



RESEARCH ARTICLE



A COMPARATIVE ANALYSIS OF THE ESL LEARNER'S PERCEPTION OF VIRTUAL LEARNING VS TRADITIONAL LEARNING IN THE AGE OF CONVERGENCE - A CASE STUDY AT JAZAN UNIVERSITY KSA

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*(Language instructor, English Department, Samtah University College, KSA.)*Email: heena.nadeem.ansari75@gmail.comDoi: <https://doi.org/10.54513/JOELL.2023.10102>**ABSTRACT**

The emergence of Covid-19 created the stipulation for virtual learning as a teaching platform. This study aims to ascertain the perception of ESL learners about virtual education in contrast with the Traditional one in the age of convergence. The comparative analysis will focus on fathoming the influence of these two platforms' engagement and interaction intensity with the ESL learners and the repercussion of the teaching and learning styles adopted to compete for the hostile circumstances of Covid-19. The methodology used is the quantitative comparative analytical method of research. An electronic questionnaire was used to collect initial data from two samples of classroom size of 60 each; adopted one population from virtual learning and another from a traditional setting. The finding shows that the sample of the virtual learning could have been more satisfied with the engagement, interaction and teaching methods. In contrast, the second sample experienced a wide variety of exposure to the learning style, communications, and engagement and was satisfied with traditional learning. Therefore, to increase the activities and study convenience, blended learning would be a better option to improve learners' contentment.

Keywords: *virtual learning, traditional learning, ESL learners' perception, convergence, blended.*



1. INTRODUCTION

1.1 STATEMENT OF THE PROBLEM

Virtual learning is one of the critical issues in the education sector that has gained momentum due to the pandemic. Virtual education applies the Distance learning experience combined with electronic study content designed for self-generated pace (asynchronous) or live web-conferencing (synchronous) online teaching. The quality of the platform depends upon the proper use of digital technology by modern educational theories. On the contrary, a physical learning / traditional platform physically involves a standard curriculum delivered by the teacher in person. Routine tests are administered at regular intervals in person. A physical platform is the conventional teaching-learning model where the learner's time, place, and pace of learning remain persistent. The learning experiences have a divergent impact on students, especially ESL students in the age of convergence, where coherence within the procedures or experiences plays a vital role.

1.2 SIGNIFICANCE OF THE PROBLEM

The study will help the researcher compare and contrast the perceptual impact (positive or negative) among the two learning platforms, Virtual and Physical, offered to the two groups of pupils in the same institution. In addition, the study will help the researcher know about various functionalities proposed to these groups in a non-identical environment of teaching-learning, including communication, teaching methods, engagement in learning activities, and preferences of the learning platforms.

1.3 PURPOSE OF STUDY

This comparative study aims to evaluate the perceptual impact of virtual learning in contrast with physical education among ESL learners in the age of convergence. In addition, the research aims to assess whether using these contrasting platforms impacts a student's learning satisfaction and performance. Finally, it will also evaluate the students' perception while adopting any one of the learning platforms.

1.4 ASSUMPTIONS AND LIMITATIONS

Technology advancements have influenced the educational fields predominantly. With the exposure of the Covid-19 pandemic, academic institutions switched to various online portals, contributing to the progression of education amid the pandemic. Physical learning was terminated all over the world as a consequence of Lockdowns. Surprisingly, online learning was accepted through the hustle and bustle by the learners amidst the ploys integrated into the learning system. The current status manifests that the academic institutions are opened, and physical learning has been resumed. However, the student's perceptions have changed regarding both the learning platform. The researcher assumes that the learners are congenial either to linger to virtual or blended learning. Nevertheless, the expected facts reveal that traditional knowledge cannot be compared with any other platform due to its uniqueness and effectiveness, which cannot be denied or abstained from the educational process. Time is another limitation as the final results are issues at a specific period, so the study would be stationary till the data is collected. Above all, the authenticity of the responses to the questionnaire is



uncertain. The data collection may be affected by the manipulation of the students. Lastly, the sample size was limited. The two groups of subjects belonged to the same institution Jazan University. Future research should opt for samples from different institutions to evaluate virtual versus traditional learning productivity, performance, and satisfaction of students with these platforms. The literature review could be more convenient and offers conflicting findings, making it problematic to contrive conceptions. Further, no follow-up investigations for the case studies of virtual courses, disciplines, or a single college test the findings' verification, reliability, and generalizability. Qualitative and quantitative research is needed in the areas identified in this study.

2. LITERATURE REVIEW

The rationale for adopting this review is to focus on the issues related to the topic mentioned or discovered in previous research. The literature review will provide theoretical and empirical evaluations regarding the comparative study of students' satisfaction and performance in virtual vs physical learning in an age of convergence.

2.1: THEORETICAL REVIEW

The study comprises social cognitive theory and interaction equivalency theory to understand the research objectives.

Albert Bandura proposed the theory of social cognitive theory (SCT), which states that "when people observe a model performing a behaviour and the consequences of that behaviour, they recall the succession of the act and use this information to guide subsequent behaviours. Observing a model can

also prompt viewers to engage in behaviours they already learned". In other words, individuals do not learn new behaviours entirely by trying them, and either ensuing or deteriorating, but rather, the survival of humanity depends upon the replication of the actions of others. People are recognised or punished for their behaviour and the outcome, and the observer may choose to replicate the modelled behaviour. So SCT appeared from social learning theory, which identified that people learn from their own experiences and by observing the experiences of others. Self-efficacy theory (SET) is a subsection of Bandura's (1986) social cognitive theory. According to this perspective, the two key determinants of behaviour are self-efficacy perception and outcome expectancies. The latter construct refers to the perceived positive and negative consequences of performing the behaviour. Schwarzer and Fuchs (1996) integrate risk perceptions, behavioural intention, and components of the action phase of behaviour change.

The interaction equivalency theorem (Anderson, 2003) provides guidelines for effective online course design through its two theses: 1) One of the three types of interactions (learner-content, learner-teacher or learner-learner) can support meaningful learning at a high level. The other two forms can be offered to a minimal degree, or not at all, without decreasing the quality of education. 2) High levels of more than one type of interaction are likely to provide more satisfying educational experiences. However, the cost and design time requirements of these experiences might make them less efficient. This theorem is attractive to organisations wishing to expand and improve their



online programs. It addresses limitations in social interactions (i.e., between people) by suggesting that meaningful learning will occur if one of the other types of interaction can be maximised (Rhode, 2009). Online learners tend to reject the idea of different types of interaction being equivalent or interchangeable (Padilla Rodriguez & Armellini, 2013a; Rhode, 2009). Nonetheless, perceptions may differ from actual behaviours and outcomes (e.g., Caliskan, 2009; Picciano, 2002). In a meta-analysis encompassing 74 studies, Bernard et al. (2009) reported that all three types of interactions are essential for students' academic achievement. However, the presence of interactions at high and moderate levels was preferable. This finding is congruous with the notion that a high level of at least one type of interaction supports meaningful learning. The teaching-learning process had been confined to the classrooms before technology found its place in education. The classrooms were either student-centred or teacher-centred. The scenario changed slowly, and classroom instruction became technology-supported. Today's learners, the digital natives, rely more on technology than teachers. A comparative study of traditional vs virtual was conducted among the ESL students of Jizan university. Surprisingly, the results favoured the conventional teaching mode despite the numerous advantages listed by the respondents.

2.2: PERCEPTUAL IMPACT OF PHYSICAL/ /TRADITIONAL LEARNING

A study undertaken by Al-Omari and Salameh in 2012 expresses that traditional learning needs more flexibility, affects the learners' scores, and does not compromise the pace of underachiever students.

Sethughes (2012) states, in his argument, that traditional learning is better than online learning as the latter lacks personal interaction with the teacher. Vaona et al. (2018) have discussed that formal education makes room for personalised instructions so that the learners can adjust the duration of the course and contents depending on their needs. Sarrab et al. (2014) opine that feedback on the lecture is imminent in traditional learning methods. In contrast, in e-learning, feedback is a pre-defined activity at the program designer's need and convenience. In formal learning, the teacher's preparation for the class and delivery of the lecture are limited, and in e-learning, the materials and resources are unlimited (Rondon, 2013). In all these studies, the results and arguments are not one-sided. Some studies support e-learning, and others favour traditional learning. Tan, P. J. B. (2015) shows that English learners like to use the internet to learn English in preference to more conventional methods, such as sitting in a classroom to listen to a teacher. Learners with a more positive attitude toward learning English will be more likely to use e-learning websites; the results support the claim that virtual learning provides a good tool for understanding and applying technology in learning surroundings. Hollingshead, McGrath, and O'Connor (1993) discovered that face-to-face groups performed better on negotiation and intellectual tasks than their virtual counterparts.

2.3: PERCEPTUAL IMPACT OF VIRTUAL/ONLINE LEARNING:

Muntajeb, A. B. (2011) concluded that an online Learning Environment is highly effective and facilitates the comprehension and assimilation of



concepts in Physics. The scores obtained can be inferred that girls and boys have achieved equivalently when taught through an online learning environment. Students should be allowed to learn through an online classroom, where they can interact with the content and gets space to share learning objects. Similarly, they also get to collaborate with their peers in creating knowledge. In an online learning environment, teachers can explain abstract concepts with the help of animation and graphics, thus developing imagination among students. Joo, Y. J., Lim, K. Y., & Kim, E. K. (2011) indicated that teaching presence, cognitive presence, perceived usefulness, and ease of use were consequential signs of learner satisfaction, which proved effective mediators. The findings provided substantial implications for designing and implementing teaching and learning strategies in online university environments. Liao, P., & Hsieh, J. Y. (2011) aimed to determine whether Internet-based learning is affected by perceived playfulness, satisfaction, and performance expectancy effectiveness. The findings indicate a mediating relationship between Internet-based learning and student satisfaction. Furthermore, students' satisfaction is aligned with knowledge, and since pleasure has a significant mediating role, students' performance expectancy increases. Paul Juinn Bing Tan (2015, Vol. 54(2) 211–228) states that most ESL learners using the internet to learn English find it more beneficial than traditional methods. Dendy, C. B. (2019) concluded that the overall perceptions of the face-to-face public speaking course were more favourable than those of the online course among the non-traditional students surveyed as part of this research study. Ellefson, G. J.

(2015) students in this study preferred face-to-face, multiple-choice mid-term and final tests rather than subjective measures, essays, research papers, and final projects, even acknowledging that they expected easy tests in online courses. Further, students expressed fears of electrical failures or computer glitches that preclude instructor reception of their exams. The researchers concluded that this category of preferences and perceptions showed that this sample of online students demanded high success without much work, revealing that they "are not fully prepared to take responsibility for their learning in this system" (Kılıç-Çakmak et al., 2009, p. 356). By contrast, Morris (2011) reported more positive findings. Thomson, D. L. (2010), as specified by the high-achieving students and teachers interviewed and surveyed in this study, the online format is suitable for a more individualised and differentiated learning experience than is often possible in a regular classroom. Students can work at a pace consistent with their learning rate, have more time to reflect, perceive the pleasure in the learning process, and engage in more self-directed and independent learning. These benefits and others specify that online programming can effectively meet the needs of many gifted students.

2.4: VIRTUAL LEARNING VS TRADITIONAL LEARNING

Angiello, R. (2010, Apr 19) concluded that active learners in online classes performed better than their counterparts taking the same course through traditional face-to-face instruction. Secondly, education amalgamated online, and face-to-face elements had an immense advantage relative to face-to-face instruction. Online learners spent more time on tasks than students in the face-to-face condition



and found a more significant benefit for online learning. Conversely, online learners are not mastering content as successfully as their classroom-bound fellows. Therefore, the rapid movement to more online learning experiences must be re-evaluated. One critical finding is that students in blended or hybrid online and face-to-face instruction do better than students who ultimately learn in one mode. Vroeginday, B. J. (2005) study shed light on the analysis of variants (ANOVA) to determine if there were significant differences in the final exam and overall course scores between the traditional and online learners taking nearly identical introductory environmental science courses with the same instructor. The findings indicated that Online learners were found to score significantly higher. In addition, significant differences were observed with marital status, where married learners scored higher than single, separated, divorced, and widowed learners. Hughes, M., & Hagie, C. (2005), the study was an initial examination of the positive aspects and challenges in online and traditional face-to-face behaviour management classes. A hybrid version of a particular education course incorporating online instruction and standard classroom time might address some of the advantages and challenges noted in this study.

Dykman, C. A., PhD., & Davis, C. K., PhD (2008) concluded that it is complicated to adapt a highly social process, educating students in a traditional school and classroom setting, to an online computerised environment with restricted sociability. The huge challenge for online educators is to make this adaptation work effectively regarding social interaction and learning outcomes by blending both

methods. Dr Reji George (2021), under the topic "Impact and consequences of covid -19 in the educational sector: challenges and opportunities", concluded that transitioning from face-to-face to distance learning was challenging. Still, the educators took up the challenge with the help of various online platforms. Nevertheless, studies show that, in the case of developing countries, teachers and students face frequent hiccups while using these tools. Moreover, it is undoubtedly a challenge for economically backward children to afford the cost of the data package and online learning devices. Therefore, exploring and implementing effective online teaching and learning pedagogy is essential for further research.

3. RESEARCH METHODOLOGY

3.1: METHODOLOGY

Research methods are procedures for collecting and analysing data and are an integral part of research design. According to Wilson R. D. (1996), there are five components include design issues such as illuminating the target of the study; constructing a suppositional background for the research; composing research questions outing; developing a relationship with the people you are studying; making decisions about sampling, data collection, and analysis; and assessing validity threats and alternative explanations to your study's conclusions. First, it helps to offer the path through which the research will follow its destination. Secondly, it provides the researcher more accessible technique to develop the research problem and articulate its goal and objectives (Sileyew., 2019). However, the adopted research method depends upon the nature



of the research and the aim of the research. Mixed methods research has been increasingly adopted in educational research as an alternative to traditional mono-method approaches (Tashakkori & Teddlie, 2003). Biases inherent in any single method could neutralise or cancel the tendencies of other methods. (Creswell, 2005). The resulting mixture has complementary strengths and non-overlapping weaknesses. Results from one method can help develop or inform the other method (Greene, Caracelli, & Graham, 1989) and provide insight into different levels or units of analysis. Therefore, mixed methods studies help researchers fully understand the issues under investigation. The objective of this research is a comparative study of the impact of Virtual learning Vs Traditional learning on ESL learners in the age of convergence. Thus, the researcher will adopt to use of a mixed research method. Therefore, the study collects data to develop the rationale for using traditional vs virtual learning platforms and their impact on two sets of samples.

3.2 RESEARCH DESIGN

Research design is the substructure of research methods and approaches a researcher chooses. The design permits researchers to hone in on suitable research methods for the subject matter and set up their studies for success. This study takes advantage of reciprocity and triangulation (Denzin & Lincoln, 2005) in the perception of online and face-to-face groups. By combining the findings from quantitative and qualitative methods, both results can be elaborated and enhanced (Neuman, 2003). The integration of the two methods happened at (1) the research question formation stage, with each research

question targeting either quantitative or qualitative or both methods; (2) the sampling stage with purposeful criterion sampling strategies for both methods; (3) data collection stage with the institute population as the target data source; (4) data analysis stage with parallel track and cross-track analytic approaches; (5) data presentation stage with sessions to present research findings from both methods separately from different issues and topics and sessions of research findings from both methods under the overlapping issues and topics; (6) interpretation stage with interpretations of research findings from both methods integrated under several subtopics; and (7) mainly at discussion stage with discussions of research findings from both methods. Surveys include transactional and linear studies using questionnaires or planned interviews for data collection, intending to generalise from a sample to a population (Babbie, 1990). A mixed-methods design helps capture the best of both quantitative and qualitative approaches. Quantitative research is for cases where statistical conclusions to collect actionable insights are essential. Numbers provide a better perspective for making critical analyses. Insights drawn from complex numerical data and analysis prove to be highly effective when deciding the institution's future. Contrast qualitative research involves collecting and analysing evaluative data, for instance, text, video, or audio, comprehending opinions, postulations or backgrounds. It can accumulate extensive perspicuity into a problem or generate new ideas for research.

3.3 RESEARCH QUESTIONS

The primary goal of this mixed-methods research was to compare the ESL learner's perception of Virtual learning Vs Traditional learning in the age



of convergence and investigate the factor and obstacles making both platforms less indulgent in the rapidly changing world. The central interrogative questions for the students are: "What were students' perspectives on the advantages and disadvantages of the virtual and face-to-face platform" and "Which platform would they prefer in future"? Educators were asked, "Which teaching strategies work well for physical/ virtual mode of instruction and why?" and "which would they prefer to teach?" The statistical analyses of online student surveys and offline teacher interviews were further considered to elaborate the narrative. (See appendixes A and B).

3.4 SAMPLES/PARTICIPANTS

The targeted participants are the students of Jazan University. They are involved as the primary subjects of the study, while on the contrary, teachers of the latter were the secondary subjects. Thus, the targeted students are divided into two groups of 60 each as a comparative study sample. In contrast, six teachers from six Jazan University campuses teach the same course undertaken for qualitative investigation. Therefore, the total population of the entire study involves 120 students and six teachers, a total of 126 subjects. To avoid biased results, the students are selected randomly from different campuses of the same field affiliated with Jazan University. The two groups differ in their attribute. Group A is the virtual learning group of the course Introduction to literature (ENG-234) in level 4. In contrast, group B is the physical learning group that traditionally attends face-to-face classes for the same. Both groups have the same learning material, syllabus, course specification, course distribution, time allotted to complete the course, and a unified final exam at the

end of the semester. Different teaching environments and different teaching instructors treat both groups. The sampling procedure adopted here is probabilistic sampling which means that every member of the population has a chance of being selected. It is mainly used in quantitative research. As the study aims to produce results representing the whole population, probability sampling techniques are the correct choice. The teachers from six different campuses were split into two categories for interview: three were teaching on virtual platforms, whereas three were traditional.

3.5 SAMPLING STRATEGIES

The quantitative data analysis samples were from Jizan University of higher education, English program, KSA. Utilising as a purposeful sampling strategy. The data consists of one course, 234: Introduction to Literature level-4, divided into two groups for comparative analysis, containing 60 students each. One group provided the virtual platform opportunity, whereas the other included the physical platform learners. The course content, specification, and assessment pattern were the same for both groups. The qualitative data has six interviewees (all six from different campuses authorised by Jizan University) with different teaching backgrounds, methods and experiences. The six teachers are further divided into two groups containing three each depending on the platform (Physical or virtual) provided to them to teach. The result sheet of the final exam was available to compare the achievement of both groups throughout the semester. Although the samples are taken from one institution, a cumulative perception of different



campuses is expected, supervised under the umbrella of Jizan university.

3.6 DATA COLLECTION

The correct instrument and tool selection is vital in yielding authentic results for the research, especially when using a mixed analysis method. One of the tools used in this study, specifically in collecting data, is the questionnaire as the central supportive pillar of the statistics. Though the questionnaire used for this study consists of only closed-ended questions keeping in view the level of the students, it offers the researcher a chance to corroborate that the respondents have equitable questions concerning the topic under research. Moreover, it is accessible to remote campuses through an online platform.

The quantitative data sets used in this study were extracted from Google form survey questionnaires and the institute's databases. Students were divided into subgroups for a survey during one complete term in one graduate course. The average group size is 60, selected randomly from the seven campuses of Jizan University. All the responses produced were collected electronically, and the researcher utilised them in word documents, making it easier to analyse the data. In addition, one-to-one semi-structured interviews were conducted as the qualitative data collection method to understand better the hindrance that emerged from the quantitative analysis. The data collection process involves using multiple stages of data collection and the refinement and interrelationship of categories of information (Strauss & Corbin, 1990). As a result, the

students and instructors had many of the same questions.

In contrast, the instructors were asked more detailed questions about how they interacted online and the methods of teaching adopted for both platforms. Why did the student's perception change? The interviews were audiotaped. The participants had an opportunity to review the audio and provide additional comments to clarify their initial answers. Both groups dealt with a different set of questions relatable to their existing attributes. It is accessible to remote campuses through an online platform. The data collected is analysed for further use. The primary rationale for preserving data integrity is to support the detection of errors, whether they are deliberate falsification or systematic random errors.

3.7 DATA ANALYSIS

A fusion of descriptive and analytic statistical methods was used to help answer the research question, "How do the students perceive the impact of virtual or physical platforms in the age of convergence?" The descriptive statistical analyses compared the maximum and minimum values of variables from the data obtained by the survey. Numerical data is used as a final exam grade list obtained from four campuses to compare the difference in students' achievements using different platforms. Inductive analysis of qualitative data starts with a description, followed by the theoretical guide and moves from a detailed, fine-grained analysis of the data (open-ended) toward more general themes and theories.

Qualitative analysis as the basic analytic unit is the interpretative repertoire (see Gilbert & Mulkay,



1984; Potter & Wetherell, 1987; Wetherell & Potter, 1988). It attempts to show the value of a method of qualitative analysis which does not aim at capturing participants' authentic intentions, meanings, or

experiences. Instead, it concentrates on analysing knowledge formations, which organise institutional practices and societal reality on a large scale.

Data analysis

Group A: Impact of Virtual learning

Questions 1-4: General analysis

Group A: Impact of Virtual learning

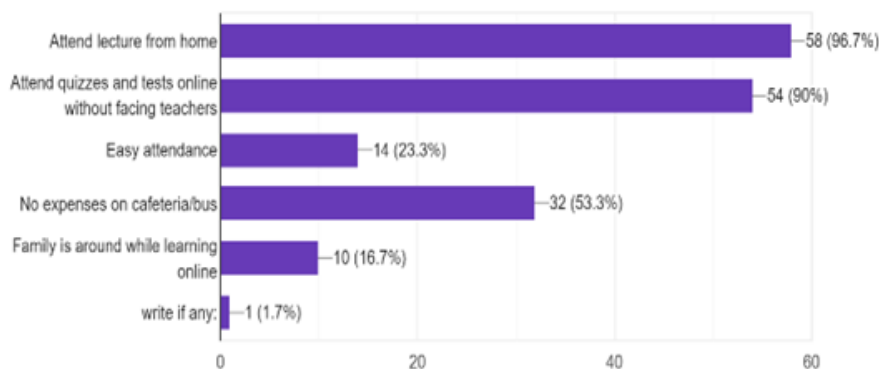




In response to question 1, do you have access to virtual learning? 100% of the subjects admitted to having access to it. The responses to the question indicate that all the participants have the same learning experience online regardless of being taught by different teachers and in a different environment. The university colleges of Farasan and Al-Dayer offered it as a mandatory virtual course. When asked which kind of perception do you experience upon using virtual learning? 40% of the respondents agreed that they had satisfactory interaction with their teachers and friends, whereas 35% disagreed, and 25% replied maybe. In response to the question, what kind of perception do you experience using virtual learning? 55% of the students precepted the virtual learning experience as unfavourable. 45% of the respondents are in favour of positive perception. The difference is very close to each other. When asked were satisfied with the teachers' teaching style during virtual learning? 45% of the students rate the teachers' teaching style up to 90%, whereas 46.7% rate the latter up to 50%. 8.3% of students rated the teaching style in virtual learning up to 10%, which shows dissatisfaction. The perception varies from student to student, depending upon their urge to learn.

What do you like in virtual learning? ماذا تحب في التعلم الإلكتروني؟ اختر أكثر من إجابة واحدة

60 responses



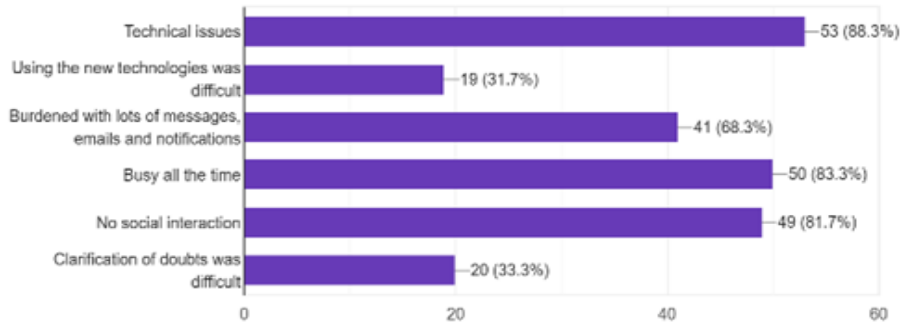
5. What do you like about virtual learning?

The above data shows the response to the question about what they liked in virtual learning. 96.7% of students liked to attend a lecture from home. 90% favour attending quizzes and tests online without facing teachers. 53.3% liked it because of no expense for the cafeteria. 23.3% liked easy attendance in virtual learning. 16.7 liked it because the family would be around. Being at home is convenient for students and teachers regarding comfort, cost-effectiveness and health care.



6. What are the difficulties you faced while using a virtual learning platform?

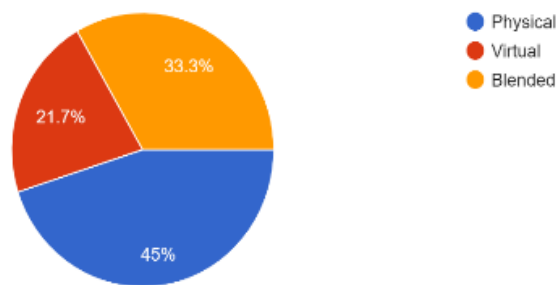
7. What are the difficulties you faced while using virtual learning platform? ما هي الصعوبات التي واجهتها أثناء استخدامك لمنصة التعلم الافتراضية؟
60 responses



The above data shows the response to the question about the difficulties faced while using a virtual learning platform. 88.3% face technical problems, while 83.3% find themselves very busy. 81.7% complain about no social interaction, whereas 68.3% say they are burdened with many messages, emails, and notifications. 33.3% say that doubts must be clarified, whereas 31.7% find using the new technologies and apps challenging.

7. Would you prefer physical, virtual, or blended learning?

would you prefer physical, virtual or blended learning? هل تفضل التعلم المادي أو المدمج أو الافتراضي؟
60 responses

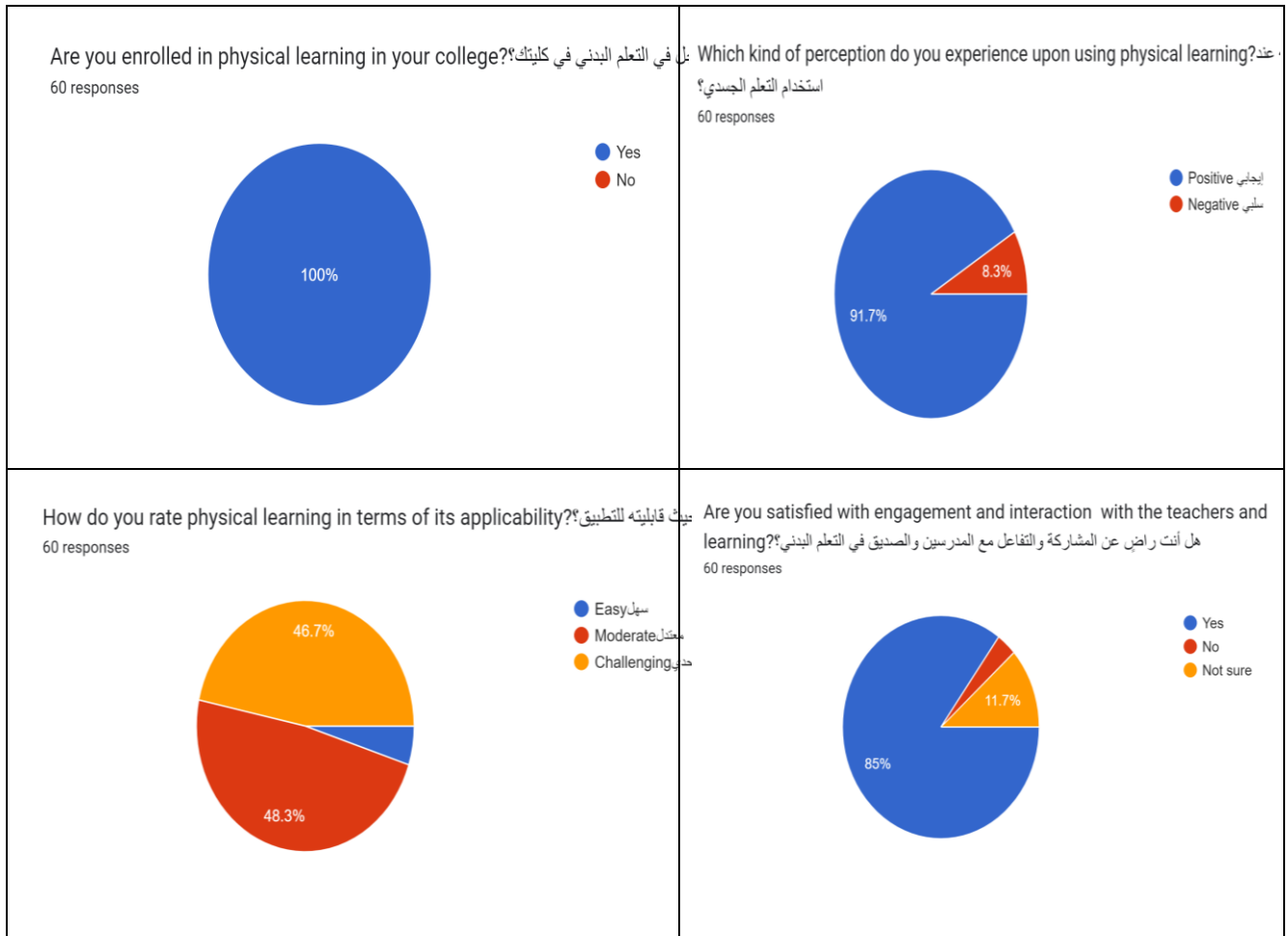


The above data shows the response to whether they would prefer physical, virtual, or blended learning. The respondents have different views and inclinations. 45% of the respondents favour physical learning, 33.3% support blended learning, and 21.7% prefer virtual learning. It shows that the majority of the students prefer physical or traditional learning. Virtual learning does not appear more prevalent in practicality. Though, it has a lot of convenient aspects for students.



Group B: Impact of physical learning on students

Questions 1-4: General analysis



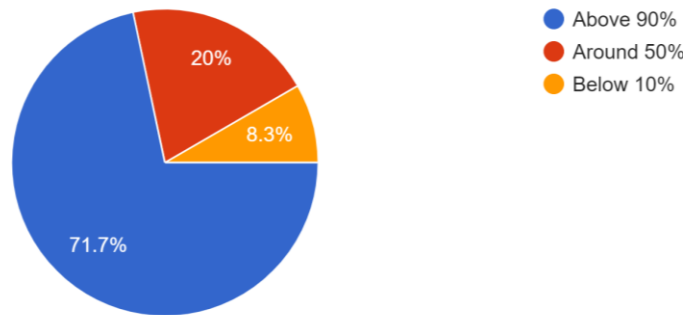
The above data reflects that 100% of the respondents belong to the physical learning category. The university colleges of Ad-Darb, Al-Ardha and Samtah offered the latter as a mandatory physical learning course, considering the course's difficulty level. In response to the question, what kind of perception do you experience using physical learning? 91.7% agreed that they shared a positive perception while undergoing physical learning, while 8.3% disagreed with the statement. The response regarding the question, how do you rate physical education in terms of its applicability? Shows that 48.3% of the students responded in favour of moderate relevance while rating physical learning; however, 46.7% agreed to find it challenging due to different aspects. Are you satisfied with physical learning engagement and interaction with the teachers and friends? 85% agreed, whereas 11.7% were unsure about it.



What level of satisfaction do you get in teachers' physical learning activities and teaching styles?

What level of satisfaction do you get in physical learning activities and teaching styles of teachers?
ما هو مستوى الرضا الذي تحصل عليه في أنشطة التعلم البدني وأنماط التدريس للمعلمين؟

60 responses

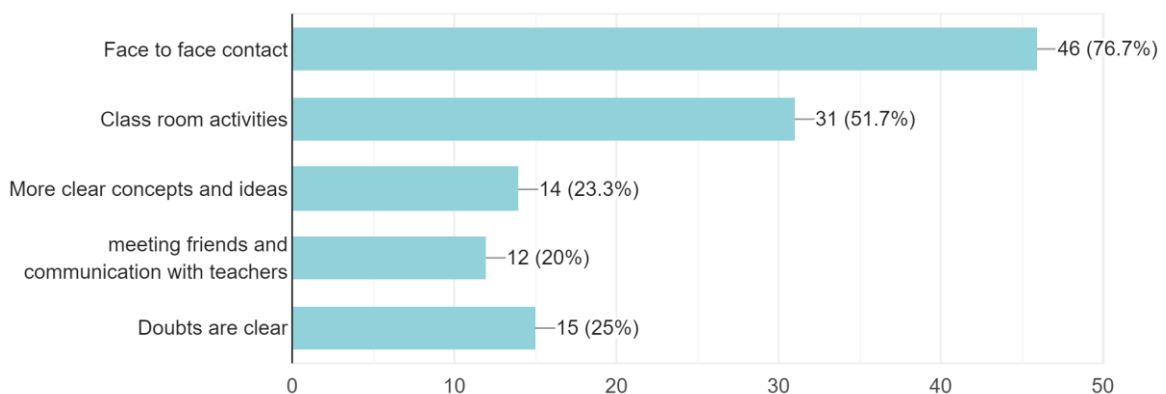


The data above shows that 71.7% students rated satisfaction with teachers' activities and teaching styles above 90%, whereas 20% rated it around 50%, and 8.3% said it was below 10%. It shows that satisfaction with learning activities and teaching styles depends on the perception of the individual student. The teaching style should be based on the need of students learning.

6. What do you like most in physical learning?

What you like most in physical learning?
ما الذي يعجبك أكثر في التعلم الجسدي؟

60 responses



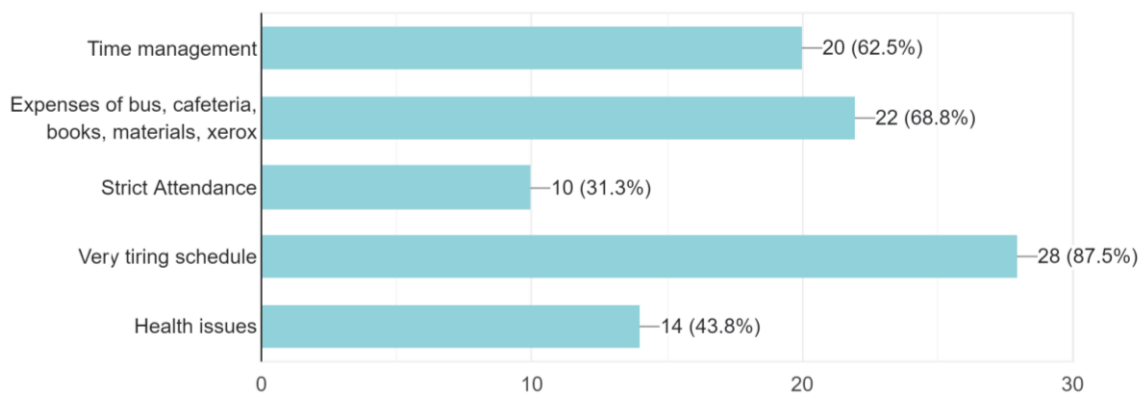


The above statistics show the responses to what they like most in physical learning. For example, 76.7% of the responses favoured face-to-face contact in physical education. On the other hand, 51.7% chose classroom activities. In addition, 23.3% said it aids in more apparent concepts and ideas. Finally, 20% liked meeting friends and communicating with teachers in physical learning, whereas 25% said it supports clearing doubts.

7. What difficulties did you face while using a traditional learning platform?

7. What are the difficulties you faced while using traditional learning platform? ما هي الصعوبات التي واجهتها أثناء استخدامك لمنصة التعلم التقليدية؟

32 responses

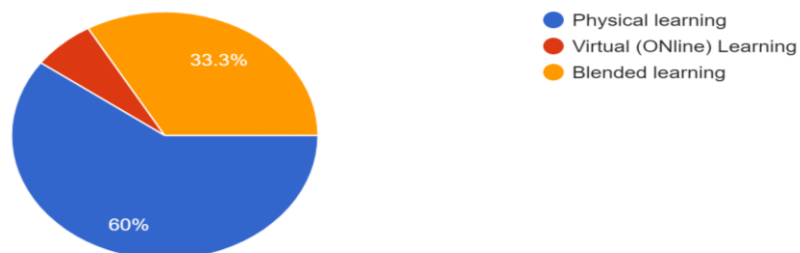


The above data shows that the responses dealt with students' difficulties using a traditional learning platform. 87.5% agreed that the schedule provided was very tiring. 68.8% said that the expenditures were more. 62.5% said managing time at college and home was challenging. 43.8% agreed that health issues were a serious problem. 31.3% pinned that attendance was very strict in physical learning.

8. Would you prefer physical, virtual, or blended learning?

هل تفضل التعلم المادي أو الافتراضي؟ would you prefer physical, virtual or Blended learning?

60 responses



The above data shows that 60% of students preferred physical learning, whereas 33.3% preferred blended learning. We can understand students' perceptions and fondness towards physical education. It also exhibits that blended learning is another favourite option for students in the age of convergence.



FINDINGS

The findings reveal that:

Group A, associated with 100% access to virtual learning, perceives a positive experience using a virtual platform. It favours an excellent interaction system and engagement with teachers and friends. Most of the respondents from group A rated the teaching style used by teachers during online learning at around 50%. The group liked attending lectures from home and appearing in quizzes and midterms online without facing teachers. On the other hand, most respondents faced difficulties due to technical network issues and being constantly busy without social interaction. They are relieved economically as their expenditure of convenience, and the canteen was cut off due to online lectures. Surprisingly, despite all these advantages, Group A would prefer physical learning in future, according to the data collection.

Group B is associated 100% with a physical learning platform and agrees with the majority to positively perceive the latter. Mostly the group rated in favour of moderate applicability but was very close to the challenging pertinency. The majority of the respondent agreed that the engagement and interaction with the teachers and friends were satisfactory enough. The latter rated the teaching styles adopted by the teachers in physical learning as above 90%.

Group B likes most in physical education most is face-to-face contact with teachers and friends, offers classroom activities and supports support to clear doubts. However, most of the

respondents from group B admitted that the schedule was too hectic and fatiguing, and the expenditures were more than the letter. In addition, it was strenuous to regulate both the fields at home and college simultaneously; also, health issues were a serious problem. Therefore, group B would prefer Physical learning in future.

The face-to-face interview with the educators revealed that those who taught virtually faced difficulties in connecting to the student's psychology, keeping the data and material private, a sense of isolation, easy distraction, and monitoring of the activities. Technical issues and network shortage was the most irritating one. As it was virtual, the teacher could not identify the students' voices or faces (Saudi culture does not allow video chat), so there was no connectivity or motivation between the teacher and student. In contrast, the educators taught in traditional settings were satisfied as it provided more control to the teacher to modify the teaching strategies according to their student's need, supports students' critical thinking and questioning, social development connectivity among the teacher and students, one-to-one interaction. It allows instant accommodation for under privilege students and gives more chances for fun learning. Most importantly, it provides job satisfaction but is much more frantic and exhausting.

In response to the best teaching strategy, the virtual educators favoured PowerPoint presentations, online videos, and short quizzes at the end of the lecture. Whereas traditional platform educators selected PowerPoint, audiovisuals, face-to-



face discussion, feedback sessions after midterm, cooperative teaching and learning, the numerical data is presented in the form of a concrete mark list of final exams from both the plates forms to compare the progress of the students, which showed that students from the virtual category scored good marks in internal online exams comprised of quizzes, midterms and assignment of total 40 marks. Nevertheless, they could have done better in the unified final exam of 60 marks because it was held on campus. On the other hand, Students from the traditional platform scored average in the internal and final exams and showed a slight difference between internal and finals.

SUMMARY

The data obtained was analysed and expressed in percentages to evaluate how the different population offered their opinion concerning the research questions. An electronic questionnaire (Google Forms) was used for the survey. The final exam mark lists are also used as evidence to compare the difference in learning outcomes at the end of the semester. The subjects were divided into two groups experiencing different perceptions of the same course and syllabus but in diverse learning environments, for instance, physical or virtual platforms, educators' status, and teaching methods. Both platforms have their pros and cons. Surprisingly, both groups preferred to choose physical learning platforms in the future.

CONCLUSION

Online education will continue to expand and shape how some people learn in the 21st century (Wunensch, Aziz, Ozan, Kishore and Tabrizi, 2008).

Covid 19 was the era which led to the merging of educational opportunities via the internet, and the whole world witnessed the age of convergence. Although virtual learning has been evolving rapidly, there are still some affairs to be solved to achieve stimulating and realistic learning experiences (Monahan, McArdle & Bertolotto, 2008; Qiu, 2010). The study identifies the perceptions of two groups of virtual vs traditional learning platforms from a quantitative method study. The analysis of the data surprisingly reveals that despite being convenient, the virtual platform still needs to be more adored by students of Jazan University due to specific reasons that hinder them from preferring the virtual mode of study. However, the students experienced complications in traditional platforms too, but the constraint of unified exams across the seven campuses under the umbrella of Jizan University forces them to choose the most suitable platform to learn, i.e. physical medium. The data also reveals that blended learning could be the second option for students in this age of convergence. The final exam mark list showed a varied contrast in the achievement level of the students. The students enrolled on the virtual platform scored high marks in semester work but could have done better in the final exam, which was taken on campus. Conversely, the students enrolled for the physical platform scored balanced grades with little variations.

RECOMMENDATIONS FOR FURTHER RESEARCH

Further studies are needed to allow fruitful scrutiny of a particular way of exploring the issue. Thus, one possibility would be to look at the point in a macro context by inviting more samples from other institutes globally. Contrarywise, another opportunity



is to reconnoitre the issue from a micro perspective at the single trim group level. If a large-scale study supports the present findings, a follow-up single case study may consider testing them in one select online and small face-to-face group to examine the experience more closely. Much could be garnered from comparing more courses with subgroup discussions in both traditional and virtual situations.

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Appendix

Questionnaire Group A

https://docs.google.com/forms/d/1N9zFL8KWYJx8vQBjq86Wh1v5ch0QBulazd_rs49zAIQ/edit#responses

1. Are you enrolled in virtual learning?
 - Yes
 - No
2. Which kind of perception do you experience upon using virtual learning?
 1. Positive
 2. Negative
3. Was the engagement and interaction with the teachers and friends satisfactory?
 - Yes
 - No
 - Not sure
4. Are you satisfied with the teachers' teaching style during virtual learning?



- Above 95%
 - Around 50%
 - Less than 10%
5. What do you like about virtual learning?
- Attend lectures from home
 - Attend quizzes and tests online without facing teachers
 - Easy Attendance
 - No expenses on cafeteria and buses
 - Family is around while learning
6. What difficulties did you face while using a virtual learning platform?
- Technical issues
 - Using the new technologies was difficult
 - Burdened with lots of messages, emails, and notifications
 - Busy all the time
 - No social interaction
 - Clarification of doubts was difficult
7. Which platform would you prefer for further learning?
- Physical
 - Virtual
 - blended

Appendix

Questionnaire Group B

https://docs.google.com/forms/d/12tw_3cv1E9nIIDTVlkk6rb1vaScDXfR7hEcOUThAac4/edit

1. Are you enrolled in physical/ traditional learning at your college?
- Yes
 - No
2. Which kind of perception do you experience upon using physical/traditional learning?
- Positive
 - Negative
3. How do you rate physical/traditional learning in terms of its applicability?
- Easy
 - Moderate
 - Challenging



4. Are you satisfied with physical learning engagement and interaction with the teachers and friends?
 - Yes
 - No
 - Not sure
5. What level of satisfaction do you get in traditional learning activities and teaching styles of teachers?
 - Above 90%
 - Around 50%
 - Less than 10%
6. What do you like most in physical learning?
 1. Face-to-face contact
 2. Classroom activities
 3. More clear concepts and ideas
 4. meeting friends and communicating with teachers
 5. doubts are clearer
7. What difficulties did you face while using a traditional learning platform?
 - Time management
 - Expenses of bus, cafeteria, books, materials, xeroxes
 - Strict Attendance
 - Very tiring schedule
 - Health issues
8. Which platform would you prefer for further learning?
 - Physical
 - Virtual
 - Blended

The course (Eng234) is taught virtual/ online; Final marks list:

Campus 1:

<https://drive.google.com/file/d/1QwS8YE3iAd2i9208h1FyPtFOiinoCo75/view?usp=sharing>

Campus 2: https://drive.google.com/file/d/1T8VDMbyAynXASYQTJpUggjt_3rWMVl4n/view?usp=sharing

The course (Eng234) taught physical/ traditional; Final mark list:



Campus 3:

https://drive.google.com/file/d/1oWgNCP2rrlv3awlamBm_XbzT7xS3mskO/view?usp=sharing

Jizan Female campus:

https://drive.google.com/file/d/1Cl3Yt5obveEscmf3mPPsbizRrrmVKqn/view?usp=share_link

Campus 4:

https://drive.google.com/file/d/1O7e2OPpyCMTu4Dkj1TxxAREzxIjvJ8SB/view?usp=share_link