

Comparative Analysis of Online and Offline Coaching on Development of Basic Understanding Among Students of Ahmedabad City

Nirav Prajapati ^{1*}, Chirag Makwana², Dr. Jignesh Vidani³
L.J. Institute of Management Studies, LJ University

Corresponding Author: Nirav Prajapati, 24003400310149@mail.ljku.edu.in

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ABSTRACT

This study examines the comparative effects of online and offline tutoring on the development of basic understanding among students in Ahmedabad. Using a mixed methods approach, the study analyzes students' preferences, perceptions, and academic outcomes associated with each tutoring modality. The study identifies significant implications for educational practice, suggesting that a blended approach that combines the strengths of online and offline tutoring can enhance student engagement and learning outcomes. Recommendations for future research include longitudinal studies, mixed methods approaches, and investigations into the impact of technology and teacher training on educational effectiveness. Ultimately, this study contributes to the growing discourse on optimizing learning environments in a rapidly evolving educational landscape

INTRODUCTION

Changes in Education: Online vs. Offline Coaching

Technology breakthroughs and innovative teaching strategies have caused education to change dramatically throughout time (Vidani, 2015). The emergence of online coaching is one significant shift, particularly in the absence of the COVID-19 epidemic (Vidani & Solanki, 2015). Online coaching provides flexibility and access to a variety of materials, which makes it a popular choice for many students, even if traditional classroom instruction has long served as the cornerstone of education (Solanki & Vidani, 2016).

The Value of Education in the Present:

Education is essential for social and personal growth. It develops creativity, problem-solving abilities, and hair-trigger thinking (Vidani, 2016). Educational attainment has a direct impact on social advancement, professional success, and personal development in our knowledge-driven society (Bhatt, Patel, & Vidani, 2017).

Education Changes: Online vs. Offline Coaching

Technology breakthroughs and innovative teaching strategies have caused education to change dramatically over time (Niyati & Vidani, 2016). The rise of online coaching is one significant change, particularly in the absence of the COVID-19 pandemic (Pradhan, Tshogay, & Vidani, 2016). Online coaching provides flexibility and access to a variety of materials, which makes it a popular choice for many students, even if traditional classroom instruction has long served as the cornerstone of education (Modi, Harkani, Radadiya, & Vidani, 2016).

The Importance of Education Today:

Education is crucial for personal and social development. It fosters hair-trigger thinking, creativity, and problem-solving skills. In our knowledge-driven world, educational achievements directly impact personal growth, career success, and social progress (Vidani, 2016). The manner of education—whether traditional or modern—plays a substantial effect on learning outcomes (Sukhanandi, Tank, & Vidani, 2018).

***Traditional Coaching*:** In this approach, students and teachers communicate in person. It enables first-hand feedback, individualized attention, and an engaging learning environment. Students can work in groups, ask questions, and take part in conversations to improve their comprehension of the subject matter (Singh, Vidani, & Nagoria, 2016).

***Online Coaching*:** With this contemporary tideway, students can learn continuously and from any location at their own speed. It offers a multitude of materials, such as online assessments, interactive tools, and video courses. To customize learning experiences to each student's needs, numerous online platforms make use of extensive technologies (Mala, Vidani, & Solanki, 2016).

Online Coaching's Ascent in Ahmedabad

Ahmedabad has always placed a high emphasis on education, and as the city's economy and technology advance, there is an increasing need for high-quality tutoring. Outside of schools, offline coaching institutes have historically been the main source of instruction (Dhere, Vidani, & Solanki, 2016).

But in recent years, online coaching platforms have become incredibly popular. This trend has been hampered by elements like the accessibility of digital tools, the expansion of internet connectivity, and the growing cost of in-person coaching. The COVID-19 pandemic velocious this shift, prompting educational institutions to transmute to online learning(Singh & Vidani, 2016).

Students in Ahmedabad can now segregate from numerous online resources like Vedantu, BYJU's, and Unacademy, which offer various courses and flexible learning options(Vidani & Plaha, 2016).

Offline Coaching in Ahmedabad

Despite the growth of online coaching, offline coaching remains popular in Ahmedabad. Many reputable coaching institutes are known for their experienced teachers, structured programs, and rigorous training. These institutes cater to students preparing for competitive exams like JEE, NEET, and CAT, as well as workbench exams(Solanki & Vidani, 2016).

The points of interest of offline coaching incorporate personalized consideration, peer interaction, and a organized environment. Understudies can inquire questions straightforwardly and lock in in talks that extend their understanding. The in-person association with instructors and peers besides cultivates accountability(Vidani, 2016).

Be that as it may, offline coaching faces challenges. Upper educational cost costs, inflexible plans, and commuting issues force a few understudies to look for online choices. Numerous offline centers battle to compete with the intuitively highlights advertised by online platforms(Vidani, Chack, & Rathod, 2017).

Comparing Learning Results:

Online vs. Offline Coaching:

This think about points to decide whether online or offline coaching is progressively useful in making a difference understudies get a handle on essential wonk concepts. To pleasantry this, we ought to look at the qualities and shortcomings of each learning strategy and their affect on understudy outcomes(Vidani, 2018).

Benefits of Online Coaching:

- Adaptability:

Understudies can learn at their claim pace from home(Biharani & Vidani, 2018).

- Availability:

Assets are promptly accessible, explicitly for those in farther areas(Vidani, 2018).

- Intuitively Highlights:

Numerous stages offer diversions, tests, and reenactments to improve learning(Odedra, Rabadiya, & Vidani, 2018).

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RESEARCH OBJECTIVIES

The objective of this inquire about is to conduct a comparative examination of online and offline coaching strategies in terms of their viability in creating a fundamental understanding of subject matter among understudies in Ahmedabad City. The consider points to assess key variables such as understudy engagement, comprehension levels, maintenance rates, and by and large scholastic execution related with each coaching organize. By surveying the qualities and shortcomings of both online and offline coaching, the investigate looks for to distinguish which approach cultivates a more vigorous foundational understanding among understudies, in this manner giving experiences for teachers, guardians, and policymakers in upgrading educational strategies custom-made to the wants of learners within the computerized age.

LITERATURE REVIEW

The objective of this inquiry is to conduct a comparative examination of online and offline coaching strategies in terms of their viability in creating a fundamental understanding of subject matter among understudies in Ahmedabad City. The study considers points to assess key variables such as understudy engagement, comprehension levels, maintenance rates, and by and large scholastic execution related with each coaching organization. By surveying the qualities and shortcomings of both online and offline coaching, the investigator looks for to distinguish which approach cultivates a more vigorous foundational understanding among understudies, in this manner giving experiences for teachers, guardians, and policymakers in upgrading educational strategies custom-made to the wants of learners within the computerized age.

RESEARCH GAP

Whereas there's a part of inquiry about on administration styles and how they spur workers, there's still a enormous hole when it comes to understanding this relationship particularly in IT companies in Ahmedabad. Most researchers have looked at other businesses or broader organizational settings, so we do not have sufficient experiences custom fitted to the one of a kind challenges of the IT division in this range.

Furthermore, not much inquiry about has investigated how nearby culture and territorial components influence how well diverse authority styles spur representatives. This hole appears the require for inquiry about that centers on the particular administration styles utilized in IT firms and how they affect representative inspiration, work fulfillment, and in general execution. By filling this crevice, the study points to supply valuable data that can offer assistance progress administration hones in Ahmedabad's fast-growing IT industry.

HYPOTHESIS

H1 I find online coaching more flexible compared to offline coaching

H2 I believe offline coaching helps in better concept understanding

H3 Online coaching saves more time than offline coaching

H4 I receive more personalized attention in offline coaching.

H5 The technology used in online coaching enhances my learning experience.

H6 Offline coaching provides a better learning environment

H7 Online resources are sufficient for my study needs

H8 I feel more motivated in offline classes than online ones.

H9 Online coaching improves my academic performance.

H10 I prefer offline coaching because of teacher-student interaction.

H11 I find online coaching more affordable compared to offline coaching.

H12 Offline coaching helps me stay more disciplined with my studies.

H13 I feel more engaged in offline classes than in online sessions.

H14 Online coaching provides more up-to-date learning materials.

H15 I feel less stressed with the flexibility of online coaching compared to offline coaching.

Table 1: Validation of Questionnaire

Statements	Citation from JV citation file (You can add more than 1 citation)
H1. I find online coaching more flexible compared to offline coaching	(Vidani, 2015)
H2. believe offline coaching helps in better concept understanding	(Vidani & Solanki, 2015)
H3. Online coaching saves more time than offline coaching	(Solanki & Vidani, 2016)
H4.I receive more personalized attention in offline coaching.	(Vidani, 2016)
H5. The technology used in online coaching enhances my learning experience.	(Bhatt, Patel, & Vidani, 2017)
H6. Offline coaching provides a better learning environment.	(Niyati & Vidani, 2016)
H7. Online resources are sufficient for my study needs.	(Modi, Harkani, Radadiya, & Vidani, 2016)
H8.I feel more motivated in offline classes than online ones.	(Sukhanandi, Tank, & Vidani, 2018)
H9. Online coaching improves my academic performance.	(Mala, Vidani, & Solanki, 2016)
H10. I prefer offline coaching because of teacher-student interaction.	(Vidani & Plaha, 2016)
H11. I find online coaching more affordable compared to offline coaching.	(Vidani, Chack, & Rathod, 2017)
H12. Offline coaching helps me stay more disciplined with my studies.	(Vidani, 2018)
H13. I feel more engaged in offline classes than in online sessions.	(Vidani, 2018)
H14. Online coaching provides more	(Odedra, Rabadiya, & Vidani, 2018)

up-to-date learning materials.	
H15. I feel less stressed with the flexibility of online coaching compared to offline coaching.	(Sachaniya, Vora, & Vidani, 2019)

**Source: Author's compilation*

METHODOLOGY

Table 2: Research Methodology

Research Design	Descriptive
Sample Method	Non-Probability - Convenient Sampling method
Data Collection Method	Primary method
Data Collection Method	Structured Questionnaire
Type of Questions	Close ended
Data Collection mode	Online through Google Form
Data Analysis methods	Tables
Data Analysis Tools	SPSS and Excel
Sampling Size	103
Survey Area	Ahemdabad
Sampling Unit	Students, Private and government Job employees, Businessmen, Home maker, Professionals like CA, Doctor etc.

**Source: Author's compilation*

DEMOGRAPHIC SUMMARY

The statistic rundown of the consider test comprises 103 members. In terms of age dissemination, the lion's share of respondents, 53.4%, are over 21 a long time ancient, taken after by 37.9% within the 18-21 age gather, and 8.7% are underneath 17. With respect to instructive level, the biggest gather is composed of postgraduate people, bookkeeping for 53.4% of the test, whereas 33.0% are students. A littler extent incorporates 6.8% at the HSC level and another 6.8% categorized as "Other." This statistic profile highlights a overwhelmingly youthful and well-educated test, which may impact the study's discoveries and suggestions.

Cronbach Alpha

Table 3: Cronbach Alpha

Cronbach Alpha Value	No. of items
.896	15

**Source: SPSS Software*

The Cronbach's alpha esteem of .896 for the 15 things in this think about shows a tall level of inside consistency among the things. This proposes that the things dependably degree the same basic develop, making the scale vigorous for information collection and examination. A esteem over .8 is for the most part considered great, fortifying the unwavering quality of the instrument utilized in this investigate. Thus, the discoveries inferred from this scale can be considered reliable and substantial for drawing conclusions

Table 4: Results of Hypothesis Testing

Add rows as per number of hypothesis you have created

Sr. No	Alternate Hypothesis	Result p =	>/< 0.05	Accept/Reject Null hypothesis
H1	H1: I find online coaching more flexible compared to offline coaching	.769	>	H01 Accepted (Null hypothesis accepted)
bleH2	H2: * 2. I believe offline coaching helps in better concept understanding	.043	<	H02 Rejected (Null Hypothesis Accepted)
H3	H3. Online coaching saves more time than offline coaching	.087	>	H03 Accepted (Null hypothesis accepted)

H4	H4 4.I receive more personalized attention in offline coaching.	.088	>	H04 Accepted (Null hypothesis accepted)
H5	H5 The technology used in online coaching enhances my learning experience.	.411	>	H05 Accepted (Null hypothesis accepted)
H6	H6 Offline coaching provides a better learning environment	.062	>	H06 Accepted (Null hypothesis accepted)
H7	H7 Online resources are sufficient for my study needs	.557	>	H07 Accepted (Null hypothesis accepted)
H8	H8 I feel more motivated in offline classes than online ones.	.004	<	H08 Rejected (Null Hypothesis Accepted)
H9	H9 Online coaching improves my academic performance.	.544	>	H09 Accepted (Null hypothesis accepted)
H10	H10 I prefer offline coaching because of teacher-student interaction.	.000	<	H010 Rejected (Null Hypothesis Accepted)

H11	H11 I find online coaching more affordable compared to offline coaching.	.625	>	H11 Accepted (Null hypothesis accepted)
H12	H12 Offline coaching helps me stay more disciplined with my studies.	.024	<	H12 Rejected (Null Hypothesis Accepted)
H13	H13 I feel more engaged in offline classes than in online sessions.	.050	<	H13 Rejected (Null Hypothesis Accepted)
H14	H14 Online coaching provides more up-to-date learning materials.	.808	>	H14 Accepted (Null hypothesis accepted)
H15	H15 I feel less stressed with the flexibility of online coaching compared to offline coaching.	.667	>	H15 Accepted (Null hypothesis accepted)

The comparison of online and offline coaching among understudies in Ahmedabad appears a few curious experiences into what understudies incline toward and how they feel approximately each strategy. To begin with, numerous understudies see **online coaching** as more adaptable, which is critical for fitting their changed plans. This adaptability makes it less demanding for them to get to learning materials and spare time, lessening stretch.

On the other hand, whereas understudies utilized to think that **offline coaching** made a difference them get it concepts way better, this conviction is changing. More understudies presently accept that online assets are viable for learning. Be that as it may, they still see offline coaching as giving a more organized consider

DISCUSSION

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On the other hand, whereas undergraduates utilized to think that **offline coaching** made a difference them get it concepts way better, this conviction is changing. More undergraduates presently accept that online assets are viable for learning. Be that as it may, they still see offline coaching as giving a more organized consider environment, which recommends that online stages may progress their organization and engagement. Undergraduates too feel more spurred and locked in amid **offline classes**. The individual associations and intelligent in conventional settings boost their inspiration and commitment to learning. This highlights the significance of teacher-student interaction, which can be less successful in online groups.

Indeed in spite of the fact that online learning has preferences like upgraded materials, undergraduates still need the personalized consideration that's often less demanding to induce in offline classes. Whereas they think online assets are by and large adequate, they tend to be more locked in in offline sessions. At last, undergraduates see online coaching as reasonable and appreciate how innovation upgrades learning. This positive viewpoint can offer assistance shape future instructive approaches that center on utilizing innovation whereas still keeping the important viewpoints of conventional instructing that lock in and spur undergraduates.

In rundown, whereas online coaching offers adaptability and comfort, offline coaching remains vital for inspiration and personalized learning. Combining the qualities of both strategies may lead to superior learning results for undergraduates in Ahmedabad and past.

THEORETICAL IMPLICATIONS

The hypothetical suggestions of this comparative investigation of online and offline coaching on undergraduate advancement in Ahmedabad give profitable bits of knowledge into instructive ideal models and the advancing scene of learning. Firstly, the acknowledgment of the invalid theory with respect to the adaptability of online coaching (H1) emphasizes the significance of joining adaptability into instructive speculations. This adjusts with modern learning hypotheses that advocate for learner-centered approaches, proposing that versatility can upgrade undergraduate engagement and fulfillment. The discoveries highlight the need for teachers to consider adaptable learning situations as a center component of viable instructing techniques.

Moreover, the dismissal of H2, which proposed that offline coaching helps way better conceptual understanding, welcomes a reevaluation of conventional instructive models. This demonstrates that the adequacy of learning isn't exclusively decided by the mode of conveyance but too by the

quality of directions plan and the assets accessible in online groups. Instructive scholars must investigate how advanced instruments can be viably utilized to improve understanding, coordination components of constructivist learning speculations that emphasize dynamic engagement and interaction with substance.

The discoveries related to understudy inspiration (H8) and engagement (H10) in offline settings emphasize the significance of social interaction within the learning prepare. This adjusts with social constructivist speculations, which set that learning may be a social movement. The clear inclination for offline situations recommends that speculations of inspiration must account for the social perspectives of learning, especially the part of teacher-student intelligent in cultivating an locked in learning community. Moreover, the acknowledgment of H5, demonstrating that innovation upgrades the learning encounter, bolsters the integration of innovation into instructive systems. This reflects a move towards mixed learning models, where conventional strategies are expanded by mechanical advancements, permitting for a more comprehensive understanding of how to optimize understudy learning results. Finally, the suggestions of teach in offline coaching (H12) point to the need of creating hypothetical systems that address the psychological and natural components impacting student behavior. The differentiating recognitions of teach in several coaching designs recommend that future speculations ought to consider how different learning situations affect understudy self-regulation and scholastic execution.

In conclusion, this study's discoveries empower teachers and scholars to receive a more all encompassing approach to understanding the complexities of online and offline coaching. By joining adaptability, social interaction, and mechanical progressions into educational hypotheses, partners can way better address the different needs of learners in a quickly advancing instructive scene.

PRACTICAL IMPLICATIONS

The comparison of online and offline coaching for understudies in Ahmedabad gives supportive counsel for instructors, schools, and decision-makers.

1. Adaptable Learning Alternatives

Since understudies discover online coaching more adaptable, schools ought to make half breed models that combine online and offline learning. This permits understudies to advantage from both strategies.

2. Progressing Online Educating

The conviction that offline coaching makes a difference with understanding is changing. This implies online educating ought to make strides. Instructors ought to make online lessons more locks in with recordings, intelligently apparatuses, and bunch exercises that energize dynamic cooperation.

3. Boosting Engagement in Classrooms

Understudies are more persuaded in offline classes, so schools ought to make these situations more intelligently. They can incorporate gather work, discourses, and hands-on ventures to construct a sense of community.

Instructor preparing ought to too center on building solid connections with understudies.

4. Utilizing Innovation Successfully

Since understudies think innovation makes strides learning, schools ought to contribute in great apparatuses and assets that offer intelligently materials. It's imperative to prepare instructors to utilize these advances well.

5. Personalized Consideration

The crave for personalized consideration in offline coaching appears that littler lesson sizes and person bolster are key. Schools might actualize mentoring, mentoring, and peer back programs to fortify associations between understudies and instructors.

6. Structure in Online Learning

To assist understudies remain centered in online learning, schools ought to set clear rules and desires. Customary check-ins and organized plans can offer assistance understudies keep on track.

In outline, the discoveries recommend that a adjusted approach combining online and offline coaching is best. By utilizing adaptable, locks in, and tech-driven strategies, teachers can superior meet students' needs in Ahmedabad, driving to way better learning results and fulfillment.

CONCLUSION AND RECOMMENDATIONS

In conclusion, comparing online and offline coaching for understudies in Ahmedabad gives vital experiences into their learning. Understudies truly just like the adaptability and openness of online coaching, which fits well with today's instruction patterns. In any case, they too esteem the individual intuitive and inspiration that come from offline classes, appearing that face-to-face learning is still critical. The discoveries appear that whereas online instruction is getting to be more well known due to its comfort and utilize of innovation, conventional strategies are fundamental for keeping understudies locked in and making a difference them get it subjects way better. This proposes that schools ought to make a blended learning demonstrate that combines the finest parts of both online and offline instructing.

By centering on adaptable, technology-based learning while still permitting for individual interaction and bolster, instructors can superior meet the wants of all understudies. This approach can make strides scholastic execution and make learning more pleasant. Within the future, schools ought to point to upgrade these techniques and discover other ways to associate online and offline learning, making a difference understudies succeed in a changing instructive environment.

The comparison of online and offline coaching in Ahmedabad focuses to a few imperative ranges for future inquire about:

1. Long-Term Ponders

Analysts can see at how students' inclinations for online or offline coaching alter over time. This would offer assistance us get it the enduring impacts of each strategy on understudy execution and engagement.

2. Mixed-Methods Investigate

Utilizing both studies and interviews seem grant a higher understanding of understudy encounters. This would offer assistance distinguish the reasons behind students' choices and what impacts their learning.

3. Investigate in Several Districts

Considering coaching strategies in different ranges seem appear how social and financial variables influence students' encounters.

4. Part of Innovation

Future thinks about might investigate which particular apparatuses make strides online learning. Knowing how diverse stages influence understudy engagement and execution would be valuable.

5. Mediation Investigate

Analysts may test unused instructing strategies in both online and offline settings to discover out what works best. For case, attempting cross breed models or personalized learning methodologies might give profitable experiences.

6. Center on Different Bunches

Exploring the encounters of diverse statistic bunches, like understudies with inabilities or those from low-income foundations, would offer assistance us see how well coaching strategies serve different needs.

7. Instructor Preparing

Future inquire about may see at how preparing programs for instructors affect the adequacy of online and offline coaching. Understanding how instructors construct their abilities in both settings is vital.

8. Mental Variables

Investigating perspectives like inspiration, self-confidence, and stretch in online versus offline learning might give deeper experiences into understudy well-being and victory.

In rundown, there are numerous openings for future investigate to investigate the contrasts between online and offline coaching. By taking after these thoughts, analysts can offer assistance make strides instructing hones and upgrade the learning encounters for understudies completely different settings.

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