

**Perception of Secondary Level Students Towards Online and  
Conventional Learning in English**

**A Thesis Submitted to the Department of English Education  
In Partial Fulfillment for the Master of Education in English**

**Submitted by**

**SamanaGadtola**

**Faculty of Education,**

**Tribhuvan University,**

**Kritipur, Kathmandu, Nepal**

**2023**

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### **Recommendation for Acceptance**

This is certify that **Mrs. SamanaGadtola** has worked and completed this thesis entitled **Perception of Secondary Level Students Towards Online andConventional Learning in English** under my guidance and supervision.

I recommend this thesis for acceptance.

Date:26-02-2023

.....

**Dr. Hari Maya Sharma (Supervisor)**

Lecturer

Department of English Education

T.U. Kirtipur

### Recommendation for Evaluation

This thesis has been recommended for evaluation by the following **Research Guidance Committee:**

#### Signature

**Dr. Gopal Prasad Pandey**

Reader and Head

Department of English Education

Tribhuvan University, Kirtipur

.....

Chairperson

**Dr. Hari Maya Sharma (Supervisor)**

Lecturer

Department of English Education

Tribhuvan University, Kirtipur

.....

Member

**Dr. Renu Kumari Singh**

Lecturer

Department of English Education

Tribhuvan University, Kirtipur

.....

Member

Date: 31-07-2022

## Evaluation and Approval

This thesis has been evaluated and approved by the following thesis

### Evaluation and Approval Committee:

#### Signature

**Dr. Gopal Prasad Pandey**

Reader and Head

Department of English Education

Tribhuvan University, Kirtipur

.....

Chairperson

**Dr. Ram Ekwel Singh**

Reader

Department of English Education

Tribhuvan University, Kirtipur

.....

Expert

**Dr. Hari Maya Sharma (Supervisor)**

Lecturer

Department of English Education

Tribhuvan University, Kirtipur

.....

Member

Date: 07-04-2023

**Dedicated**

to

My parents, for the exceptional love, endless support, sacrifices, and encourage me

for my academic excellence all the time to bring me to this position.

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## Abstract

The current study was entitled **Perception of Secondary Level Students Towards Online and Conventional Learning in English**. The main objectives of this research study were to find out the perception of secondary levels students towards online and conventional learning in English. It focuses on finding out of types of problem faced by students during online class. What types of positive points of online class? Did all the students get access of online class? Qualitative interpretive research design was used under survey study. I chose three schools of Barabardiya Municipality purposively and 36 students were chosen through non-random sampling. The data were collected by using a set of questionnaire with open-ended questions as the tool and analyzed and interpreted in a thematic approach. The finding of this study is that most students did not get access of well internet, infrastructure, participation and ICT. They also said that they did not get chance to interact and discuss with teachers and their friends. The students felt better on conventional education because they were well familiar with it and did not need expensive infrastructure, internet, electricity and expert, skillful teacher.

This study consists of five chapters. The first chapter includes background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the

study, and operational definitions of the key terms. The second chapter deals with the review of conceptual literature, review of empirical literature, implications of the review for the study and conceptual framework. Likewise, chapter three consists of research design, population and sample, sampling procedures, data collection tools and techniques, data analysis procedures and ethical considerations. Similarly, chapter four comprises results and discussions of the data. Finally, chapter five includes findings, conclusion and recommendations of the study. References and appendixes are at the end of this thesis.

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**List of Abbreviations**

<b>COVID-19</b>	:	Corona Virus Disease of 2019
<b>CUG SIM</b>	:	Closed User Group Subscriber Identity Module
<b>ICT</b>	:	Information and Communication Technology
<b>M.Ed.</b>	:	Master of Education
<b>MOE</b>	:	Ministry of Education
<b>SMS</b>	:	Short Message Service
<b>SSRP</b>	:	School Sector Reform Plan
<b>UNESCO</b>	:	United Nations Education, Scientific and Cultural Organization
<b>WHO</b>	:	World Health Organization

## Chapter 1

### Introduction

The title of the study **Perception of Secondary Level Students towards Online and Conventional Learning in English** analyzes the perception of students on Online learning during COVID-19 and conventional learning in English. In this chapter it contains background of the study, statement of the problem, objectives of the study, significance of the study, delimitations of the study and operational definitions of the key terms.

### Background of the Study

The pandemic spread of Novel CoronaVirus, also known as COVID-19, has significantly disrupted every aspects of human life, including education. Projects were postponed, offices were closed, and academic institutions were also closed. After COVID-19 several areas was being affected like daily life, working life and system of education in the world including Nepal. The problem faced by teachers, students parents and administration were also due to lack of good planning, technical knowledge, proper guidance to start digital education media. It was very risky to meet each other physically. Due to the global COVID-19 pandemic, as all educational institutions were affected, students had to learn at home. Physical distancing had so far been

the most important security measure and interaction between students was only possible in digital space. Many academic leaders and stakeholders were busy making plan to take online course at unusual times. Phuyal (2020) states that the unknown time period of lockdown was challenging the operation of educational institutions in Nepal. Since no medicine had been found, so social distancing was the one and only option for all to staysafe. It was very difficult to declare that how long this pandemic exists.

However, students continued to receive education through digital connection, such as online video calls with teacher, especially in urban areas. This method is currently best option, because keeping the school open brings safety risks for students. Worldwide, many countries have adopted this alternative teaching method. When Nepal's first case was confirmed on January 23, 2020, a 32 years old student returned to Kathmandu from Wuhan on January 9 and tested positive and the country panicked (Bastola, Sah, Morales, Jha, Ojha & Pandey.2020). Online learning worked as an alternative for face-to face education during COVID-19.

When COVID-19 raised day by day it was very risky to go school and learn physically attendance. There was lockdown because no medicine had been found, therefore social distancing was one and only option for all to stay safe. The pandemic disturbed the physical

class and started the online class. In Nepal online learning system was introduced by the government during the pandemic should be expanded so that it enhances education for years to come. Ministry of Education, science and Technology (MOEST) issued Guideline for Facilitation of students Learning through Alternative Means and established an online learning portal Sikaichautari for learning continuity by bringing together audio, visual and e-resources in the place of face to face learning. Somewhere Ministry of Nepal also distributed CUG SIM which is a supplementary service provided by the mobile operators to mobile subscriber's who can make and receive calls from any member associated with the group. This service is applicable for SMS also. Some municipality made working book for student to do their homework at home and send teacher their home to observe their activity also.

Nepal is a variant country for different aspect such as economic, geographic, ethnic etc. So, many students are not from same economic background and same area. There is no same teaching strategy, infrastructure of other access of opportunity in the rural and urban area. Therefore, as a teacher I also was involved on teaching in the crisis. Our constitution of Nepal in Article No 31 focused right relating to education. In Sub-Article no-2 written every citizen shall have the right to get compulsory and free education up to the basic level

and free education up to the secondary level from the state. It proves that education is the fundamental rights for every child. However the policies do not seem to have been implemented properly.

Consequently, the vast majority of schools have neither ICT infrastructures and human resources, nor an access to internet now. These experiences serve as a preparation for future learning challenges that come with the next epidemic, pandemic and any other type of disaster. Therefore my study focused here situation of online education in Pandemic. It is burden issue in the field of education.

By this study I want to find out did the students get or get not access of online learning. As many students come from remote area and poor family background the question is raised did they get opportunity of quality education? In that situation, I want to know did they participate actively or not on online learning? Where all the students able to use the opportunity of online learning? Where there access of mobile, computer, laptop? Did all the students have access the quality internet to attend the classes without disturbance? Which learning they felt effective online or conventional? What were the challenges of online learning? Which one online or conventional learning was more effective? Why? Very little research had been carried out in this field in the remote area of Nepal. The constitution of Nepal has also provisioned i.e. the government of Nepal also made

policy alternative education even during the COVID-19 to give the children experience of education in their basic right. But the unique context of Nepal had many problems to run online class such as: infrastructure, internet, geographical variant, economic. So, I interested in this research. Here, I want to find out perception of secondary levels of students about online learning and traditional learning system. By this study, I want find our student's opinion about online learning and face-to-face learning in English.

### **Statement of the Problem**

Education is fundamental right of every citizen of a state or country. The constitution of Nepal has also provisioned it. The government of Nepal also made policy to provide alternative education even during covid-19 to give the children experience of education is their basic right. But, the unique context of Nepal such as: did the all children get opportunity of good education? Nepal faces many problems like as pandemic, earthquake or other natural disaster. In that situation, did we ensure that the students get access of education? Nepal is variant country in terms of economy, geography etc. Here, some student are good family background and some are low family background, some are from urban area and some are rural area, some are from literate, elite family background and some are illiterate, common family backgrounds. So, all students did not get same

opportunity to learn knowledge. Therefore, there are many problems in education system of Nepal. Nepalese student faces many problems during COVID-19. In that time urban areas and good family background's student get access of education but specially low and rural family background's student did not access of education. So, my studies find out perception of secondary level students towards online learning and conventional learning. Which types of learning they feel comfortable? In which learning they get access to learn? Why they feel comfortable online or conventional? What types of strategies, policy should follow by our education ministry? How education system is availability for all children? How we face with many problems which is related with teaching and learning?

The online teaching method can help teachers to perform items. It method effectively supports, strengthens and transforms the teaching method effectively supports, strengthens and transforms the teaching and learning process, thus providing students with rich, diverse and flexible learning opportunities. It also lays the foundation for students to participated in constructive learning, through which student dynamically construct and apply learning in a decisive, purposeful and meaningful way.

## **Objectives of the Study**

The general objective of this study is to analyze the perceptions of students towards online learning and conventional learning in English. Specific objectives of this study were as follows:

- ) To find out the perception of students towards conventional learning in English.
- ) To find out the perception of students toward online learning in English.

## **Research Questions**

The study had been based on the following research questions:

- ) What is the perception of students about their online learning in English?
- ) What is the perception of students about their conventional learning?

## **Significance of the Study**

The finding of this study are expected to be beneficial to all those who are motivated towards teaching and learning in general and more specifically, learners, teachers, stakeholders, administrator, researcher, policy makers etc.

This study will be useful for students who want to learn online education. It has given some idea and experience about online learning. This study will be a great contribution for the teachers also. It has given more ideas for their teaching field. It helps teachers to know student's problem and how to solve that problem? How to teach in effective way to different situation like as: pandemic, earthquake and other natural disaster. Similarly, it will be significant source for school administration and stakeholders because they will get help to explore challenges in implementation of online learning in English. So, they were be aware about the infrastructure, condition of teacher's skills, training and the ways to deal ICT related issues to implement in teaching and learning. Lastly, it was hopefully for the researchers who want carry out further research on this area.

### **Delimitations of the Study**

Due to the limitation of time and resources the study has the following limitations:

- ) This study focused on only online English language teaching and learning class.
- ) The study was confined to the school of Barabardiya Municipality, Bardiya, district Nepal.
- ) The study was limited to English language students of secondary level. (grade 10 and 12)

- ) The study only focused on survey design.
- ) The sample of this study was limited to non-random sampling procedure.

### **Operational Definition of the Key Terms**

In this research, several key terms are used. Those key terms along with their operational definitions are given below:

**COVID-19.** The corona virus disease (COVID- 19) is an infectious disease caused by a new strain of coronavirus. This new virus and disease were unknown before the outbreak began in Wuhan, China, in December 2019. The educational institutions are also badly affected by the presence of this virus in a nation.

**Online Learning.**Online learning is the collective of online communications channels dedicated to community-based input, interaction, content-sharing and collaboration.

**Language teaching.**It refers to the process of teaching English language through online medium considering various skills such as integrating language classroom activities with digital platforms in order to ensure continuation of learning during COVID-19 crisis.

**Online teaching:** Online teaching is the process of educating on virtual platforms during COVID-19. This type of teaching involves live classes, video conferencing, webinars, and other online tools.

**Conventional Learning:** Conventional learning refers to traditional education. It is also known as customary education. It refers to long-established customs that society has traditionally used in schools.

## Chapter 2

### Review of the Related Literature

Literature review is one of the most significant parts of research procedure, which provides the valuable contribution to every step of the research. This section consist the review of the related theoretical literature, review of the related empirical literature, implications of the review for this study and conceptual framework.

#### Review of the Theoretical Literature

**Concept of online education.** Online learning is types of education that take place over the internet. It is one type of "distance learning". It is umbrella term for any learning that takes place across distance and not in a traditional classroom. It is alternative education against conventional education. Online education is the fasted growing way of learning by using technology, where students and instructor interact via internet application, telephone and computer without leaving their own residence. This method is beneficial in cases where students are living inremote locations, who do not able to attend a class physically.

According to Jena (2020, p.91), "Online learning is the most common methods of distance learning today. During the lockdown period for COVID-19, online learning is the best platform to keep learners/educators engaged and safe by maintaining social distancing."

Therefore online learning can be taken as a reliable learning during the time of critical situation.

Online learning is considered one of the several approaches to electronic learning (e-learning) . E-learning is a broader concept that includes the use of all electronic means for learning. However, OL is specific to the Internet or Intranet mediated learning opportunities.

Bejjar and Boujelbene (2014) define e-learning as the "use of ICT, online media and web technologies for learning" (p. 5).

Online education has included many distinct and overlapping terms. Such as e-learning, online learning, virtual learning, blended learning etc. The ambiguity of such terms while interpreting the concept of online learning became a matter of wider discussion in the beginning. Now, online education, which takes place at distance via the internet technology., has been umbrella term to refer to any type of online course or learning rather than a traditional classroom (Singh & Turman, 2019). The concept of online learning relating to technology is a crucial part of the definition. It is defined as a learning experience in synchronous or asynchronous environment using different devices with the internet access.

**Online education during covid-19.** Covid-19 is one types of pandemic disease caused by a virus. According to Wikipedia, "Coronavirus diseases 2019 (COVID-19) is a contagious caused by a

virus, the severe acute respiratory syndrome coronavirus 2 (SARS-Cov-2). The novel virus was first identified in an outbreak in the Chinese city of Wuhan in December 2019. The pandemic spread of Novel Coronavirus, also known as COVID-19, has significantly disrupted every aspects of human life, including education. The alarming spread of the virus caused a havoc in the educational institution to shut down.

Online education is most demanded when COVID-19 raised in the world and taken also in Nepal. Due to lockdown, students were not able to attain a face-to-face classes reliable learning during the time of critical situation. So, the educational government of Nepal decided to start online classes for the studies can be continued. Online educated as an effective weapon to prevent the symptoms of the Corona epidemic in young children due to education sitting at home. This created a demand for online education methods and the importance of online education came to know during this time, many collages, schools and educational institutes came forward to provided online courses to the students. There are many internet sources through which the teachers and students get connected. Some of them are social media platforms, google meets, Whats App, zoom Teams. By using these sources the teachers can connect to a large number of students at a time.

**Concept of conventional /face to face education in Nepal.**As looking backward history of Education in Nepal, there was a traditional culture of learning i.e. Gurukul system where students used to get knowledge and information and learn skill through their Guru at Guru's Ashram or temple. Before Nepal was declared a democratic country, the general public had no access to formal education. In 1854, Jung Bahadur Rana opened Durbar school, originally accessible for the Ranas and elites. It was later opened to the public in 1901 by Dev Shamsar Rana. Education became formally available to the general public after the establishment of democracy in Nepal in 1951. Education in Nepal, based on structure, can be divided into Primary Level Education, Secondary Level of Education and University Level Education.

Conventional education is traditional types of education which is followed by our grandfather, father, and us. Conventional learning is the learning done by going to school and being physically present in class. There is proper interactions and face to face communication between teachers and students. Instructors are the main source of providing knowledge to the students in conventional learning. Students will get to meet their classmate on a regular basis and know each other better. They will understand the importance of group -work. There will be proper interaction and discussion among classmates and teachers. In conventional education there is facial expression between

teachers and students. There is close relationship between teacher and students. Teachers and students are familiar in teaching learning activities. Teacher and students both get chance to know about teachers and students psychologically. In conventional learning there is use different types materials like as whiteboards/ blackboards, chalks, duster, marker, textbooks, charts, pictures and posters, flashcards, flip cards.

The key difference between online education and conventional education is that online education refers to learning that takes place in electronically supported learning environments whereas conventional education refers to traditional learning process that take place physically in classrooms. In online education the teacher and student do not meet physically but in conventional education teacher and student meet face-to-face with gesture, body language, understand psychology etc. In this sense, (Bali & Liu, 2018) said face to face learning is advanced than online learning is due to the lacks of social presence and social interaction itself towards online learning .Conventional education also provides hands-on experience for students whereas online education does not provide hands-on experience. We generally use virtual materials ( PDFs, videos) on online education but we generally use textbooks and printed materials are used on conventional education.

**Secondary level teachers.**According to Education Act 2028 (8th amendment), "secondary teachers means that types of teachers who teach from class 9 to 12 in both public and private schools." They were also called high school teacher.The secondary level teachers must be complete bachelor or master degree in education or specialization subject which they teach.They have already passed teaching license and illegible to teach.There are four types of teacher at secondary level they are permanent, rahat, karar, and anudan.

**Secondary level students.**According to National Curriculum Framework 2076, "Secondary level student means those students who studies at class 9 to 12 in both public and private school. The age of secondary level student is 13 to 16 years." It includes both public and private school's students. They are from different age group, language background, family background, geographical background, ethnic group, social background, family linguistic background.

**Nepal's guideline for online education (Teaching-learning guidelines'on 31 May 2020).**Nepal should follow in previous day traditional types of education strategy like as face to face education, physical attendance education, curriculum, book oriented education. When WHO declared the COVID-19 outbreak as a "pandemic". The dreaded transmission of COVID-19 has forced the closure of educational institutions; school, colleges, universities and other institution. After that The Ministry of

Education, Science and Technology has issued a 'Teaching-Learning Guidelines' on 31 May 2020 and said resume teaching learning activities by adopting alternative methods. He has requested the center, province, and local levels to implement guideline effectively from June 15 to facilitate teaching -learning activities using online platforms. The ministry has requested schools to adopt alternative methods to teach students as school have been closed for months due to corona-pandemic virus. Based on student status of access to technology, the students were as having:

1. No access to technological tools and devices
2. Access to radio, FM
3. Access to television
4. Access to computer but no online connectivity
5. Access to internet and all kinds of information communication technology

The education minister was also reported stating that the ministry has been working to conduct the pending examinations of school and university levels (MOEST, 2020)

**Perception.** Perception is called assumption or opinion about any things. It is usefor find out anything's data, situation, important, advantages, disadvantages, challenges etc. It is used in every study to get finding and generalization in large population. Perception is also

need for what is good or what is bad in terms of quality, duration, cost. According to B. V. H. Gilmer,(2022) " Perception is the process of becoming aware of situations, of adding meaningful associations to sensation." So, it is important in the field of education and other area also. Perception is used in different field like as education, to develop theory, to provide evidence, to know others views, to evaluation etc.

Perception is the process through which we select, organize, and interpret our sensations in a meaningful way. Uday Pareek,(Feb 22, 2019) said perception can be defined as " the process of receiving, selecting, organizing , interpreting , checking, and reacting to sensory stimuli or data."

In my research, I collected perception of students to find out their experience, ideas, fact, problem, challenges, advantages, disadvantages and assumptions towards online and conventional education. Perception was needed to find out above research. It is most suitable techniques for different types of investigation and finding.

**Importance or advantages of online learning.** Online education is most important strategy in the era of 21<sup>st</sup> century. It is one of the imminent trends in the education sector around the globe. It plays a alternative teaching method in difficult situation like as earthquake, pandemic, disaster, crisis etc. It gives chances to student

learning easily in any difficulties condition. Online class minimizes the gap to receive the quality education for everyone-no matter where they live. One can enroll online education from different backgrounds and environments. It also develops technical skills by using different internet applications to accomplished given assignments. Online classes system of learning helps participants to learn whenever they want to learn, leaving them the freedom to choose the time for study. It also helps to teacher and students familiar with ICT based learning. Many teacher do not able to use computer, internet etc. Students also get chance to learn about computer, internet etc. Students and teacher are not only limit on curriculum and book but they interact globally. They gain extra knowledge by using online platform.

**Disadvantages of online learning.** Any things have good aspects as well as bad aspect also. Similarly online learning is most relevant but is has some disadvantages also. Everything is not good or bad but it depends on its use. Online learning is very useful learning platform but if when we misuse it is very harmful. We get in online learning very good, useful thing and harmful, time consuming things also. We can observe in better way when our children learn through online. It is alternative learning of face to face learning. So, teachers do not observe do the students really learn? Students do not chance to ask questions and collaborate with their friends and teacher. Online class

requires good infrastructure, good electricity, good access of internet etc. It requires self -discipline. It requires additional training for instructor. It is costly because it requires computer, laptop, mobile, internet, electricity etc.

**Challenges of online learning.** Nepal was a low income country like other countries. Nepal had many challenges on the field of online education. Nepal had large gap between its people in socio economic backgrounds and education / literacy. Nepal is geographically variant country. Here, many children were from remote area .For instance, a few schools and colleges in urban areas had started to run online classes to mitigate the impact on learning. However, running online classes did not seem to be feasible for most rural schools In Nepal. It was estimated that only 56% people in Nepal had access to internet. According to Pandit (2020), only 13% schools might run online classes (through 35% schools had access to internet). In other words, the current ICT infrastructure and the distribution of access in the urban and rural areas and those from rural area, and between students who live in urban area and those from rural area, and between the rich and poor who can barely afford to access the internet, computer, laptop, mobile phone. Considering such divide, the Human Right Commission in Nepal has requested the Ministry of Education Nepal

and private schools not to pressurize children in the name of online education (Kantipur News 2020,07, May.)

Another challenge of online education that lack of direct face to face communication and interactive strategies in online mode with large class might hampers learning in online platforms. A number of teachers and parents are not well trained for online mode which has caused technical problems. The developing countries have additional issues of poor connectivity and limited number of devices in a family. The issues related to online education, technical issues, motivation of learners, parental involvement, social interaction in synchronous online education and the achievable solutions are addressed in the study (Mishra, & Vij, 2020).

Similarly, the Nepalese government had started to run online a few classes on radio and television, but all students cannot get access to such lesson as 20% people in Nepal had no access to radio and television ( Poudel 2020). Poudel further points out that the ministry of education was looking for a new strategy to address the need of those 20% students, which was much needed. It should also be noted that even when rural children get access to radio and television lesson, it was highly unlikely that those children get enough help from their parents are illiterate. In this context, local volunteers can be that school ran face to face classes by implementing several measures

such as maintaining social distances, students attending classes on a rotabasis, introducing a behaviormanagement policy to comply with social distancing measures, restricting students to share items and making face mask compulsion.

Likewise, another challenge was online classes in a few institutions were ran without a proper plan and / or vision. Teachers are simply forced to do the job. This situation raises several questions, such as have we considered whether teachers are able to run online classes? Didn't they need training on online teaching? Didall students and teachers have access to internet and digital devices? In this contexts, Phuyal (2020) argues,One of the fundamental challenges , was that our decision makers tend to assume that everybody resides within the access of internet technology. For example, Nepal Telecom 4G service did not work in Sudal of Bhaktapur (neighbouring district of Kathmandu - the capital city of Nepal). The key question is: Can the telecommunication authority make the internet facility available to every studentin the nation? In case the government answers affirmatively, a second question arises: can the students afford the tricky data plan of huge profit generating telecommunication companies? Alternatively, was the concerned agency going to pay the companies for the data use by students through specific web tools? The internet service providers

are almost absent in rural areas, while the major telecommunication companies like Nepal Telecom, Necll, and others have high data charges.

Phuyal (2020) further argues that most people in Nepal can not spend on data to broaden their mind; they must give first priority to their food to sustain their lives in such a crisis. Because of this pandemic, many people are dying of hunger and some have even suicide because of the food shortage. In such context, internet cannot be expected to be affordable to each student in Nepal. Therefore, the ground realities must be taken into consideration before decisions are made.

Another challenge of online teaching and learning are consciousness with the online environment, ability to use the medium to its advantages, providing quick responses and feedback to students, little or no face to face interaction, more work and intense requirements for self-discipline (Minh,2020)

There is another challenges related with almost all school and university ( excluding Nepal Open University) have no ( or little ) experience of conducting online classes. Indeed, most teachers did not seem to have adequate skills to run online classes as they have neither been trained to do the job nor have been involved in online teaching before. According to Pandit, (2020) only 1% of public- school

teachers can run online classes. Second, it is estimated that only 56% of people had access to internet and digital devices. Indeed, getting access to internet or technology is very costly for many parents and /or schools. For most schools, in addition to infrastructure, unfamiliarity on the part of teachers and school managers are barriers to providing distance learning. Third, many students and parents (including teachers) are not computer illiteracy rate could be higher. Many teacher of Nepal is not familiar with ICT. Many teacher had not access of computer, laptop, internet etc. moreover many teacher have computer and laptop but they did not skill to operate all function of computer. They didn't know how to opened computer, how to made slides, how to used zoom etc. Another problem is access the sufficient electricity to rural area.

Another important challenge for parents who are busy with their survival was earning enough to feed the family daily to manage time for their children's learning. There are some efforts of teaching by radio and through the use of television, but this was no feedback possible between the teacher and students.

### **Review of the Related Empirical Literature**

There are various researcher carried out on the perception of students towards online and conventional learning during. Only the review of theoretical literature is not enough. Hence, the researcher

gets some ideas from a number of research works conduct before.

The review of empirical literature informs the researcher how to conduct research and what are the areas to be addressed. They are more valuable to conduct research. The researches, which are relevant to my study, are reviewed as below:

Favor (2015) conclude the research on, "Attitudes towards online tools in the classroom". He concluded that online tools allow students to be distant. Even though they are interacting with each other online, it is easier for students to type a negative comment than say it to another student in person. Therefore, although online tools might be a beneficial tool for students to interact on, it cannot replace personal contact. For example, during my student teaching, 11th grade students to participate in an online discussion on a website called, "Today's Meet." On this website, students are put into separate chat rooms, and can respond to each other using only 140 characters. The students can only see the responses, which come through a Twitter-like feed, of the other people in their "room." After completing the assignment, I gave my students a reflection, which asked them what they liked about the online discussion and what they disliked. Out of the sixty students I taught, only 22 of them actually liked the online discussion. Many of them decided they would rather discuss in person. While my students were writing their online responses, I also noticed

that they were not using proper spelling and grammar. It constantly reminded them that they were being graded, but they had a difficult time bridging the gap between academic writing and writing on social media. The online discussion was not timed and I encouraged students to slow down, check their spelling and grammar, and use specific examples from the book. Students' codes switched, and they could not recognize online tools as a platform to use academic writing. Students wrote impulsively, disregarding the conventions of Standard English.

John (2017) carried research on "attitudes toward using online tools in the classroom". The purpose of this study influenced how they perceive Instruction using online tools in the classroom. Implementing a mixed method approach, this study conducted focus groups to gain an in-depth understanding of what student attitudes were and why they held those ideas. A survey was then distributed to the students in a Midwestern University to see if there was a relationship between students' attitudes and their perceptions of instructors who use social media. Results showed that students do hold a positive attitude toward using online tools if the participation was voluntary. The survey results showed only certain items (such as voluntariness and proficiency) moderately correlated with the perception of the instructor. Implications

of the results as well as the limitations and potential for future research are discussed.

Bhattarai (2017) persuaded survey research on "integrating E-learning in Classroom Based Language Teaching Perceptions, Strategies and challenges " this investigation objectified to explore the perceptions of English language teachers on the integration of e-learning in classroom-based ELT and recognize challenges in interesting learning. It also aimed to treasure strategies to be employed by the teachers to the use ICTs. The data was collected from 30 schools by using purposive non-random sampling procedure. This study showed that majority of the participants responded that teacher can integrate the technologies in the class and e-devices make learning easier, faster, accessible and fundamental. Regarding challenges, it was found that, lack of available resources, access to them, lack of power supply and internet facilities, economic problems and lack of sound theoretical and practical knowledge in e-learning stood as a major obscurity.

Shakya (2017) conducted a research on "State Education System with e-learning in Nepal : Impact and challenges " with the objective to explore how online learning is changing both teachers and the teaching profession in higher education and the researcher concluded, "Education system is upgrading these days with advance

technologies that are form conventional learning to E- learning and this is relevant for learners as it is providing flexibility in learning with operational choices for study to the learner with unlimited access of information. E-learning is the effective tools of teaching and learning process these days and different universities of Nepal also broadly adopting this E-learning strategy and offering for distance education or online learning.

Khanal (2020) conducted a study entitled on "Lived Experience of Online Teaching During the COVID-19 Pandemic: Implications for Curriculum and Teaching" using a phenomenological design to explore how private campuses teachers perceive and adopt technical learning, how they transfer their technological knowledge and skills into the online classroom and how they self-access their practices. The findings of this research showed that teachers started doing online teaching with very little knowledge, skills and experiences and they found themselves on a very weak foundation. Secondly, the campus authority did not care if the teachers are prepared, resourceful and ready to teach in online setting. The conclusion part mentioned that there is a need of intensive training to the teachers for making online teaching interactive and meaningful and need for continuous opportunity for updating and up skilling of teachers, which should be core component of in-service professional development programs.

Similarly, Gautam (2020) carried out research on "English Language Teachers Professional Development During COVID-19 in Nepal". The objective of this study was to explore how 102 English language teachers in Nepal prepared themselves to respond to COVID-19 by attending various professional forums and organizations. The result mentioned that English teachers in Nepal attended three kinds of events to enhance their professional skills. The researcher emailed a set of questionnaire to the 120 participants across the country in the month of September 2020. Out of them, only 102 of them returned the completed questionnaire. The conclusion of this study focused on the need to be digitally literate and competent in using the online education tools. Similarly, the researcher found that the teachers had to learn how English language contents could be delivered online so that they can support their students to develop linguistic and communicative skills in the English language.

Dawadi, Giri, & Simkhada . (2020) on a article "Impact of COVID-19 on the Education Sector in Nepal: Challenges and Coping Strategies "investigated that the impact of COVID-19 on the school education. Based on the published documents, reports and news commentaries, the article provides a critical analysis and reflection on the opportunities and challenges the pandemic has presented for the technologization of the education system. The findings indicate that the

pandemic has had serious impacts on students' learning and well-being, and that it potentially widens the gaps between advantages and disadvantages children in their equitable access to quality education. Furthermore, the finding suggest that Nepal has formulated a number of ICT and education related policies since 2000; however, the challenges it is experiencing in the advent of Covid-19 are mainly due to its faculty implementation strategies and inability to implement those policies. A discussion of the challenges and their potential managing strategies is provided in the final section of the article.

Similarly, Karki (2021) carried out research on “Challenges of English Teaching and Learning through Digital Connectivity during COVID-19 Crisis” aims to reveal the English language teaching and learning challenges faced by teachers and students due to the unforeseen translation from face-to-face mode of teaching classroom to the virtual classroom during the corona virus crisis. It also focuses on the investigation of strategies employed by the teacher for students' motivation. This research adopted qualitative research approach and carried out under survey research design. The sample consisted of six English teacher and six students. The sampling procedure was non-random sampling. The researcher applied a set of questionnaire with open-ended questions as the tool for data collection, and the data analysis procedure involves through reading for comprehensive

descriptions and conceptualization to prepare ground analysis. The researcher also recognized and appreciated the richness of qualitative input by the participants. The finding of this study is that the teachers are yet not sufficient trained and prepared to conduct online classes. It becomes a major learning challenge for the continuation of studies in campus and universities. Similarly, the strategies applied by teachers for student's motivation are becoming ICT friendly and converting offline materials into online materials as per the need. In her study the sample of teachers and student to small. I think she choose some more student and teacher as a sample.

Baral, (2022) in his research on "The Digital Divide in online learning: A Case Study of University Students in Nepal. The objective of this study is to explore the challenges of online teaching-learning such as availability of ICT infrastructure, technological skills and management for online classes by the higher education institution. This study was based on qualitative research utilizing semi-structured interviews with 15 participantstudents and five teachers from Prithvi Narayan Campus, Pokhara, Nepal. Only the students of the faculty of Management were selected data collection. This study took the non participant observation of various online classes and personal involvement and experiences as references to support and strengthen the data collected through interviews. The purpose was to find and

discover the situation of online modes of teaching learning. The finding of the study indicated that the digital use in teaching and learning is the best alternative as it create opportunities in an adverse situation.

Rai (2022) the purpose of this study is to examine the "students perception towards online class during Covid -19" pandemic of Bhojpur Multiple Campus through the different dimensions of enhancing learning capability. Further, this study is also seeks to explore the students preference and how they manage the various devices during the online classes. The respondents (as a net count-103) were asked structured questionnaire based on five-point Likert scales. Also, the objective type questionnaire was administered to them to reach the objectives of this study: To analyzed the final net count collected data,. the SPSS version -26 and the statistical tools such as frequency, percentage were used to examine the relationship between dependent variable Enhancing Learning Capability (ELC) and independent variable- Learning commitment, Device management, shared information understanding and knowledge obtain. Also, multiple regression analysis were also performed to test the hypothesis. The major finding of study reveals that around 96.1% respondents have chosen Mobile gadget for online class. Regarding the problem that faced and to solve the seen problem of the during online classes by the respondents, the majority of the respondent ticked "Net problem"

and such problem solved during the online classes only. The observation that made through correlation analysis found that the independent variables were statistically significant with the dependent variable.

My research was different from above mentioned research because no of the study conducted on online education in the context of rural areas. They did not include geographical variant, ethnicity, gender, family background. Most of studies only focused on online education but I focused on both online and face-to-face learning. So that, my study is different from others research.

### **Implications of the Review of the Literature**

Different previous research works have been reviewed considered them as useful to the present research work. These research works have been carried out with different objectives, methodology and research question and in different situation. Various ideas are found after reviewing them about the effectiveness or challenges of online and conventional education. Thus, literature review plays vital role from selection of topic to deriving the finding.

Favor (2020), John (2017), Sakya (2017) helped me to choose the researchable topic in the area of online education, I had reviewed some literature which had already carried out. These researchable

topics that helped me to select a new research topic and to find out the gap between what has already carried been found out and what is not explored yet.

Karki (2020), Baral (2022), "The Digital Divide in Online learning: A case study of University students in Nepal" assisted me in empirical studies including methodological parts and also made me know that challenges of online learning and how to reduced it in the context of Nepal.

Similarly, Khanal (2020), Education Act (2028), National Curriculum Framework (2076), Ministry of Education (2020) and so on support me in reviewing theoretical aspects and planning, provision and policy of online learning and understanding the global scenario of the case of online and conventional learning. It also provided me clear guideline to set the question for the collection of data.

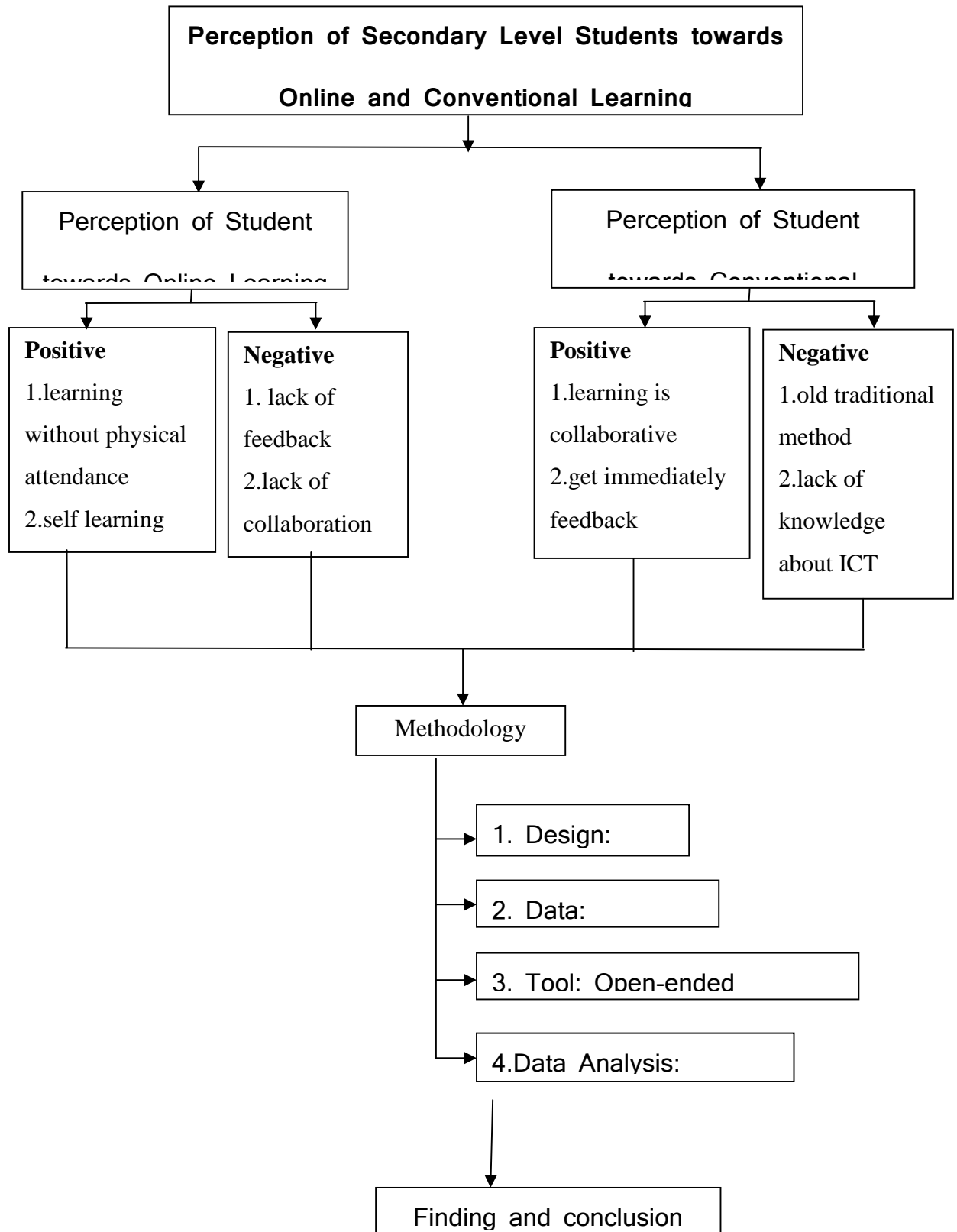
Moreover, Rai (2022), Bhattraï (2017) and Dawadi, Giri & Simkhada (2020) assisted me in empirical studies including methodological parts and also made me know that how the student perceive online education and also helped me to select the sample of population for the study.

All these studies have helped me during this research work and these mainly helped me review and link it in the Nepalese context as

well as it supported me for selecting the appropriate research design, data collection procedures, way to analyze the collected data, interpretation of result and conclude the study. All the studies that I have reviewed during my own study become supporting and helpful that made my work more reliable and informative. Finally, reviewing those research works assisted me to update myself with research process design and methodological tools which are very beneficial to my research work.

### **Conceptual Framework**

A conceptual framework is the representation of the main relation of the research. This study is related to the perception of students toward the use of online learning. Conceptual frameworks can act like maps that give to make coherence to empirical study. It takes different forms depending upon the research problems. The following conceptual framework is constructed based on the theoretical framework with the consultancy of different theories related to this study and literature review and the following conceptual framework is developed as perception of students towards the use of Online learning.





The above conceptual framework was about perception of Secondary Level Students Towards Online and Conventional Learning in English. For the fulfillment of the research objective collected perception of students towards online and conventional learning. The data was collected by survey in qualitative research design. The data tool was open-ended questionnaire. The data analysis methods was thematic. After that I concluded finding of research.



## Chapter 3

### Methods and Procedures of the Study

Research Methodology is a process of arriving to the solution of problem through planned and systematic dealing with the collection analysis and interpretation of data. It refers to the various sequential steps while conducting research work. It tries to make clear view of method and process adopted in the entire aspect of the study.

Following strategies has been followed to fulfill the objectives of this study. To carry out the research study; It adopted the following research methodology to achieve the objectives of the study

#### Design of the Study

This research adopted qualitative research approach and carried out under survey design. A survey is a systematic method or gathering information from entities for the purpose of constructing quantitative descriptors of the attributes of the larger population of which the entities are members. It is conducted to gather information that reflects population's attitudes, behavior, opinions and beliefs that cannot be observed directly. According to (Sapkota, 2014), "The goal of qualitative approach is to develop and understanding of social or human problem from multiple Prospective."

My research questions are: what is the perception of students about their online learning in English? What is the perception of students about their conventional learning? So, to find out perception of students survey method is suitable. For to get in depth information qualitative method is appropriate. So that, in qualitative research design and survey method was suitable for to meet my objectives. Therefore, I chose this design for my research.

### **Population, Sample, and Sampling Strategy**

The area of this study was the Secondary level school of Barabardiyamunicipality of Bardiya, district. I chose three schools: Janasewa Secondary School, Basgadhi Academy Public School and Baljyoti Academy School where online class was conducted during Covid-19. I chose two institutional and one government school. Among the total, 36 students are selected as sample population. 12 students are chosen from each school. There are 12 students from class 12, government school and 24 students are from class 10 and institutional school. I chose schools purposively and students are selected by using random stratified sampling procedure. I chose students in terms of different gender, ethnic and socio-economic background. There are 19 girls and 17 boys. 10 students are from Tharu community also. They were some are from well economical condition and some are from poor economic condition.

## **Source of Data**

Both primary and secondary sources will be used for data collection. The a set of questionnaire, also known as open-ended questionnaire was employed here to take response from the respondents to collect their real life experiences and valid opinions maintaining consent between the researcher and respondents to ensure reliable and expected data. The 16 questions were asked among them 11 questions were related with online education and 5 questions were asked about conventional education. In this way, the researcher gathered first hand data. The researcher consulted lots of books, journals, article and related previous study available in printed or online sources as the secondary sources for this study.

## **Data Collection Tools and Techniques**

Following tools and techniques were used in this study.

### **Questionnaire**

A set of questionnaire with open-ended questions give respondents the freedom and space to answer in as much detail as they want. The additional detail helps to clarify and refine their responses, providing the researcher with more accurate information and practical conclusions. The researcher utilized both primary and secondary sources of data to carry out the study. Primary tool

includes a set of questionnaire to collect first hand data. On the other hand, secondary sources of data encompass different article published on Kantipur Newspaper, research books related to qualitative research and procedure of data analysis.

### **Data Collection Procedures**

In order to collect the data for my study, it will be followed the following procedure:

At first, I visited the selected schools and establish good rapport with the school's authority for the purpose of my study.

After that, I contacted to the English teacher and talk to him/her about my purpose of the study.

Then, I took permission and enter to the classroom and introduce myself and explain about my study (research).

I managed them in their own classroom. I gave some essential information and convinced to the students before administering the questionnaire. Then, I distributed the questionnaire to the students. I didn't request those students who are not interested.

I collected answer by written form.

I gave 45 minute time for students to write answer of questionnaire.

After collecting questionnaire from each other students, and I thanked them for their kind co-operation.

### **Data Analysis and Interpretation Procedures**

After the collecting required data, systematically collected data analyzed and interpreted descriptively by using thematic analysis.

Firstly, the analyzed data presented thematically approach which helps to manage the huge amount of data effectively and also to reveal the shape of research findings. Secondly, themes developed incorporating data directly addressing research questions. Finally, sub-themes were analyzed and interpreted qualitatively in a thematic approach.

### **Ethical Considerations**

Ethical consideration is so significant in the field of research. Safeguarding the participants interest and ensuring the authenticity of research are two major concerns of a qualitative research are two major concerns of a qualitative researcher. Accordingly, provisions had been made so that this study could maintain its authenticity, while my participants anonymity was secured and promised. Thus, when the participants were made for an interview to take place on a day and at a time of their convenience, I employed the following safeguards.

First, I made sure that their participation on in the study was altogether voluntary. Then, I assured the participants that the

information they gave me would be strictly confidential and their anonymity would be maintained forevermore. I verbally articulated the purpose of the research, giving them questionnaire and requested students to write the answer of the question. I gave them 45 minutes time to write for answer and their experiences. I promised them I did not put their real name and put their pseudo name. The participants were assured that the data that they provided would not be used for any other purpose.

## Chapter 4

### Analysis and Interpretation of the Results

This chapter includes the analysis and interpretation of Secondary level students towards online and conventional learning. The researcher collected data from 36 students from different three school of Barabardiya municipality one government school namely Shree Janasewa Secondary School and two private school namely Baljyoti Academy and Basgadhi Academy Public School. . The data obtained from a set of questionnaire were transcribed and interpreted by using thematic approach to build themes and interpret based on the objectives. In this research, the pseudo names are given to the participants to maintain the confidentiality. Thus, I conceded the following major themes.

#### **Network and Electricity**

Online class is not possible without access of good network and electricity. To find out perception of students towards online and conventional learning, the researcher asked the given question:

"Which network did you use in your online class?"

The data was found here, among 36 students, 16 students used mobile data, 11 students used Wi-Fi and 9 students used both data

and Wi-Fi. It showed that in rural area most of students did not access of Wi-Fi. So, here most of students used mobile data.

Similarly, in the response to the question, "did you buy data easily? It is expensive or not?"

In this sense, student's Ram Oli who is the student of Janasewa Secondary school .He lives in Barabardiya municipality of Bardiya. He was study in class 12. His father and mother wasfarmer.His language background was Nepali. He said

*Data is too much expensive. I felt difficult to buy data. I didn't able to buy data easily.*

Here, we can conclude that he was not well economic condition family background. His father and mother did not able manage their children basic need. At that situation how they manage money for their children's online classes.Ram's experience was similar with Phuyal's (2020) research. He argues that most people in Nepal cannot spend on data to broaden their mind; they must give first priority to their lives in such a crisis. Because of this pandemic, many people are dying of hunger and some have even suicide because of the food shortage.

In the same way another student's Rita Sharma who is the student of Janasewa Secondary School. She was study in class

12. Her father and mother also farmer. Her language background is also Nepali. She said

*I am from economically poor family background. So, I felt difficult to buy data daily. It is too expensive for us.*

According to her, we can say that during lockdown many people feel difficult to manage their basic needs like as food, medicine. At that situation many people died due to hunger. So it is difficult to manage online classes in rural areas.

In the same vein student's Rojina Chaudhary who is from Janasewa Secondary School. She studies in class 12. She is from indigenous, uneducated family background. Her father and mother do other's work as a worker. She lives in rural area of Bardiya district. Her language background is Tharu. She said

*Data is too much expensive. So, I did not able to bought data daily and some time I miss my class also.*

According to Ram, Rita and Rojina, we concluded that data is too much expensive for poor economic backgrounds students. It was difficult to buy data daily for online classes. It showed gaps between haves and haves not family backgrounds students.

Similarly, another student Ayusha Bogati student of Janasewa Secondary School. She studies in class 12. Her parents are also farmer. She is also from Barabardiya municipality. Her mother tongue is also Nepali. She was said:

*In my home there is no Wi-Fi. There is Wi-Fi on my relative's home. So, sometime I went there to take class.*

According to her, in every student have not Wi-Fi. So, they went their neighbor's or relatives home for taking their classes.

Likewise, another student's Binod Khatri who was a student of Basgadhi Academy Public school. He studies in class 10 .He said:

*There is situation of Wi-Fi isn't satisfied. Sometimes it doesn't work and sometimes works but very slowly.*

According to Binod, we can say that the situation of network is not well. Sometimes it didn't work well and sometimes it works very slowly. So, it creates problem to take online classes. In this sense, Binod experience is similar with Phuyal (2020) argues. He said one of the fundamental challenges, is that our decision makers tend to assume that everybody resides within the access of internet technology. For example, Nepal Telecom 4G service does not work in Sudal of Bhaktapur (neighbouring district of Kathmandu -the capital city of Nepal. The key question is: Can the telecommunication

authority make the internet facility available to every student in the nation?

Here another thing related with electricity. In our country there are many problem are arise due to load shedding. Likewise, in the response to the question, " What was the situation of electricity? Was it is satisfied of not?"

Regarding this the student's Shyam Chanda who was the student of Basgadhi Academy Public school. He studies in class 10. He said:

*There is too much load shedding. Sometimes load shedding is until 4-5 hours. So, we missed our online class.*

According to him, we can conclude that there are many problems in electricity. There is too much load shedding. So, most of student missed their class during load shedding.

From this response, it was found that in Nepal data and Wi-Fi was too much expensive for the students. Wi-Fi, data and electricity was not properly access to all. Analysis above data there are many students who are from employed, economically good, educated family background's student didn't face problem during online class. Who studied at private school they are economically good, educated family background they can buy data easily, get access of Wi-Fi and their

perception was positive towards online education. But most of other family backgrounds who studied government school, economically poor, uneducated and unemployed family background students didn't able to buy data or Wi-Fi easily. And their perception was also negative. There is more gaps between haves and haves not students. Another point the situation of Wi-Fi was not satisfied. Sometimes it did not work and sometimes it worked very slowly. Similarly the situation of electricity was not satisfied. There was many time load shedding it did not work for many hours.

### **Device**

There are most students used their mobile phone, some students used their parents phone, some student used laptop and some students used both mobile and computer. Here, 27 students used mobile phone, 2 students used laptop and 7 students used both mobile and laptop.

The response of the question "Which device did you use in online class? Was it easily access for you?"

In this sense student's Subas Puri who was the students of Basgadhi Academy Public School. He studies in class 10. He was from uneducated family. His parents also do agriculture. He said:

*I used my parent's mobile phone to take my online class. I haven't my personal phone.*

According to him, we can conclude that many students have not access of devices. Some student uses their parents mobile for take their online classes. Subas experience is similar to Pandit (2020) only 1% of public schools can run online class. Second it is estimated that only 56% of people have access to internet and digital devices. Indeed, getting access to internet or technology is very costly for many parents and or schools.

In the same vein student's Puja Shahi who is students of Baljyoti Academy. She studies in class 10. Her parents are educated and employed. She said:

*I used both mobile and laptop for took my online class. When my mobile is switched off I used laptop.*

According to Puja, We concluded that she use both mobile and laptop to take online classes. Her parents manage easily device for her. She have access of device easily. Here Puja's experience is not similar with Poudel (2020). According to him, the Nepalese government has just started to run online a few classes on radio and televisions, but all student didn't get access to such lesson as 20% people in Nepal have no access to radio and television.

The articulation depicts that many students did not get access of device such as mobile, laptop or computer. Some good economically background's student get access of device but some student do not access of device. So, they did not take online class easily. Here we saw digital divide between haves and have not students.

### **Learning Opportunity**

Understanding level or learning opportunity is important to be considered. There are 3 students positive and 33 students are negative for understanding level. In the response the question, "did you understand in online class as face to face class?"

Regarding this, the student's Kamala Pokhrel who was the student of Basgadhi Academy Public School .She was the student of class 10. She said:

*We didn't get chances for interact and discussion with teachers and students clearly.*

According to her, we can conclude that most of student perception is negative on learning opportunity. Most of student said they do not get chance for interaction or discussion with teachers.

Similarly, another student's Santi Khadka who is the student of Baljyoti Academy Bardiya. She studies in class 10. She said:

*We didn't understand very well. Sometimes voice and video is not clear due to network problem.*

According to Santi, we can know that there are many problems arise during online class like as voice is not clear, screen is not clear and sometimes video is not clear.

Furthermore, the student's Puspa Chand who was the student of Baljyoti Academy. She studies in class 10. She said:

*We got opportunity for interaction, discussion with teachers but as well as not like face-to-face classes.*

According to her we can conclude that most of students get chance to interaction or discussion with teachers but as well as not face to face class.

Likewise, another student's Kalpana Khadka who was the student of Janasewa Secondary school. She studies in class 12. In this sense, she said:

*We did not get chances to ask our curiosity and did not get feedback immediately.*

Here, we concluded that most of student did not get chance for ask their curiosity. They did not get chance to ask curiosity and they didn't get feedback immediately.

In the same vein, another student's Asok Khatri who was the student of Basgadhi Academy Public School. He studies in class 10. He said:

*I got chances for interaction or discussion with teachers only sometimes or rarely.*

According to Shanti, puspa, Kalpana and Ashok, we can conclude that most of students did not get chance for discussion. So, they did not get time for ask their curiosity and didn't get immediately feedback.

Despite the many problem students are get some advantages of online class. They learn something new knowledge by online classes. They are familiar with new technology, ICT etc.

Likewise in the response of the question "what types of advantages did you get from online education?"

In this sense, the student's Ram Oli who is the student of Janasewa Secondary School. He studies in class 12. He said:

*We get chances to gain knowledge at my own home and to know about different types of learning apps.*

According to Ram, we can say that many students get opportunity to gain knowledge during pandemic situation. They feel safe from epidemic disease or pandemic situation. They also know about different types of learning apps.

Similarly, another student Ishwar Chand who is the student of Baljyoti Academy School. He studies in Grade 10. He said:

*We got chance to know about use of internet.*

\ According to him we know that before Covid most of student do not familiar with ICT or internet but after Covid students know about Internet, ICT and new technology.

Likewise, another student's Ankit Thapa who is the student of Basgadhi Academy Public School. He studies in class 10. He said:

*We got chance to complete course on time and also develop self study skill.*

According to Ankit, we can conclude that most of students said we get chance to get knowledge during pandemic situation and complete course on time. And they develop their self study skill.

Furthermore, another student's Rajesh Tharu who was the student of Baljyoti Academy. He studies in class 10. He said:

*We got chances to save time for go to school.*

According to him we know that some students went their school and it takes some time and they save their time.

\ In the same vein, another student's Anju Dhakal who was the student of Basgadhi Academy Public School. He studies in class 10. He said:

*We saved money for bus rent/fare.*

According to Anuj we can say that students who went school by bus and they save their time and money.

In the same way, another student's Ankit Thapa who was the student's of Basgadhi Academy Public School. He studies in class 10. He said:

*We are saved from COVID-19 and also know about ICT, tools etc.*

In the same context, another student's Shyam Chanda who was the student of Basgadhi Academy Public School. He studies in class 10 said:

*We got chance for learning during Pandemic situation.*

According to Ram, Ishwar, Ankit, Rajesh, Anuj and Shyam, we conclude that: online class fulfill the space of face-to-face class.

Students are busy on their study and get same advantages despite of lockdown. They also got chance to know about ICT, Internet and tools.

From the narrative above, most of the students said we did not get chances for interaction, discussion. They did not get feedback immediately. They did not get chance to ask their curiosity. So, their understanding level is not as much as face to face classes. Despite many problem students know about many new things related with ICT. They are familiar with online learning, different types of tools, internet etc. They developed self reading skill. They save time and money for go to school. They are saved from different types of disease.

### **Problem of Online Class**

There are many problems which are faced by student during online class. These problems are given here. In the same response the question "what problem did you faced on online class?"

In this senses student's Anup Pahadi who was the student of Basgadhi Academy Public School. He studies in class 10. He said:

*I faced problem such as solo network, expensive data service and electricity problem.*

During pandemic students faced many problems. Anup Thapa is also faced problem like as solo network which disturb their class. Data is too much expensive and poor situation of electricity.

Similarly, another student's Ankit Thapa who was the students of grade 10. He was a student of Basgadhi Academy Public School. He said:

*I didn't get chances to ask my curiosity and did not get feedback recently.*

According to Ankit, he didn't get chance to interaction. He also didn't get chance to asked his curiosity and get immediate feedback. Ankit experience is similar with Tuyet Minh,2020. According to him, challenges of online teaching and learning are conscious with the online environment, ability to use the medium to its advantages, providing quick responses and feedback to students, little or no face - to-face interaction, more work, and intense requirement for self-discipline.

Likewise, another student's Anju Dhakal who was the student of Basgadhi Academy Public School. She studies in class 10. She said:

*The voice quality and video quality is not clear due to slow network.*

According to Anju, we conclude that due to network problem the quality of video and voice is not clear. So, students feel difficult to take online class.

Furthermore, another student's Puja Shahi who was the student's of Baljyoti Academy. She studies in class 10. She said:

*Many students did not concerned in class with carefully. They misuse of ICT. They spend many times play with mobile phone but did not study like as a face to face classes.*

According to Anup, Ankit, anju and Puja, we conclude that most of the students did not concern with their online class. Sometime they play games, waste time in social media, YouTube. They didn't concern their study like as face-to-face class.

From this articulation we can conclude that students are get many problems in online classes. Such as network problem, electricity problem, misuse of Internet, did not got chance to interact discussion with their teacher and friends. They misuse of ICT and internet. Most of time they play games, YouTube, etc. They also did not concern for their study like as face-to-face classes.

## Comparison of Online and Conventional Education in the Context of Nepal

There are most students are in favor of conventional education. Most of the students said in the context of Nepal conventional learning was suitable. In the response to the question " which learning was suitable in the context of Nepal?"

Regarding this student's Shyam Chand who was the student of Basgadhi Academy Public School. He studies in class 10. He said:

*Nepal is developing country. So, here didn't access of well internet. Therefore conventional learning is suitable in the context of Nepal.*

According to Shyam, we concluded that Nepal is not well developed country. Most of district is not access of well internet and ICT infrastructure. So, it is difficult to run online class everywhere.

Similarly, another student's Rita G. C. who was the student of Janasewa Secondary School. Who was the student of Class 12. Shesaid:

*In the context of Nepal to run online class is too much expensive. So, here conventional learning is suitable.*

According to Shyam and Rita, we conclude that data was too much expensive in the context of Nepal. So, most of student's perception is positive for conventional education in terms of situation of Nepal. We had not good infrastructure, internet connectivity and electricity.

Likewise, in the response to the question "what were the advantages of face to face learning?"

Another student's Saru Karki who was the student's of Baljyoti Academy. She studies in class 10. She said:

*In conventional learning we got chances to learn practically, face-to-face interaction and did not faced problem such as load shedding, network problem etc. So, here conventional learning is suitable.*

According to Saru, we find that we get enough chances to learn practically in conventional learning. And also didn't face problem like as network, electricity and infrastructure. So most of students give positive responses on conventional education. Here, Saru's experience is similar with Bali & Liu, (2018) which is positive perception with face to face learning.

Furthermore, another student's Rajesh Tharu who was the student of Baljyoti Academy. He studies in class 10. He said:

*In our country there is not sufficient infrastructure to run online class. So, here conventional learning is suitable.*

According to him, we know that our country is a developing country. So, to run online class there is need well infrastructure but we have not. Therefore, here conventional learning is suitable.

In the same context, another student's Iswar Chand who was the student of Baljyoti Academy. He studies in class 10. He said:

*Nepal is geographically variant country. Some place of Nepal is very developed and some place is not well developed. Here we had not well manpower and well technology. So, here conventional learning is suitable.*

According to Ishwar, we conclude that Nepal is variant in geographical. There is not well manpower and technology. Online class is not possible without well manpower and technology. So, here conventional education is suitable

As the above narratives, it was found that despite of many advantages of online learning. But in Nepalese context online learning is not suitable in terms of well infrastructure, technology, internet and manpower.



## Chapter 5

### Findings, Conclusion and Recommendations

This study is carried out to highlight the perception of secondary level student towards online and conventional learning during COVID-19. The data were collected by implementing a set of questionnaire among participants belonging to three school of Barabardiya Municipality, Bardiya district.

#### Findings

1. Network and electricity was main problem to run online class effectively. Among 36 student 16 students used data, 11 students used Wi-Fi and 9 students used both data and Wi-Fi. Most of the poor family backgrounds family's student did not have access of network and electricity. Some good economically family backgrounds, employ family backgrounds, Educatefamily backgrounds family's student got easily access of network and electricity. They faced problem like as expensive data, low quality of Wi-Fi, load shedding.
2. It was found that during online class 27 students used mobile, 2 students used laptop and 7 students used both mobile and laptop. Most of the students had not device to take online class.

So, they used their parent's phone. Some students who are in well condition economically got access of good device.

3. It was found that students are negative on understanding level of online learning. Most of students said we did not get opportunity to ask our curiosity and get feedback recently as like physical classes. Despite many problems some students said online learning is also not bad. Here, we get chance to know about new technology, internet, ICT, device. And also get chance to learn during pandemic situation.
4. It was found that to run online class first of all to manage good internet, electricity, manpower, infrastructure etc. That all are did not manage in well during before COVID-19. So, students face with many problems.
5. Similarly, it was further found that, in the context of Nepal to run online class is very difficult and impossible in terms of geographically variant infrastructure, economically costly. So, most students said here conventional learning is suitable.
6. Most of students were favor with conventional education because they were well habituated with conventional education. It didn't need ICT infrastructure, internet, electricity and experienced teacher with ICT. They got more chance for discussion, interaction, asked their enquiry immediately and got feedback also immediately in face to face learning.

## Conclusion

The researcher collected the information from students and found out that the online class have not been much systematic and it has become one of the major learning challenges to give effective continuation for teaching and learning activities in that scenario. The students' living condition, their psychology, family condition and uneven supply of electricity and low bandwidth Internet access have been major obstacles to attend classes by the student and take classes by the teachers. The researcher found that the students face learning problems such as lack of face-to-face interaction, incomplete task orientation, insufficient motivation, poor internet connection, and other technical difficulties. Some students spend their time with doing unnecessary work such as play mobile phone, play game etc. They did not concern in their study carefully as face-to-face classes.

During this crisis, all institutions should take the necessary precautions to protect the views of English language learners who benefit from online teaching and learning. Reducing accessibility problems will ultimately improve learner's motivation and achievement. At finally, learners and educators must be physically and mentally prepared to adapt to this new learning process as it is our "new strategy "for COVID-19. It is about making sure they create a good strategy and implement it for effective online teaching and learning.

## Recommendations

The finding and recommendations of this study would be helpful for the ELT teachers, students, evaluators, text book writers, researchers and others who have keen interest in carrying out the research in the field of ELT.

On the basis of the findings and conclusion, I have outlined the main recommendations and pedagogical implications based on the study on three different levels as below:

**a. Policy related.** This study suggest for the policy makers in terms of application of online English Language Teaching and Learning activities to provide sufficient ICT training to teachers teaching and students for the learning effectively. Providing regular training related to digital learning platform may not be enough hence regular assessment should be implemented by creating several criteria such as online project works, reading materials and composition tasks for learners and modified specification grid for teachers to make new format of questions for them.

**b. Practice related.** It is too important for the teachers to become ICT friendly which is one of the strategies of teacher professional development for enhancing teaching and learning activities in a holistic manner. Conducting online classes virtually certainly

requires the methods of operating digital devices thereby the credibility of teaching is acknowledge student's living condition, their psychology and their psychology and their accesses to the digital devices while attending virtual English language classroom.

**c. Further research related.** The researcher is restricted in terms of its methodology, areas of knowledge related to research population, research sample, sampling procedures, data collection tools and data analysis procedures and timeframe. For the extensive knowledge on such areas of studies, further researches can be undertaken in the same field encompassing varied methodology, large number of population and other procedures. It is recommended to all the English Teachers and students that further research must be done to understand the effectiveness of the online education model for successful education during continuation during pandemic period.

This study concludes the challenges of English language learning are lack of in-person interaction, no access to Internet and laptop, load shedding, poor family background, lack of technical knowledge and skill etc. To overcome, there is need to understand student's psychology, proper counseling, well-planned lesson plans, organized teaching, learner- friendly teaching , giving attention to individual learner and technical support, organizing a productive workshop, video conferencing program, etc.

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## Appendix

अनुसन्धान प्रश्नहरु:

नाम:

बिद्यालयको नाम:

प्र.न.१. Onlineclass मातपाईंले कुन Network को प्रयोग गर्नु भयो ?

उत्तर:.....

प्र.न.२. Data प्रयोग गर्दा सस्तो किमहङ्गो लाग्यो ? Data किन्न सक्नु भयो कि सक्नु भएन?

उत्तर:.....

प्र. न. ३. WiFi को व्यवस्था कस्तो थियो ?

उत्तर:.....

प्र. न. ४. बिधुतको व्यवस्था कस्तो थियो?

उत्तर:.....

प्र.न.५. OnlineClass मा कुन प्रकारका उपकरणहरुको प्रयोग गर्नुभयो ?

उत्तर:.....

प्र.न.६. शिक्षकहरुले पढाएको राम्रोसँग बुझ्नु भयो कि बुझ्नु भएन?

उत्तर:.....

प्र. न. ७. शिक्षकहरुसँग छलफल, अन्तरक्रिया गर्ने अवसर पाउनु भयो कि भएन?

उत्तर:.....

प्र.न. ८. **Onlineclass**मा कस्ता खालका समस्याहरु भोग्नुभयो ?

उत्तर:.....

प्र. न. ९. **Onlineclass** बाट के के फाइदाहरु पाउनु भयो ?

उत्तर:.....

प्र. न. १०. **Onlineclass**मा कुन कुन पक्षमा सुधार गर्नु पर्ला ?

उत्तर:.....

प्र. न. ११. परम्परागत शिक्षा र अनलाइन शिक्षा कुन राम्रो लाग्यो ? किन ?

उत्तर:.....

प्र. न. १२. परम्परागत शिक्षाका राम्रा पक्षहरु के-के छन् ?

उत्तर:.....

प्र.न. १३. परम्परागत शिक्षामा सुधार गर्नु पर्ने पक्षहरु के-के छन् ?

उत्तर:.....

प्र. न. १४. **Onlinelearning** र परम्परागत सिकाइमा कुन बढि उपयोगि र प्रभावकारी लाग्यो ? किन ?

उत्तर:.....

प्र. न. १५. नेपालको सन्दर्भमा **Onlinelearning** र परम्परागत कुन सिकाइ बढि प्रभावकारी हुन सक्छ

? किन ?

उत्तर:.....

प्र. न. १६. **Onlineclass**मा सुधार ल्याउन के-के गर्नु पर्ला ?

उत्तर:.....