

A Study of Student Behaviour From Traditional Mode to Online-Mode of Communication

Dr. Geetanjali Gupta

Department of Commerce, Maharaja Agrasen Institute of Management Studies
Delhi, India, geetanjali.gupta@maims.ac.in

Abstract

The study examines students' perceptions of online instruction because it has emerged as a successful method of disseminating information during the COVID-19 epidemic. Online instruction has impacted in-person interactions between students and teachers; as a result, students are not attending online classes and are not actively engaged in their studies. Because of the drawbacks of online education, teachers are attempting to utilize a variety of strategies to get their students' attention again, but they are not succeeding. This paper's goal is to comprehend how students now behave when it comes to online instruction and whether there is room for improvement from their point of view. The paper's conclusions are based on research on online study habits and problems. Additional research demonstrates how online and offline educational systems are integrated and how this affects students' lives. Even if the online system has an impact on their extracurricular activities, it has been shown that most students prefer a blended learning. Most students felt that both in-person and digital education frameworks could be enhanced to better accommodate. The study uses primary data to analyse students' preferences regarding the current online education system and their opinions about whether or not the education could be improved. In order to have a better knowledge of students, it employs the interviewing approach to further grasp the rationale for choosing one option over another.

Keywords: online classes, traditional mode, digital education

I. INTRODUCTION

1.1 Online Education

These days, everyone has the right to an education. Education is becoming more and more important every day. Education continues despite the Covid-19 epidemic. Students are now receiving their education online. "Online education is referred to by a variety of names. Virtual education, web-based education, Internet-based education, and education through computer-mediated communication are a few examples. Desmond Keegan's (1988) concept of remote education serves as the foundation for the Web-edu project's definition of online education. Many platforms have emerged to ensure the seamless operation of online education. Some, including "Bharat Skills," "e-Skill India," and "Skills build," were developed in India to enhance skills, while others, like "Google meet" and "Microsoft teams," were developed globally and are utilized for training. A few benefits of teaching online include the ability to share presentations and a variety of video examples, which enhances the participatory nature of the learning process. This

implies that technical glitch might impair the learning process, in a metropolitan city where these disruptions occur often. Using the internet to provide students with study materials in the form of books, presentations, and video tutorials is known as online teaching. Additionally, it makes it possible to continue studying while working, and Massive Open Online Courses may be used in addition to classroom instruction to better distribute information among students.

India has one of the largest networks of higher education systems in the world and plays a significant role in the global education sector. Nonetheless, the educational system still has a great deal of room to expand. The advantages and disadvantages of online learning will provide us with a fundamental grasp of this kind of educational system.

Pros of online classes

- You are free to study anything at any time.
- You may learn anywhere, at any time.
- Technical skills can be acquired.

- Online lessons are less stressful.

Cons of online classes

- Face-to-face interaction is not possible.
- There are more personal obligations while taking classes online. Why Students, instructors, and others do not have the same possibilities to build networks when taking classes online.
- You will have to take responsibility for your education when taking classes online.

1.2 Objectives

Since online instruction has emerged as a successful method for online teaching during the Covid-19 Lockdown, the objective was to examine students' perceptions of it. Additionally, it sought to determine how well-known the concepts of online and offline learning were, as well as to examine the disadvantages of using online learning and how it relates to health problems.

1. How well both online and offline instruction work.
2. The desire of students to attend lessons in person or virtually.
3. Expectations of students for in-person or virtual instruction.
4. How students behave when participating in additional cultural activities online.

1.3 Limitations

The limits of the different study techniques were the basis for this study's limitations. Put differently, the process by which primary data and other necessary information are gathered.

- Restrictions on completing the questionnaire. Lack of in-person communication with each respondent
- Only Delhi-based students were included in the research.
- Because some respondents may have misinterpreted the questions, there is a possibility that they will rate incorrect answers or make false selections on the questionnaire.
- Lack of time and other resources because a large-scale survey was not feasible.

II The effects of learning design on the conduct, contentment, and Performance of students

Researchers studying blended and online learning are becoming more interested in pedagogically informed learning designs as learning design has been demonstrated to affect student behaviour and results. Few empirical studies have linked learning designs of a significant number of courses with learning behaviour, despite the fact that learning design has been extensively researched. These studies are frequently focused on particular courses or programs. In this study, we used multiple regression models to correlate student activity (less than 400 million minutes of online conduct), satisfaction, and performance at the Open University UK with 151 modules and 111,256 students. Our results clearly show how crucial learning design is for forecasting and comprehending students' behaviour and performance in mixed and online learning contexts. After adjusting for a number of institutional and disciplinary criteria, our main predictor of academic retention was the amount of time students spend on communication activities, which is consistent with proponents of social learning theories. Enhancing academic retention may be achieved, where feasible, by appropriate and well-designed communication exercises that correspond with the course's learning objectives.

III The influence of computer attitudes and social presence on students' choices for online vs offline marking

The preferences of higher education students for online vs offline assignment marking were directly and empirically compared for the first time in this study. 140 college students' opinions on computers, how they perceived social presence in each modality, and how they felt about online and offline assignment grading and feedback were all documented. The students ranked their preferences for receiving feedback using the three binary variables of modality (online or offline), valence (positive or negative), and breadth of input (generic or personalized). Positive attitudes about one modality were significantly correlated with unfavourable perceptions about the other, even when opinions regarding digital and traditional marking did not differ up to very high extent. Positive views toward a modality were correlated with higher sensations of social presence within that

mode. The binary features were almost equal. Results indicate that if online tools for feedback and assignment marking help students feel more socially present, then the online feedback modality will work best to increase student engagement.

IV Ethical issues in online education

Distance education presents unique ethical challenges. The problem becomes considerably more complicated when distant learning is combined with online instruction. The ethical dilemmas that instructors and students encounter are exacerbated in online learning contexts. Online platforms facilitate multifaceted conversations and interactions that transcend linguistic, cultural, and geographical barriers. Many types of data are automatically stored in a somewhat permanent format. We emphasize ethical concerns pertaining to issues of fairness and diversity, surveillance and consent, identification and secrecy, and staff and student wellbeing. We ask questions to promote investigation of the topics brought up in this debate rather than trying to find solutions.

Wherever Times is specified, Times Roman or Times New Roman may be used. If neither is available on your word processor, please use the font closest in appearance to Times. Avoid using bit-mapped fonts if possible. True-Type 1 or Open Type fonts are preferred. Please embed symbol fonts, as well, for math, etc.

V Method

Both qualitative and quantitative methods are employed in this study. The qualitative information gathered from interviews aids in comprehending the rationale behind the various responses provided in the survey. The quantitative information obtained from the questionnaire aids in a fundamental comprehension of how students interact with the educational system. This hybrid strategy minimizes the drawbacks while combining the benefits of both approaches. The results presented in this research were obtained by a questionnaire-based primary survey of students in Delhi, followed by interviews with a small number of students. Many fundamental ideas of both online and offline learning are

comprehended with the use of secondary data, and student behaviour is examined using primary data gathered through surveys and interviews.

VI Questionnaire Analysis

An online survey using Google Forms was used for this study, and it was distributed via emails and WhatsApp. Each participant's response was gathered via a connected survey that was created automatically. Many students who were chosen to complete the surveys had comparable schedules for both online and offline classrooms and course disciplines. This was done in order to prevent responders from differing based on theoretical and practical themes. The current study did not take into account any other demographic factors, such as domicile, socioeconomic status, or ethnicity. Within a week, the connection was cut off. Eight questions addressing the many factors needed to forecast the results for our aims were included in the questionnaire. Students in Delhi between the ages of 18 and 21 are selected to complete the questionnaire. College and university students make up the majority of the population. The purpose of the survey was to learn more about how students behaved when learning both online and offline. It raises further inquiries about their preferences on a variety of factors, such as seminars, extracurricular activities, and other activities. Additionally, whatever area of education could be improved beyond what it is now? The questionnaire's several questions attempt to identify the problems and solve them with the different response options.

VII Interview Analysis

Eleven students, or about 10% of the 119 participants, were chosen at random to participate in the interview.

Interviews are helpful for gathering detailed information about a subject and learning the backstory of a participant's experiences. After completing a questionnaire, interviews might be helpful to follow up with specific respondents, such as to delve deeper into their answers. Both the discussion and the conclusion made use of the recorded replies. In this

Table-1

	Efficiency of digital education	Efficiency of traditional education
Average (1-10)	5.12605042	8.042016807

study, interviews have the following benefits and drawbacks:

Advantages of Interview

- The respondent can provide detailed details.
- Explanations and clarifications are possible.
- It is possible to get full answers.
- Complete command over the surroundings of the respondent.
- Requires less time and effort from the respondent.

- Adaptable to those who lack literacy.

Disadvantages of Interview

- The analysis is biased.
- Different responses may be given to the same set of questions.
- There is no privacy.
- Needs interviewers who are knowledgeable and experienced.
- A technical obstacle.

VIII Result

Table-2

Method of learning	No. of students
Digital	16
Traditional	49
Blended	54
Total	119

Efficiency comparison of Online and offline Education

Students' replies indicate that offline classes are more effective than online ones. For online classrooms, the restive average scaling is 5.12 (out of 10), while for offline classes, it is 8.04 (out of 10).

The aforementioned graph shows that learning efficiency is consistently greater in offline instruction than in online instruction.

- If you have had to choose one in regards to learning, what will it be digital or traditional or blended?

Table-3

Method of Learning	No. of Students
Digital	16
Traditional	49
Blended	54
Total	119

Of the 119 students, 54 prefer a combination of online and offline learning, 49 prefer traditional learning, and just 16 prefer digital learning. Because more students prefer a combination of both than one of the two alternatives, the drawbacks of either an

online or offline learning system can be minimized by adopting a combination of both.

- Which of the following do you think learning experience could be more enhanced?

Table-4

Teaching Methodology	No. of Students
Blended	58
None	1
Traditional	39
Digital	21

out of 119 pupils. 58 students think there is scope for improvement in both digital and traditional education approaches. 39 students think that studying offline may be improved. Only one student thinks there is no way to improve digital learning, while twenty-one think it might be improved. This

demonstrates that students have expectations that the traditional and digital educational systems do not meet. This further demonstrates how much room there is for improvement in the educational system.

- How did the online learning environment impact your extracurricular activities?

Table-5

Rating (1-10)	Number OF Students
0	3
1	1
2	4
3	3
4	3
5	13
6	7
7	16
8	23
9	18
10	28
Grand Total	119

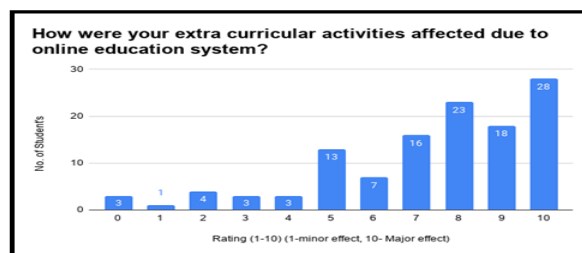


Fig1:Bar graph illustration of the impacted extra-circular activities

This question is rated on a scale of 1 to 10, where 1 represents a slight impact and 10 represents a large impact on the additional cultural activities. The majority grade above indicates that the online education system has had a significant impact on cultural activities. This demonstrates that online learning has a significant impact on extracurricular activities, both positively and negatively, as further explored in interviews.

IX Discussion

There are gaps in the current research that could be

filled by incorporating student opinions and examining the efficacy of e-learning in terms of improving students' lives rather than concentrating solely on its technological aspects. Teachers' constant efforts and students' commitment are crucial for students' development. Online education is, in my opinion, the best option available during this terrible epidemic. We can undoubtedly overcome the majority of its negative consequences by making additional changes to the digital learning mode.

Several suggestions obtained from the same

interviews:

- Reduce the length of the online courses.
- Applications for yoga, eye exercises, and blue light filters may be loaded on gadgets.
- Effective online instruction also requires pedagogical practice, which includes building connections, adaptability, and communication, among other things.
- If students perceive an incentive, such as receiving a specific attendance % that eliminates the need to turn in a few assignments, their participation may rise.
- Mentor-mentee meetings that focus on the student's present needs and requirements rather than pre-established tasks or assessments.
- Making everything mandatory might not be effective in the long term.

X Conclusion

While digital learning is a viable option during the lockdown, instructors and students are adjusting to it on a daily basis, and India has come to the realization that neither the education system nor the students will stop during the lockdown. We've learned from this lockout that we can overcome the obstacles and continue to develop successfully. There are gaps in the current research that could be filled by incorporating student opinions and examining how well e-learning adds value to students' lives rather than concentrating solely on its technical aspects. Teachers' constant efforts and students' commitment are crucial for students' development.

The following conclusion was reached through questionnaires and interviews:

- By taking lessons offline, students learn more.
- Students would rather attend seminars offline.
- Although students do wish to participate in extracurricular activities, the online education system has had a significant negative impact in a number of areas, particularly when it comes to physical cultural activities.
- Students claim that traditional classes are more efficient than online ones.
- Compared to anybody in particular, students do think they could attend a timetable based on a blended learning.

- Due to their lengthy class schedules, students are worn out, which causes them to miss lectures.
- Students are required to attend extra sessions rather than being provided the subjects they want.

REFERENCES

1. Paulsen, M. F. (2002). Online education systems: Discussion and definition of terms. *NKI distance education*, 202, 1-8.
2. Rienties, B., & Toetenel, L. (2016). The impact of learning design on student behavior, satisfaction and performance: A cross-institutional comparison across 151 modules. *Computers in Human Behavior*, 60, 333-341.
3. Grieve, R., Padgett, C. R., & Moffitt, R. L. (2016). Assignments 2.0: The role of social presence and computer attitudes in student preferences for online versus offline marking. *The Internet and Higher Education*, 28, 8-16.
4. Anderson, B., & Simpson, M. (2007).
5. Melis, E., Weber, M., & Andr s, E. (2003). Lessons for (pedagogic) usability of eLearning systems. In *E-learn: World conference on E-learning in corporate, government, healthcare, and higher education* (pp. 281-284). Association for the Advancement of Computing in Education (AACE).
6. Nguyen, M., Bin, Y. S., & Campbell, A. (2012). Comparing online and offline self-disclosure: A systematic review. *Cyberpsychology, Behavior, and Social Networking*, 15(2), 103-111.
7. Valentino, V. H., Setiawan, H. S., Habibie, M. T., Ningsih, R., Katrina, D., & Putra, A. S. (2021). Online And Offline Learning Comparison. In *The New Normal Era. International Journal of Educational Research and Social Sciences (IJERSC)*, 2(2), 449-455.