze the influence of family over decision between online and offline education.

RESEARCH METHODOLOGY

Methodology is the systematic, theoretical analysis of the methods applied to a field of study, or the theoretical analysis of the body of methods and principles associated with a branch of knowledge. For this topic, research methodology has been presented in the context of, survey design, data sources, and tools of the data collection, sample design, data analysis and interpretation.

RESEARCH DESIGN

The framework of the research methodologies and procedures a researcher selects to carry out a study is known as the research design. The research design in case of the present study is a **descriptive design** throwing light on objective of the study.

SAMPLE DESIGN & SAMPLE SIZE

In the present study, stratified random sampling has been considered so as to collect the data from senior secondary school students and working professionals in Delhi NCR.

Sample size: Sample Size= 385 Respondents

According to research advisor (2006); Sample Size Determination: (At 95% confidence level with 5% margin of error the required sample size is 384). So, in the present research study the research has taken 385 sample size.

DATA COLLECTION METHODS

Primary Data



In the present study the primary data has been collected from the selected senior secondary school students & working professionals in Delhi NCR.

RESEARCH INSTRUMENT

For the present study, a questionnaire method has been used to obtain primary data. A structured questionnaire has been used to collect the data and has been administered through hand delivery and online also. The responses to the questions have been rated using a Likert Scale based on objective of the study.

VALIDITY OF QUESTIONNAIRE

For validity of questionnaire in the present research, researcher has conducted a pilot survey of 30 respondents to ensure that the questionnaire is easy to understand and that it covers all the relevant aspects of the research study. The researcher has used Cronbach Alpha to test the reliability of questionnaire. There are six questions related to this aspect and the value of Cronbach Alpha is given below:

Table 1: Table showing Cronbach Alpha and Standard Alpha related to influence of family over decision between online and offline education

Items	Cronbach Alpha	Std. Alpha
All items	0.8547	0.8632
V1 excluded	0.8191	0.8248
V2 excluded	0.8373	0.8545
V3 excluded	0.7724	0.7876
V4 excluded	0.7933	0.8199
V5 excluded	0.8555	0.8612
V6 excluded	0.8816	0.8801



HYPOTHESIS OF THE STUDY

H₀: There is no significant influence of family over decision between online and offline learning.

H₁: There is a significant influence of family over decision between online and offline learning.

STATISTICAL TECHNIQUE USED

In the present research Kolmogorov Smirnov test is used to test the hypothesis. It is mostly used when the researcher is interested in comparing a set of values and questions are in the form of 5 point likert scale. The researcher has found the value of largest absolute difference which is known as the Kolmogorov-Smirnov D value. This test is concerned with the degree of agreement between a set of observed values and the values specified by the null hypothesis; **Beri (2008)**.

ANALYSIS RELATED TO INFLUENCE OF FAMILY OVER DECISION BETWEEN ONLINE AND OFFLINE EDUCATION

Table 2: Response to the question “Do you agree that your family has a significant influence over your decision between online and offline education?”

Components	Number of Respondents	Per Cent
Strongly Agree	87	22.5
Agree	156	40.5
Neutral	69	18
Disagree	65	17
Strongly Disagree	8	2
Total	385	100

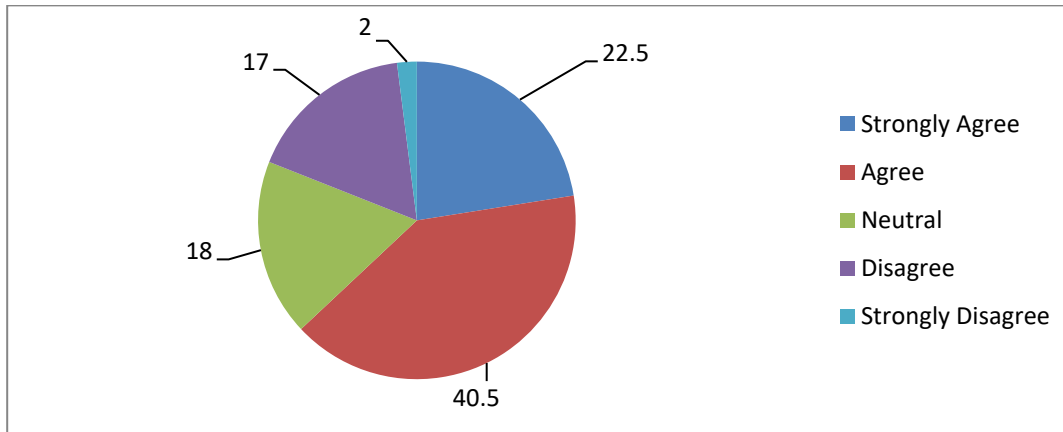


Figure 1: Response to the question “Do you agree that your family has a significant influence over your decision between online and offline education?”

Analysis: A substantial 63% of respondents, comprising both those who strongly agree i.e. 22.5% and agree i.e. 40.5%, indicate a consensus that family plays a significant role in shaping their educational choices. This suggests a prevailing belief in the impact of familial opinions and preferences on the decision between online and offline modes of education. 18% of participants express a neutral stance whereas 19% of respondents disagree with the notion that family has a significant influence. 2% strongly disagree, indicating a small but distinct subset of respondents who firmly believe that their family's influence is negligible or nonexistent in their decision-making process.

Table 3: Response to the question “To what extent do you think your family's opinion of online education affects your decision to pursue it?”

Components	Number of Respondents	Per Cent
Very Influential	81	21
Somewhat Influential	143	37
Neutral	72	19
Not very Influential	81	21
Not Influential at All	8	2
Total	385	100

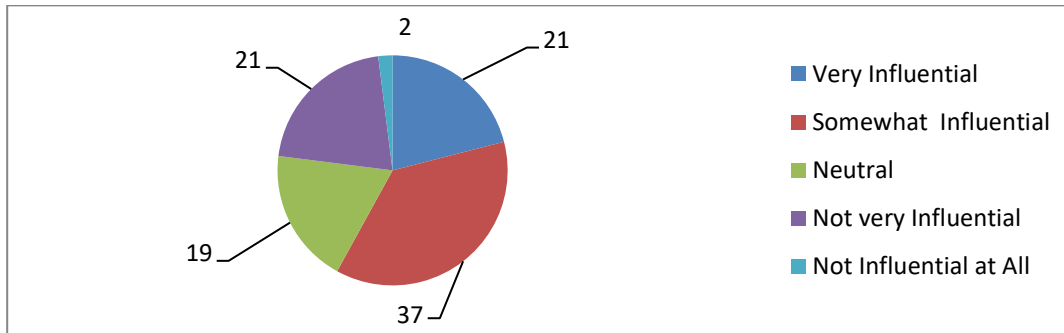


Figure 2: Response to the question “To what extent do you think your family's opinion of online education affects your decision to pursue it?”

Analysis: A notable 58% of respondents, encompassing those who find their family's opinion both very influential is 21% and somewhat influential is 37%, indicate a considerable impact of familial perspectives on their decision-making process. This majority suggests that, for a significant portion of participants, family opinions carry weight and influence when considering the pursuit of online education. Approximately 19% of respondents express a neutral stance, 21% of respondents hold the view that their family's opinion is not very influential and 2% agreed that it is not influential at all in their decision-making regarding online education. This indicates a considerable portion of individuals who perceive their family's views as having limited impact on their educational choices, possibly suggesting that they prioritize other factors in the decision-making process.

Table 4: Response to the question “How often do you discuss the choice between online and offline education with your family?”

Components	Number of Respondents	Per Cent
Very Frequently	64	16.5
Somewhat Frequently	113	29.5
Neutral	53	14
Not Very Frequently	127	33
Never	28	7



Total	385	100
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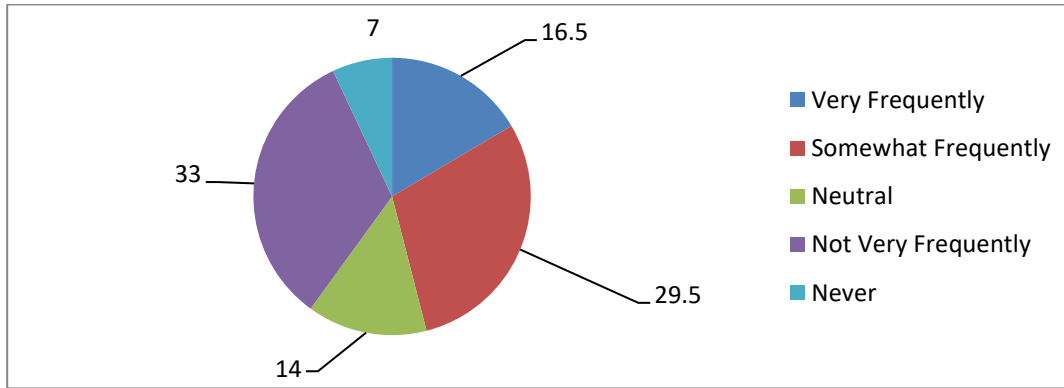


Figure 3: Response to the question “How often do you discuss the choice between online and offline education with your family?”

Analysis: A noteworthy 46% of respondents, comprising those who engage in the discussions very frequently i.e. 16.5% and somewhat frequently is 29.5%, indicate a significant level of communication within their families regarding the educational choices they face. Around 14% of participants express a neutral stance whereas 33% of respondent’s state that they do not discuss this choice very frequently and 7% agreed that they never discussed with their families. This sizable portion implies a range of possibilities, such as individuals who rely on their own judgment, have established clear preferences, or consider other factors more influential in their decision-making.

Table 5: Response to the question “How much weightage do you give to your family's opinions when making a decision between online & offline education?”

Components	Number of Respondents	Per Cent
A great deal	88	23
Some weightage	137	35.5
Neutral	83	21.5



Little weightage	66	17
No weightage at all	11	3
Total	385	100

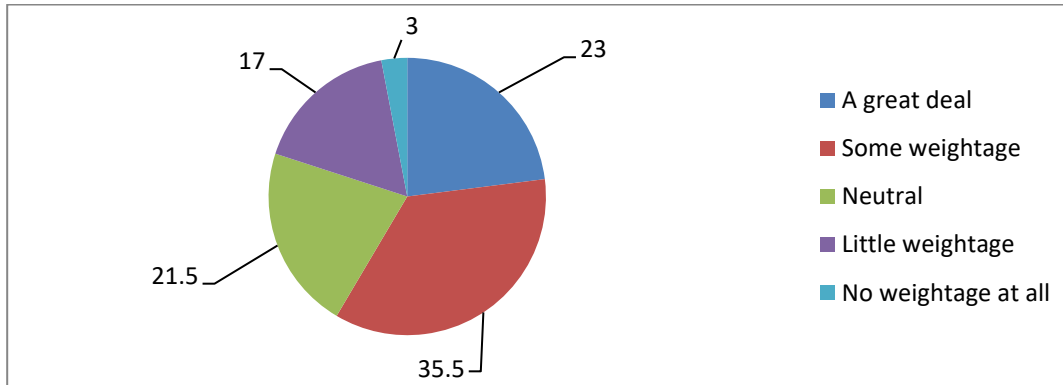


Figure 4: Response to the question “How much weightage do you give to your family's opinions when making a decision between online and offline education?”

Analysis: The above figure shows that 23% respondents give great deal of weightage to family opinions when making a decision between online and offline education, 35.5% agreed for some weightage, 21.5 percent respondents were neutral, 17% respondents give little weightage whereas only 3% respondents give no weightage at all to their family's opinions in this decision-making context.

Table 6: Response to the question “How much influence do you think your family has on your overall attitude towards online education?”

Components	Number of Respondents	Per Cent
Very Influential	75	19.5



Somewhat Influential	146	38
Neutral	73	19
Not Very Influential	76	19.5
Not Influential at All	15	4
Total	385	100

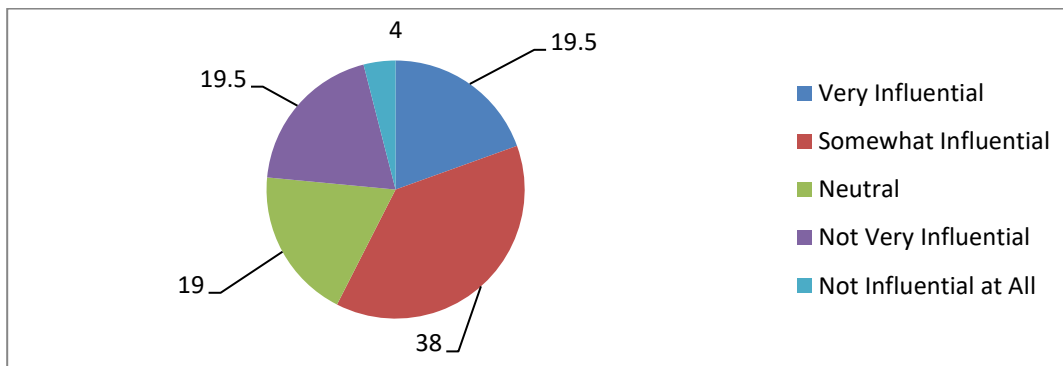


Figure 5: Response to the question “How much influence do you think your family has on your overall attitude towards online education?”

Analysis: A notable 57.5% of respondents, encompassing those who find their family's influence either very influential is 19.5% and somewhat influential is 38%, suggest that familial opinions play a significant role in shaping their attitudes toward online education. Approximately 19% of respondents express a neutral stance, 19.5% of respondents feel that their family's influence is not very influential and 4% feel that it is not influential at all on their overall attitude toward online education.

Table 7: Response to the question “Have you ever changed your mind about an online education service provider based on feedback or recommendation from your family?”



Components	Number of Respondents	Per Cent
Strongly Agree	87	22.5
Agree	133	34.5
Neutral	85	22
Disagree	67	17.5
Strongly Disagree	13	3.5
Total	385	100

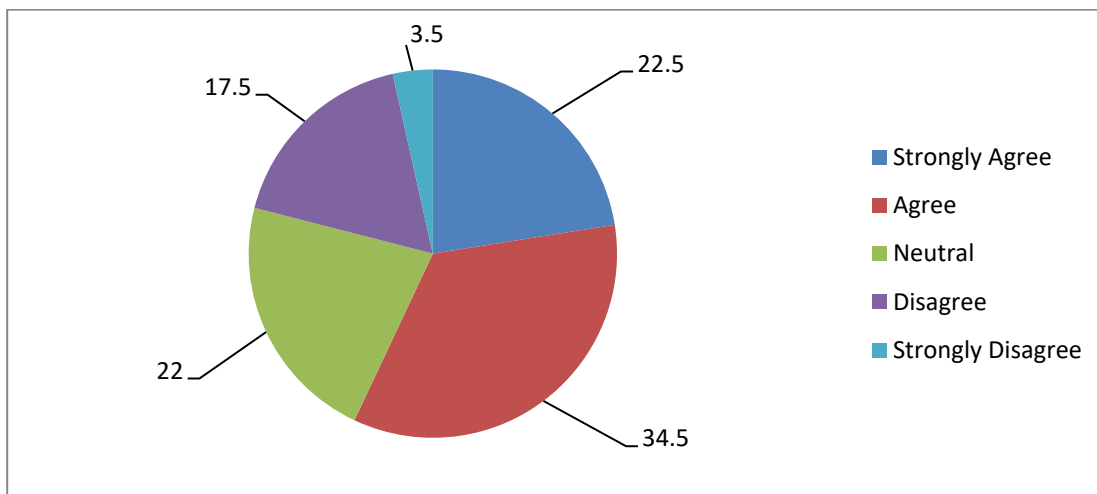


Figure 6: Response to the question “Have you ever changed your mind about an online education service provider based on feedback or recommendation from your family?”

Analysis: The data reflects the extent to which individuals consider family feedback and recommendations when making decisions about online education service providers. A substantial 57% of respondents, combining those who strongly agree is 22.5% and agree is 34.5% to it. Approximately 22% of participants express a neutral stance, whereas 17.5% disagreed and 3.5% strongly disagreed to it.

The data highlights a diversity of approaches individuals take in considering family feedback when choosing online education service providers. While a significant group places substantial importance on familial opinions, a sizable portion either maintains a neutral stance or disagrees that family feedback significantly influences their decisions in this domain.



HYPOTHESIS TESTING

H₀: There is no significant influence of family over decision between online and offline learning.

H₁: There is a significant influence of family over decision between online and offline learning.

Table 4.30: Calculation of Kolmogorov Smirnov D Value regarding influence of family over decision between online and offline learning

O N	O P	O C P	N P	N C P	A D O N
87	.22	.22	.2	.2	.02
156	.41	.63	.2	.4	.23
69	.18	.81	.2	.6	.21
65	.17	.98	.2	.8	.18
8	.02	1.00	.2	1.0	.00

Kolmogorov Smrinov D value = the largest absolute difference Value
= .23

Calculation of Critical Value of D

$$D = 1.36 / \sqrt{385} = .069$$

Result: KS D Value i.e. .23 > table value i.e. .069, so H₀ is rejected. It means there is significant influence of family over decision between online and offline learning.

FINDINGS OF THE STUDY

1. The result reveals that substantial 63% of respondents, comprising both those who strongly agree i.e. 22.5% and agree i.e. 40.5%, indicate a consensus that family plays a significant role in shaping their educational choices. This suggests a prevailing belief in the impact of familial opinions and preferences on the decision between online and offline modes of education. 18% of participants express a neutral stance whereas 19% of respondents disagree with the notion that family has a significant influence. 2% strongly disagree, indicating a small but distinct



subset of respondents who firmly believe that their family's influence is negligible or nonexistent in their decision-making process.

2. The result reveals that a notable 58% of respondents, encompassing those who find their family's opinion both very influential is 21% and somewhat influential is 37%, indicate a considerable impact of familial perspectives on their decision-making process. This majority suggests that, for a significant portion of participants, family opinions carry weight and influence when considering the pursuit of online education. Approximately 19% of respondents express a neutral stance, 21% of respondents hold the view that their family's opinion is not very influential and 2% agreed that it is not influential at all in their decision-making regarding online education.

3. The study found that a noteworthy 46% of respondents, comprising those who engage in the discussions very frequently i.e. 16.5% and somewhat frequently is 29.5%, indicate a significant level of communication within their families regarding the educational choices they face. Around 14% of participants express a neutral stance whereas 33% of respondent's state that they do not discuss this choice very frequently and 7% agreed that they never discussed with their families. This sizable portion implies a range of possibilities, such as individuals who rely on their own judgment, have established clear preferences, or consider other factors more influential in their decision-making.

4. The result found that 23% respondents give great deal of weightage to family opinions when making a decision between online and offline education, 35.5% agreed for some weightage, 21.5 percent respondents were neutral, 17% respondents give little weightage whereas only 3% respondents give no weightage at all to their family's opinions in this decision-making context.

5. The result reveals family's influence is very influential with 19.5% and somewhat influential is 38%, suggest that familial opinions play a significant role in shaping their attitudes toward online education. Approximately 19% of respondents express a neutral stance, 19.5% of respondents feel that their family's influence is not very influential and 4% feel that it is not influential at all on their overall attitude toward online education.



6. The result reflects the extent to which individuals consider family feedback and recommendations when making decisions about online education service providers. A substantial 57% of respondents, combining those who strongly agree is 22.5% and agree is 34.5% to it. Approximately 22% of participants express a neutral stance, whereas 17.5% disagreed and 3.5% strongly disagreed to it.

CONCLUSION

The study concluded that family plays a significant role in shaping their educational choices, reflecting a prevailing belief in the impact of familial opinions on the decision between online and offline education. The perceived influence of family on attitudes toward online education is substantial, with a majority proportion acknowledging that family opinions play a significant role in shaping their overall attitude.

SUGGESTIONS

- Develop strategies to enhance family engagement in the education decision-making process. This could involve hosting family-oriented webinars, workshops, or orientation sessions to showcase the value and impact of online education.
- Emphasize the flexibility and quality of online education to families. Showcase the adaptability of online programs to diverse schedules and lifestyles, as well as the high standards of academic excellence maintained in reputable online institutions.

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