

STUDY THE PREFERENCE OF TRADITIONAL LEARNING METHODS OVER ONLINE CLASSES

¹POOJA K N, ²MALEEKA PARVEEN J, ³PORKODI N, ⁴ALIMA ZEHRA

^{1,2,3}Under-Graduate Student, Department of Psychology, Chevalier T Thomas Elizabeth College for Women, Tamil Nadu, India
⁴Assistant Professor, Department of Psychology, Chevalier T Thomas Elizabeth College for Women, Tamil Nadu, India

Abstract : Covid-19 has influenced everyone in all domains of life, including the education system, since December 2019. The education system has to transform from a traditional approach to adopting digital methods. Due to COVID-19, most schools and colleges have started online classes. Thus, the pandemic has made an impact on the study schedules of all the students. The need to assess the effectiveness of online class's post-COVID around the world is necessary. The objective of current research is to study "preference for traditional methods of learning over online classes". To find out the research method, an objective review of literature and an interview method are employed. With their consent, 15 students were involved in the interview. The interview was conducted through G-meet; the opinions of the students were recorded. The results and implications will be discussed.

Keywords: Covid-19, pandemic, traditional learning method, online classes

INTRODUCTION:

Pandemic: A pandemic is a viral outbreak that impacts a huge part of the population and spreads over a vast geographical location. According to WHO COVID-19 was proclaimed a pandemic, as it became apparent that the disease was serious and spreading quickly over a large area.

Online class: E-learning is regarded as disseminating education and training to an end-point via the internet (Lee & Lee, 2006). "E-learning" refers to a learning, coaching, or educational curriculum that is delivered electronically (Li, Lau, & Dharmendran, 2009) online classes are usually delivered through an e-learning system, which allows students to view their subject syllabus as well as intellectual improvement, and also interact with their subject instructor and fellow students.

E-Learning is commonly self-paced, offering flexibility and freedom in performing tasks. Coursera or edX are such organizations developing online courses. Online courses are available at many traditional universities. It is indeed a kind of distance learning. A learning management system (LMS) generally displays train

ing modules that can be accessed from any location and at any point of time.

Traditional class: Conventional learning happens in a traditional classroom. A tutor is responsible for directing and modulating the sharing of knowledge. The instructor after which demands the trainees to supplement their learning at home. In face-to-face instruction scenarios (takes place in a physical location like college campus) the tutor continues to remain key resource. It is marked by hands-on experiences, making new friends, discussing class notes, taking assignment, and passing exams.

REVIEW OF LITERATURE:

Gettinger, M., & Seibert, J. K. (2002) documented an information-processing outlook on the contribution of study skills to academic competence, as well as evidence-based strategies for assisting students to enhance their study skills. Study skills are classified into four categories in an information-processing framework: repetition-based skills, cognitive-based study skills, procedural study skills, and met cognitive skills. The findings revealed that effective study skills are associated with positive outcomes across a wide range of academic areas. The essential elements of effective

study-strategy coaching are specified. Parpala, A. et al (2021) compares university students' learning approaches and experiences with the teaching-learning environment in general and during online study as a result of the COVID-19 pandemic the study-related burnout was also questioned by the researcher. In the early stages of the quarantine, from March to April 2020, data was collected from first and second year students from various disciplines at the University of Helsinki. This study should include 665 students, 469 of whom were first-year students and 196 of whom were second-year students. K-means cluster analyses were used to assess learning profiles, and one-way ANOVA and the Tuckey Test were used to assess differences in learning profiles. Duraku, Z. H., and L. Hoxha (2020) examined students' attitudes toward online/distance learning, including the interaction between student lifestyle, learning skills, anxiety, and perceived stress. Both quantitative and qualitative methods were used in this study. The research was divided into two stages. In the first phase, standardized scales and open-ended questions were administered to 78 students from the Department of Psychology at the University of Prishtina. In the second phase, a focus group discussion was held to analyse the results of the data extracted in the first phase. The data was evaluated using correlation analysis and linear regression analysis. The findings indicate that students' mental health has improved. The proportion of students (65.4 percent) reported moderate levels of perceived stress and mild psychological and somatic anxiety. Perceived stress was found to interact with learning skills, particularly time management and procrastination. Students stated that participating in distance learning allowed them to save time and money, was effective in boosting their level of motivation and becoming more organized, allowed them to actively participate in discussions, and diverted their attention away from the pandemic, and the emotional support from instructors made it possible to deal with this period. Although limited space at home, loss of concentration from family members, lack of attention and concentration, and engaging in multiple tasks during online learning were the major issues encountered by students during the course of online education.

Radha, R. et.al. (2020) published a study titled "E-Learning during Lockdown of Covid-19 Pandemic: A Global Perspective". A total of 175 undergraduate students from different colleges and universities were selected based on stratified sampling design. The questionnaire was circulated online via Google forms for collecting the primary data. According to the findings of the study, Students are inclined to use e-resources to study 82.29 percent of the time. E-learning, according to 82.86 percent of the people, helps them enhance their self-study skills. 73.14 percent of students were satisfied with online test. 80.57 percent of students suggested that e-learning is beneficial during the quarantine period. However, only 22.29 percent of students prefer e-learning. Krzyzak, J., & Walas-Trebacz, J (2021) explains the objective factors that determine the improvement of self-study abilities in the context of online learning and analyses the students of Cracow's universities by conducting a survey. A sample of 825 students took part in this study. The questionnaire developed by a team of employees of Cracow University of Economics was sent through Google forms. Statistical PL 13.3 package was used. The Kendall's T coefficient was used to check out the level of interdependence of variables. The findings revealed that while learning in the online environment, the ability to learn independently had to be developed by the students to a greater extent and the conditions in which online learning takes place significantly affect self-study skills

METHODOLOGY:

The current chapter describes the research methodology used to achieve the study's objectives. It includes a problem statement, an objective, a research design, and a population description. The chapter also includes the procedure used throughout the research as well as the ethical considerations that were followed.

STATEMENT OF THE PROBLEM:

The study's goal is to determine whether traditional learning methods are preferred over online classes. We conducted this study to better understand why students prefer traditional learning methods. How has the pandemic affected students' academic performance?

OBJECTIVE:

To Study the preference of traditional learning methods over online class.

DESIGN:

This study comprises of the qualitative method includes review of literature and interview.

POPULATION:

This study's population consisted of college students enrolled in an online class during the epidemic of COVID-19. In the interview, 15 students participated. The interview included both male and female college students. Nine of the fifteen students were female, while six were male.

PROCEDURE ADMINISTRATION:

The qualitative data collected through interview method, consisted of four questions.

1. Can you manage time for studies being at home and perform well in academics?
2. Would you prefer traditional learning methods over online class? Why?
3. What are the difficulties faced during online classes?
4. How do traditional learning methods impact your studies?

The participants were interviewed through G-meet. Each student was called individually into the meet with the interviewer. The students were informed that the responses will be kept strictly confidential. Their opinion about online classes was recorded.

ETHICAL CONSIDERATION:

Involvement in the survey was strictly voluntary and participants' confidentiality ensured. Informed consent was taken from the participants prior to the interview. The researcher presented the need for the study as well as a brief description of the study. Finally, the students were thanked for taking the time to participate in the interview.

DISCUSSION:

The traditional learning technique was preferred by all 15 students over online classes. Ineffectiveness, lack of a suitable setting, inability to concentrate, inability to understand the topic quickly, problems and slowdowns in the online class aren't something that helps students be more motivated, and a lack of experiential learning are among the reasons they have given. Online learning can lead to feelings of loneliness and a lack of communication with students and teachers. Some

students aren't quite in the right frame of mind to concentrate. Students believe the course is excessively tough and time-consuming, causing them to become frustrated and drop out.

A lack of time is one of the most common reasons students avoid online programmers. 7 people responded that they can manage their time effectively out of 15 responses. Eight members, on the other hand, were unable to manage time. Those seven people who responded positively have social support as well as favorable environmental conditions. They are from the upper and upper middle classes. Those who responded negatively cited financial constraints, a low standard of living, and a lack of parental support as barriers. Some people face unexpected personal circumstances, while others do not. The difficulties faced during online classes are described as follows: online classes making people lethargic because no one to monitor the progress of student. The student reported that they couldn't go along with the pace of the lecturer due to environmental barriers like technical glitches, internet issues, etc. People also face lots of distraction being at home, practical classes are not well understood in online classes. Since no physical activities involved, students are prone to many health issues like headache, back pain, irritation in eyes, etc. weight gain is also observed in most of the students which is again causing difficulties in various aspects of life. Traditional learning methods prefer because it gives a clear insight about a subject. It is perceived as a way to learn and develop new skills. Traditional learning is much effective because there is a platform for students to connect with people and observe others. It gives good atmosphere to learn. The kind of attention teachers give during offline classes encourage the students to be lively and clear doubts effectively. In traditional learning students acquire confidence as they connect with peers and instructors. This allows them to learn how to conduct one professionally. During this pandemic, student academic achievement is declining. During an online class, there was a high rate of dropouts and absenteeism. Students who were absent more frequently performed poorly on assignments and exams. Students receive low grades as a result of late submissions.

CONCLUSION:

Due to the COVID-19 pandemic, the education system has shifted from a traditional approach to a digital method, and students have become accustomed to online learning, which has been found to be somewhat ineffective. As a result, students' study schedules have been impacted. The students' interest in learning new concepts has waned. Inactivity in their studies was attributed to peer pressure and environmental factors. Students' lack of motivation or interest in learning is exacerbated by the fact that they are expecting or writing exams online.

IMPLICATION:

Time can be effectively managed by developing study strategies and selecting a suitable study environment. A proper study schedule, as well as a to-do list, can be created.

A variety of training programs can be implemented to engage students. Conduct group activities with peers to increase hands-on experience with the concept. Physical activities such as running, walking, cycling, dancing, etc. can be encouraged.

Organizing competitions may encourage students to learn and develop new skills. A good night's sleep of 8 hours, a balanced diet, and regular exercise may help to alleviate the bodily issues caused by online classes.

LIMITATION:

The research was carried out in a small population. Hence to generalize the results large population has to be employed.

Only the college students included in this study.

REFERENCES:

- (1) Fazal, S., Hussain, S., & Majoka, M. I. (2012). The Role of Study Skills in Academic Achievement. *Pakistan journal of Psychological research*, 27(1), 37-51.
- (2) Gettinger, M., & Seibert, J. K. (2002). Contributions of study skills to academic competence. *School Psychology Review*, 31(3), 350-365.
- (3) Wernersbach, B. M., Crowley, S. L., Bates, S. C., & Rosenthal, C. (2014). Study skills course impact on academic self-efficacy. *Journal of Developmental Education*, 14-33.
- (4) Hassanbeigi, A., Askari, J., Nakhjavani, M., Shirkhoda, S., Barzegar, K., Mozayyan, M. R.,

& Fallahzadeh, H. (2011). The relationship between study skills and academic performance of university students. *Procedia-Social and Behavioral Sciences*, 30, 1416-1424. Wingate, U. (2006). Doing away with 'study skills'. *Teaching in higher education*, 11(4), 457-469.

- (5) Patidar, J. (2019). Evaluation of Study Skills in Nursing Students. *International Journal of Nursing Education*, 11(3).
- (6) Madhavi, S., Naidu, S., Krishnaveni, A., & Kiran, P. (2014). Study skills assessment among Medical undergraduates-where they stand. *Journal of Dental & Medical Sciences*, 13(10), 16-19.
- (7) Parpala, A., Katajavuori, N., Haarala-Muhonen, A., & Asikainen, H. (2021). How Did Students with Different Learning Profiles Experience 'Normal' and Online Teaching Situation during COVID-19 Spring?. *Social Sciences*, 10(9), 337.
- (8) Duraku, Z. H., & Hoxha, L. (2020). The impact of Covid-19 on higher education: A study of interaction among Kosovar students' mental health, attitudes toward online learning, study skills and changes in students' life. *ZH Duraku. The impact of the COVID-19 pandemic on education and wellbeing*.
- (9) Radha, R., Mahalakshmi, K., Kumar, V. S., & Saravanakumar, A. R. (2020). E-Learning during lockdown of Covid-19 pandemic: A global perspective. *International journal of control and automation*, 13(4), 1088-1099.
- (10) KRZYŻAK, J., & WALAS-TRĘBACZ, J. Objective Factors Determining The Development of Online Self-study Skills During The Global COVID-19 Pandemic-from The Perspective of Students' Experiences.
- (11) https://www.researchgate.net/publication/355574283_The_Effects_of_Online_Learning_on_Students'_Performance_A_Comparison_between_UK_and_Jordanian_Universities