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Perception of Generation Z towards online education system- A study withspecial reference to Kamrup (Metro)

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Abstract
Online education is the fastest growing form of distance education and is valued at both traditional and non-traditional colleges and universities especially with respect Covid-19. The Online education has not only changed the landscape for distance education, but has greatly impacted higher education as a whole across the globe. There is proliferation of for-profit institutions of higher education, the commercializationof education by traditional non- profit institutions, and a continued increase in the demand for online education. The present study thereby focuses on insight about the perception of Generation Z towards online education system in Kamrup Metro. Here, the researcher also intends to find the problems faced by students regarding online education.

Key words
Covid -19 , Generation Z and online education**.**

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I. Introduction

Online education was based on the premise that education was possible without the face-to-face interaction between the student and teacher. In the 1900s, this may have been difficult to conceive.Today, with the advancements in communications technology and the connectivity of computers and the Internet, Online education is commonplace. Distance education continues to play an important role in education in the India, as it provides greater access and, in some respects, an affordable option. From the Postal Service, to spark transmitters, to television broadcasting, to the Internet and the Web, advances in communication technology have led to the changing landscapeof education and the proliferation of distance education. Online education is the fastest growing form of distance education and is valued at both traditional and non-traditional colleges and universities. Online mode of education was first started in United States of America at the University of Illinois.at the year 1960 back then internet services and facilities were not yet available but in university students were using computers for the purpose of learning and studying.The computers has terminals that were interlinked in order to form a network. Three years later, the University of Phoenix became the first educational institution in the world to launch a whollyonline collegiate institution, offering both bachelors and master's degrees. This was the beginningof a revolution whose potential was largely unknown to the public back then, but one that would make learning greatly accessible and within reach of what people could ever have imagined. This image illustrates the works of some of the early pioneers of online education. While in India the journey of online education started in 1994 there was a paradigm shift as the ISROU provided the teleconferencing facility at IGNOU headquarter in New Delhi for the first time.

Generation Z are basically students whose preference and perception on online education and classes are supremely negative and some of them prefer this mode of education as this age group are considered as the youngest mind and energetic in physical work as it aids in their both educational qualification and other fields as well. While with the spread of COVID -19 the social life of people all over the world got disrupted and educational institutions all over the world wereclosed down. The only way to overcome from this situation is to stop the spread of this deadly virus by maintaining social distancing. The closure of educational institutes all over the world putthe future of young students at risk. To cope with this problem online mode of education was followed by all the countries. This was not new for technologically developed European countries. But in India students faced a lot of trouble as they suddenly faced a situation which was unprecedented. Even the teachers had a tough time coping with this transformation. Network connectivity was one of the major problem faced by teachers as well as students.

Merits of Online Education

1. The students can proactively reach out to the teachers and mentors and complete their assignments on time. This will also help them to plan ahead. Also, the students can watch these recordings if they have missed any point or if they want to understand it again.
2. The online mode of education will give the students the scope to hone their technical skills.These may include using online platforms, new software, performing in-depth research online, communicate effectively via online mediums.

Demerits of Online Education

1. The students might take advantage of this and may indulge in indiscipline in the virtual class, so, lack of focus may happen from both ends. It may also be difficult for the studentsto give long hours on the screen. There are high chances of students getting distracted by social media or other websites.
2. It is important for the schools to provide the teachers too with proper training of using an online platform and acquaint them well with its working. Many parents are concerned about the health issues that are arising in children due to increased screen time. It may be regarded as one of the biggest disadvantages of the online mode of education.

Categories of Generation

The categories of generation are all those people who are born at the same age period within the society and within a particular family. These generation consist of Boomers, Millennials, gen X ,gen Y, gen Z.

Table No. 1 -Categories of Generations

Categories	Particulars
1.Boomers	A person born during a baby boom especially the one inthe US or UK between the year 1945 to 1965. These age group of people tend to be more politically conservativeand are lacking behind in technology adoption.
2.Millennials	This generation of people born in between the year 1980 to 1990's. This group of people exhibit in openness to change and are concerned over environment issues.
3. Gen X	This generation of people are born in between the year 1970 to 1980's. Gen X is referred as "latchkey generation" as they are left unsupervised at home by parents after school.
4.Gen Y	This generation people are born in between 1981 to1994's.
5.Gen Z	This generation were born in between 1994 to 2012.

Source: Self compiled

II. Government initiatives for promoting online education system in India

Various initiatives taken by the Indian government to boost online education in India are asfollows:

Table No. 2 – Government Initiatives for Online Education System in India

Sl No.	Programmers	Year oflaunch	Key Highlights
1	National DigitalEducational Architecture(NDEAR)	2021	The NDEAR aims to offer distinct education ecosystem architecture for advancement of digital infrastructure in the country.
2	PM eVIDYA Programme	2020	Its focus is to make e-learning more accessible for Indian students and teachers and promote & strengthen digital education in India.
3	DIKSHA	2017	Its focus is to offer school curriculum- based engaging learning materials to students, teachers, and parents.

4	SWAYAM	2017	Offer an integrated platform for online courses at affordable costs to all citizens, especially the underprivileged section in the country.
5	SWAYAM PRABHA	2017	Channels dedicated to broadcasting educational programmes 24x7,
6	ePathshala Porta	2015	It is a resource store for educational videos, audios, flipbooks, etc.
7	NISHTHA	2021	. Focuses to tailor modules for online education system.
8	OLabs	2014	To offer students lab learning experiencevia the internet.
9	Virtual Labs	2009	labs offer students a Learning Management System and variousstudy aides such as video lectures, webresources.

Source: Self compiled

III. REVIEW OF LITERATURE

1. Roulan Wang (2018) Digital tools is used for educational purposes . This study indicatethat social media tools have been for more used than artificial intelligence ones for communication purposes that are for learning. For distance learning social media tools have been used on a much larger scale than artificial intelligence technology , the use has also been out of the study domain.

2. Henrik Hansson (2021) Quality of thesis is all about independent and self learning and self work. E-resource facilitates self learning and lets the learner find the required information independently , facilitating access to the structured e-resource ,this e- resource saves the learners time by skipping waiting time to gather information from their supervisors . This facilitates less workload of supervisor and as well as the learners

3. Meenakshi Thanji (2021) Higher education in India is expanding in rapid rate and with change in technology at rapid rate , innovative ways of obtaining and sharing information , knowledge are being developed and applied to higher education setting .Online education hasgiven high growth in higher education in India . With all of these changes , it becomes even more important for colleges and universities to find a way to improve quality of online learning to maximize learning efficiency aligning technology with course content and instruction .

4. Sri Astuti and Diki Rukmana (2021) Due to Covid 19 several changes in education sector took place like online thesis examination , quality of higher education services etc. During online education the performance of examiner plays a very crucial role and also during online examination the reliability of video conference platform matters a lot.

5. Ujang Suparman (2021) Due to the advantages of online paper supervision , tutors are happyto learners grow into independent and capable writers . It is found that learners who write papers are encouraged to communicate with their thesis supervisors in an effective way and thereby producing higher quality paper results and reducing the delay in composing paper process , This proved that online supervision of paper can make learners more motivated to write and get engaged and modify their paper based in the recommendation of the supervisors

.

6. Yang Yi(2021) The paper consists all about the quality of online education courses that utilizethe internet as a primary instructional delivery method. It increases the effectiveness of online learning. How different computer skills affect online learning quality and how communication within the online environment affects students' perception and quality of learning outcome.

IV. RESEARCH METHODOLOGY

1. **Source of the study** –

(i) Primary data – It is a method of securing data concerning a phenomenon under study from all or selected number of respondents of concerned universe. Primary data can be obtained through observation or through direct communication with the respondents in one form or another or through personal interview.

(ii) Secondary data. - It refers to the data which have already been collected and analyzed by someone else. Secondary data can either be published data or unpublished data. The secondary data may be used in case

the researcher find themreliable. Adequate and appropriate for his research.

2. Nature of the study

Descriptive study – The purpose of descriptive study is description of the state of affairs as it exists at present. Basically it includes the surveys and fact findings enquiries of different kinds.

3. **Research Instrument** - Questionnaire

(i) Research instruments are the fact finding strategies.

(ii) These instruments are the tool for collecting data and information related to the research

(iii) A research instrument must contain clear and definite directions to accomplish it and must be free from any kind of biasness.

4. **Sampling Technique** –

Convenience Sampling- convenience sampling is that sampling when population elements are selected for inclusion in the the sample based on the ease of access, it can be calledconvenience sampling.

5. **Sample Size –** 110 Students of Generation Z .

6. **Area of the study** - Kamrup Metro.

7. **Tools of analysis** – Graphs, Tables and Charts.

Objectives of the Study

1. To study the perception of Generation Z on online education system.

2. To analyze the problems faced by students regarding online education in Kamrup (M)district.

Limitations of the study

1. It was difficult to collect data from the respondents due to the severe flood situation at thetime of collecting data.

2. Total sample size was 110 only. However, 150 questionnaires were distributed but a theresponses were not complete and therefore could not be considered.

V. ANALYSIS OF THE STUDY

Table and Interpretations

Table No.3 - Demographic Profile of the Respondents

Serial number	Particulars	Number of responses	Percentage
1. Gender	Male	58	53%
	Female	52	47%
	Total	110	100%
2. Age	18 to 20 age	11	10%
	21 to 23 age	79	72%
	24 to 26 age	20	18%
	Total	110	100%
3. Education	Under graduates	39	36%
	Graduates	50	46%
	Post graduates	19	17%

	Others	2	1%
	Total	110	100%

4. Profession	Student	67	61%
	Service	32	30%
	Business	8	7%
	Others	3	2%
	Total	110	100%
5. Monthly Income/Allowance	Below 2000	27	25%
	2001 to 4000	40	36%
	4001 to 6000	26	24%
	6000 & above	17	15%
	Total	110	100%
6. Marital Status	Married	0	0%
	Unmarried	110	100%
	Total	110	100%
7. Discipline	Science	40	37%
	Commerce	62	56%
	Arts	8	7%
	Total	110	100%

Source: Primary Data

Analysis of Objective 1 and 2 - Perception of Generation Z on Online Education System

1. Mode of education of the Respondents

Table no. 4- Mode of education of the Respondents

Serial no.	Particulars	No. of responses	percentage
1	Online	19	18%
2	Offline	64	58%
3	Both online and offline	27	24%
	Total	110	100%

Source: Primary data

Interpretation; From that above table it can be seen that 19 i.e 18% respondents choose to haveonline classes, 64 i.e 58 % of respondents choose to Have offline classes and rest 27 i.e 24 % of respondents choose to have both online and offline classes.

2. - Replacement of offline education for online education

Table no. 5- Replacement of offline education for online education

Serial no.	Particulars	No. of responses	percentage
1	Yes	40	37%
2	No	70	63%

	Total	110	100%

Source: Primary Data

Interpretation: From the above table it can be seen that 40 i.e37% of respondents think that online education should replace offline education and 70 i.e 63 % of respondents think that online educationshould not replace offline education.

3. Platform for online education

Table no. 6- Platform for online education

Serial no.	**Particulars**	No. of responses	Percentage
1.	Web x	7	7%
2.	Zoom	63	57%
3.	Skype	11	10%
4.	Google meet	23	21%
5.	Microsoft teams	6	6%
	Total	110	100%

Source: Primary Data

Interpretation: From the above table it can be seen that 7 i.e 7% of respondents preferWeb xplatform for online education, 63 i.e 57% of respondents prefer zoom platform , 11
i.e 10 % of respondents prefer skype , 23 i.e 21% respondents prefer google meet platform and rest 6
i.e 6% of the respondents prefer Microsoft teams platform for online classes
.

4. Effectiveness of online class during Covid

Table no. 7-Effectiveness of online class during Covid

Serial no.	Particulars	No. of responses	Percentage
1	Yes	64	59%
2	No	46	41%
	Total	110	100%

Source: Primary Data

Interpretation: From the above table it can been seen that 64 i.e 59 % of the total respondents agreed that during Covid online classes were effective and 46 i.e 41% of the totalrespondents disagreed that during Covid online classes were effective

5. Factors effecting choice for online classes

Table no. 8- Factors effecting choice for online classes

Serial no.	Particulars	No. of responses	Percentage
1.	Service quality	18	17%
2.	Mobility	35	32%
3.	Cost Effectiveness	32	29%
4.	Technology Development	17	15%
5.	Accessibility	8	7%
	Total	110	100%

Source: Primary Data

Interpretation: From the above table it can be seen 18 i.e 17 % were influenced by the servicequality for online classes, 35 i.e32% were influenced by mobility of online classes,32 i.e 29%were influenced by cost for online classes, 17i.e 15% were influenced by the technology and rest 8 i.e 7% were influenced by accessibility.

6. Preference of gadget for online education

Table no. 9-Preference of gadget for online education

Serial no.	Particulars	No. of responses	Percentage
1	Laptop	43	40%
2	Desktop	32	29%
3	Smart phone	32	29%
4	Tablet	3	2%
	Total	110	100%

Source: Primary Data

Interpretation: From the above table it can be seen that 43 i.e 40% of the respondent choose to use laptop during online classes, 32 i.e 29% of the respondents choose to use desktop and 32 respondents choose to use smart phone during online class and rest 3 i.e 3% of the respondents want to use tablet during online class.

7. Challenges faced during online classes

Table no. 10- Challenges faced during online classes

Serial no.	Particulars	No. of responses	Percentage
1	Internet connectivity	46	42%
2	Load shedding	32	29%
3	Slow devices	18	16%
4	Cost	9	9%
5	Technical Failure	5	4%
6	Others	0	0
	Total	110	100%

Source: Primary Data

Interpretation: From the above table it can be seen that 46 i.e 42 % of the respondents face internet connectivity issue , 32 i.e 29% of the respondents faced load shedding issue,18 i.e16% of the respondents faced issue of slow devices , 9 i.e 4 % of the respondents faced cost related issue and the rest 5 i.e 4% of the respondents face technical difficulties and failure.

8. Level of effectiveness of online mode of education

Table no. 11-Level of effectiveness of online mode of education

Serial no.	Particulars	No. of responses	Percentage
1	Highly effective	20	19%
2	Effective	42	38%
3	Moderately effective	41	37%
4	Low effective	6	5%
5	Not at all effective	1	1%
	Total	110	100%

Source: Primary Data

Interpretation: From the above table it can be seen that 20 i.e 19% of the respondents found online mode of education highly effective, 42 i.e 38% of the respondents found online mode of education effective , 41 i.e 37% of the respondents found online mode of education moderately effective, 6 i.e 5% of the respondents found online class less effective and the rest 1% of the respondents did not found online class effective at all.

9. Satisfaction level of online classes

Table no. 12- Satisfaction level of online classes

Serial no.	particulars	No. of responses	percentage
1	Highly effective	16	14%
2	Satisfied	48	44%
3	Moderately satisfied	37	34%
4	Low satisfied	6	5%
5	Not at all satisfied	3	3%
	Total	110	100%

Source: Primary Data

Interpretation: From the above table it can be seen that 16i.e 14%of the respondents were fully satisfied by online classes, 48 i.e 44% of the respondents were satisfied by online classes, 37 i.e 34% of the respondentswere moderately satisfied by online class and 6 i.e 5% of the respondents were less satisfied by online class and rest 3 i.e 3% of the respondent were no at all satisfied by online class.

VI. Findings of the Study:

The study comprises of the following findings:

1. Demographic Profile of the respondents:

It is found that 58 respondents were male and 52 respondents were female. 11 respondents are belonged to the age group of 18 to 20 , 79 respondents are belonged tothe age group of 21 to 23 and rest 20 belonged to the age group of 24 to 26. It is further found that education wise 39 respondents are undergraduate students, 50 respondents are graduate students and rest 19 respondents are post graduate students and 2 respondents are from other field. Qualification wise 67 respondents are students, 32 respondents are service persons, 8 respondents are having business of their own and rest 3 respondents are from other background. As far monthly allowances/income is concerned it is found that 27 respondents are getting allowances below 2000 rupees, 40 respondents are getting allowances between 2001 to 4000, 26 respondents are getting allowances between 4001 to 6000 and 17 respondents are getting allowance of6001 and above .There ere are no married respondents and a 110 respondents are unmarried. Stream wise it is found that 40 respondents are belonging from science stream, 62 respondents are from commerce stream and the rest 8 respondents are fromarts stream.

2. It is found that 19 respondents are comfortable with online classes , 64 respondents are comfortable with offline class and the rest 27 respondents are comfortable with both online and offline classes.

3. It has also been seen that 40 respondents think that online education should replace offline education and 70 respondents think that online education should not replace offline education.

4. So far e platform is concerned it is found that 7 respondents prefer web x platform for onlineclasses, 63 respondents prefer zoom platform for online class, 11 respondents prefer skype platform for online class, 23 respondents prefer google meet platform for online class and the rest 6 respondents prefer Microsoft teams platform for online class.

5. It is also found that 64 respondents agree that during Covid online classes were effective and 46 respondents disagreed that during Covid online class were effective.

6. Further, it has been found that 18 respondents were influenced by the service quality for online class,

35 respondents were influenced by mobility of online class 32 respondents were influenced by cost for online class, 17 respondents were influenced by the technology and the remaining 8 respondents were influenced by accessibility factor.

7. Also it is found that 43 respondents were comfortable using laptop during online class, 32 respondents were comfortable using desktop, 32 respondents were comfortable to use smart phone during online class and the remaining 3 were comfortable using tablet during online class.

8. With respect to the problems faced with online class it was found that 46 respondents aced internet connectivity issue, 32 respondents found load shedding issue , 18 respondents found slow device issue , 9 respondents found issue of cost and the remaining 5 respondents foundissues related to technical failure.

9. Regarding effectiveness it is found that 20 respondents have found online classes highly effective, 42 respondents have found online classes just effective, 41 respondents have found online mode of education moderately effective, 6 respondents have found online class onlineclass less effective and the rest respondents did not found online class effective at all.

10. It is further found that 16 respondents were fully satisfied by online class, 48 respondentswere satisfied by online class, 37 respondents were moderately satisfied by online class and 6 respondents were less satisfied by online class and the remaining 3 respondents were not atall satisfied by online class.

Suggestions:

1. During the survey it is found that most of the respondents has experienced loss of internet connectivity in between the online class in Kamrup (metro) district which is also one of the biggest drawback of online education as per the study. Hence, thatneeds to be tackled in the governmental level by proper initiatives by the competentauthorities for larger network connectivity especially in the remote areas.

2. As per the survey most of the respondents found online class just effective instead of finding it highly effective or less effective, this is because there are sometime

3. Issues like load shedding, loss of internet connectivity in between and other issues also cropped up as a major hurdle in proper implementation of online clases.

Conclusion:

Online education through various platforms in a virtual manner might help in the progress of the syllabus, but not the overall development of a student as they miss a very important part oflife that is interactions with their peers and the teachers in the classroom and beyond. . There is no doubt that education in future will rely more on technological innovations and thus it becomes the prerogative of the State to infuse the various concepts of technology among the students froma very early stage in life.

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