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A COMPARATIVE STUDY ON E-LEARNING APPLICATION WITH TRADITIONAL LEARNING

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ABSTRACT

The term "traditional learning" describes the kind of instruction that happens in a physical classroom with the teacher and students present. Students must attend lessons in person and on the campuses of traditional educational institutions in this traditional classroom-based environment. Learners who want to experience a true college setting or who prefer in-person interactions will find it most appealing. On campus, counselors and instructors are on hand to offer extra support and direction. In a conventional classroom setting, students can participate in various hands-on projects, receive hands-on training throughout class, and directly engage with one another. The traditional teaching approach emphasizes the teacher's primacy in the classroom environment and is teacher-centric. Here, educators used the rote learning and drill approach to memorization. Children learn by memorization and repetition while using this strategy. Even while conventional teaching methods are still used occasionally, new methods are currently widely used in education. It still plays a significant role in educational systems all throughout the world today. Distance learning may be most suitable in college and university settings, but this does not imply that it can always take the place of conventional learning or that it is more efficient than traditional learning.

INTRODUCTION

Online Learning (referred to as e-learning) is any form of education that takes place over the internet. Students attend online classes, study online courses, or get involved in real- time interactions with the teachers and students at the other end with the help of various digital tools. Students go through the curriculum at their own pace and can access the class from anywhere easily. Online learning is a reality and is gradually becoming part of formal education. This educational model appeals to anyone who cannot attend a physical faculty or school. Online learning climbs over the national boundaries and is offered to dispersed college students giving them the option to choose on online program of their preference. Online classrooms have become the new normal for students and teachers during the ongoing COVID-19 pandemic. Students now communicate with teachers over video- conferencing apps to study and keep up-to-date with their course remotely. To aid

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students during this time, there are several online learning and education apps, which are available for both Android and IOS devices in India. While some of these learning apps focus on general topics or are used as study aids, others are designed with specialized fields of study in mind. Additionally, education apps India help you understand concepts in interactive ways such as animated videos, which make learning more fun and intuitive than the traditional method. Some apps also come with a live class feature to help clear doubts in real-time. If you‟re looking for the best online learning apps in India, here‟s a list that should help you

OBJECTIVES OF THE STUDY

- The study the concept and evolution of online course and adoption of online learning students.
- To study student's preference of online courses to classroom learning.
- To compare student's perception towards traditional class room learning and online classroom.

REVIEW OF LITERATURE

Shilpa Korde (2021), Online Learning has become the need of a time. It is important to compare the effectiveness of classroom and online learning: teaching research methods that face to face interaction, online interactions are important components of learning and teaching in blended learning environment. Online courses help to reach more time and place bound students. Persistence in an online environment may be more challenging in classes than public administration classes. The study focuses on finding the opinion of students and teaching fraternity about effectiveness of online learning and classroom learning.

Vinayak Hegde (2021), Due to the Covid-19 pandemic, the whole world went to lockdown in the year 2020. It has stopped all our everyday lives and crearted more problems and challenges for all sectors. The field of education was also stopped, so it was taken as a challenge by most institutions, particularly higher education universities, and found a solution to this as "online classes". E-learning, however, has both benefits and drawbacks that some students do not like online learning. The main goal of this paper is to learn about students‟ perceptions of online learning during this pandemic by soliciting input form them and determining which mode of learning they prefer.

Mitra and S. and Beieren, G. (2019) examined the disparities in motivational factors among online and conventional face-to - face understudies in the Bottleneck Business Course, concentrating on how achievement in the two formats is affected contrastingly by these factors. It also offered valuable bits of knowledge into the decisions the understudies made in picking a particular format for the course. Results based on a study of 146 understudies at a large state funded college indicated that autonomous motivation and inborn value anticipated enlisting and performing at online courses. At the other hand, achievement and learning strategy target orientations anticipated understudies ' participation in conventional face-to - face courses and their accomplishment in those courses. Learning styles like intelligent observation and abstract experience anticipated performance, however didn't affect course format selection. We examine the implications of these discoveries for ideal understudy guiding, course plan and conveyance, and broader impacts on understudy retention and graduation.

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Ann Marie Casanova (2018) In her paper, "Case study - Cultivating a love of learning conceptual understanding that is Improving educational Outcomes in India (English)," elucidates that Biju‟s app "wants to revolutionize the way millions of students think and learn" effectively. The app ensures that it cultivates a generation of learners who have a curiosity present in them to learn more, dream more, and become more.

According to Ansari (2017), Mobile learning applications are effective in higher education. According to the research, students have sufficient knowledge about mobile phone and internet usage. The importance of mobile learning apps education and research is widely recognized by students. In the current educational environment, teachers and students have to prepare for the wave of teaching and learning. Teachers should have the necessary skills to teach so that students can easily understand them.

Renu Yadav ,(2016) In "Role of Constructivism in Learning," opines that in the Constructive classroom, scaffolding helps the students to "develop the ability of reflection," It enhances their capacity to develop" critical voice and shared vision, which helps to increase their academic output and also helps them to develop leadership qualities and enhance "socio-emotional learning,

RESEARCH DESIGN

Sample Design:

The sample Design of this research study is **Convenience Sample Method.**

Under this research population would be the people (Tirunelveli city people) who areaware to use e learning app. Total sample size 150 people who are already using e- learning education services. Sample area would have been approximate area of Tirunelveli district and I wouldcollect data from who are currently using e- learning services.Apart from the necessary table, chart and like suitable tools are applied for analysisand interpretation.

- **PERCENTAGE**
- **CHI SQUARE TEST ANALYSIS**

DATA ANALYSIS & INTERPRETATION

TABLE NO.4.1

AGE

AGE	NO.OF RESPONDENTS	PERCENTAGE %
Below 18 years	27	24.5
19- 21 years	30	27.3
22- 24 years	28	25.5
Above 24 years	25	22.7
TOTAL	**110**	**100.0**

Source: Primary data

Above the Table 4.1 shows that Age of the Respondents. Out of the 110 respondents 27.3 % of the respondents were 19-21 years, 25.5% of the respondents were 22-24years, 24.5% are the

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respondents are Below 18 years, 22.7 % of the respondents were Above 24 years.

CHART NO.4.1
AGE

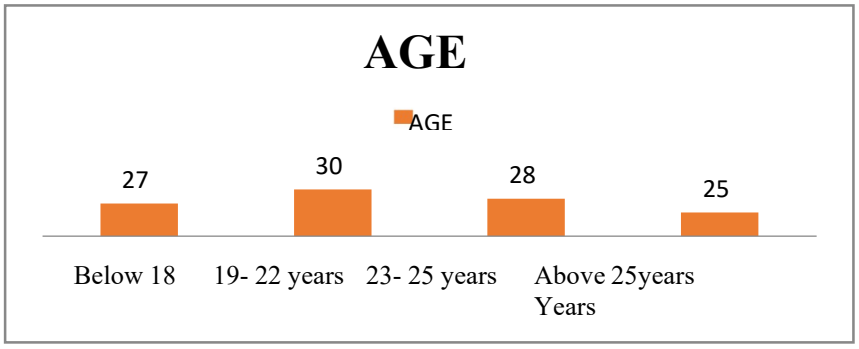

TABLE NO.4.2GENDER

GENDER	NO.OF RESPONDENTS	PERCENTAGE %
Male	54	49.0
Female	56	51.0
TOTAL	**110**	**100.0**

Source: Primary data

Table No. 4.2 indicates that Gender of the respondents 51 % of respondents as female. 49% of respondents as Male.

TABLE NO 4.3 EDUCATIONAL BACKGROUND

EDUCATIONAL BACKGROUND	NO.OF RESPONDENTS	PERCENTAGE %
High School	29	26.4
Under Graduate	25	22.7
Post Graduate	35	31.8
Other	21	19.1
TOTAL	**110**	**100.0**

Source: Primary data

Above Table 4.3 shows that Educational Background. 31.8% of the respondents were Post Graduate, 26.4% of the respondents were High School, 22.7% of the respondents were under Graduate and the remaining, 19.1of the respondents% of the respondents were Other.

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CHART NO 4.3 EDUCATIONAL BACKGROUND

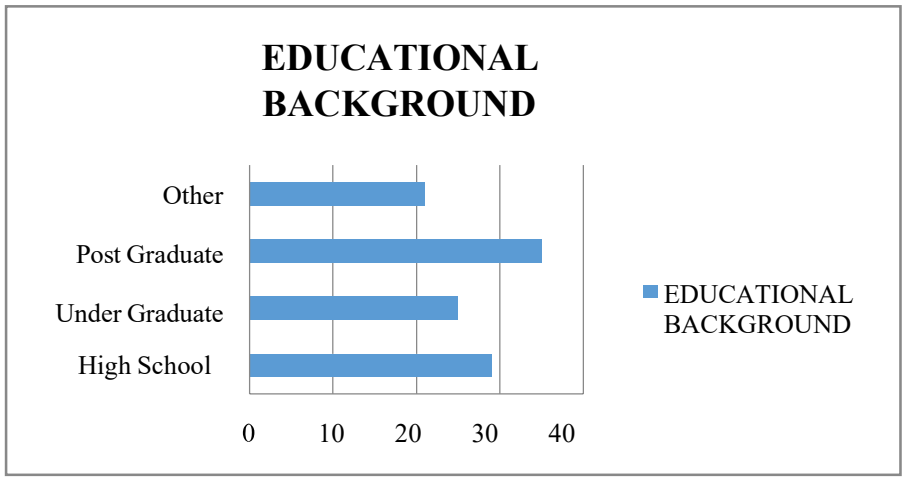

TABLE NO 4.12
INTERACTION WITH INSTRUCTOR IN TRADITIONAL LEARNING

INTERACTION BY TRADITIONAL LEARNING	NO.OF RESPONDENTS	PERCENTAGE %
More interactive	32	29.1
Somewhat more interactive	36	32.7
Less interactive	21	19.1
Much less interactive	21	19.1
TOTAL	**110**	**100.0**

Source: Primary data

Above the Table 4.12 shows Interaction by Traditional Learning . 32.7% of the respondents were somewhat more interactive, 29.1 % of the respondents were more interactive, 19.1% of the respondents were less interactive ,19.1% of the respondents were much less interactive.

CHART NO 4.12

INTERACTION WITH INSTRUCTOR IN TRADITIONAL LEARNING

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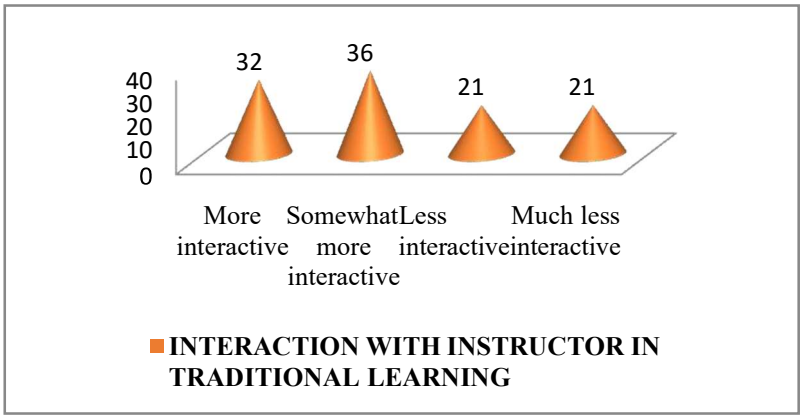

TABLE NO 4.13
INTERACTION WITH INSTRUCTOR IN E- LEARNING

INTERACTION BY E-LEARNING	NO.OF RESPONDENTS	PERCENTAGE %
More interactive	31	28.2
Somewhat more interactive	29	26.4
Less interactive	34	30.9
Much less interactive	16	14.5
TOTAL	**110**	**100.0**

Source: Primary data

Table 4.13 indicates that Interaction by E-Learning . 30.9% of the respondents were less interactive 28.2 % of the respondents were more interactive , 26.4% of the respondents weresomewhat more interactive, 14.5% of the respondents were immediate much less interactive.

CHART NO 4.13
INTERACTION WITH INSTRUCTOR IN E- LEARNING

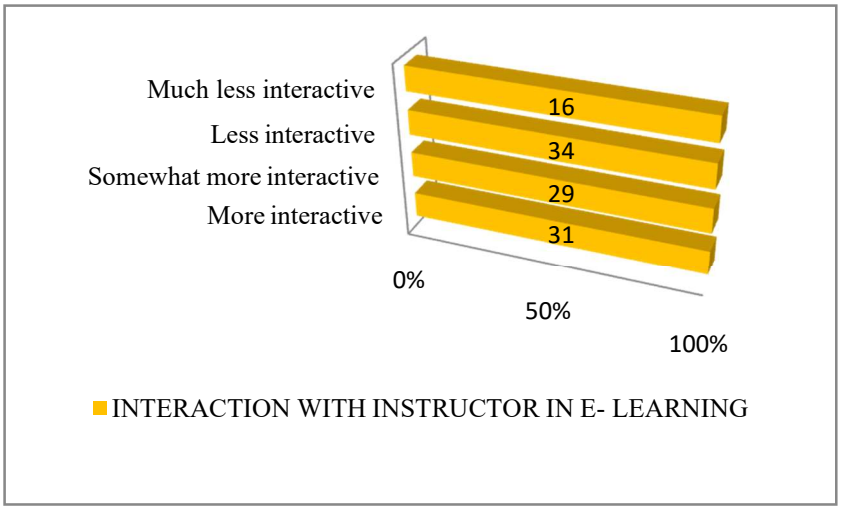

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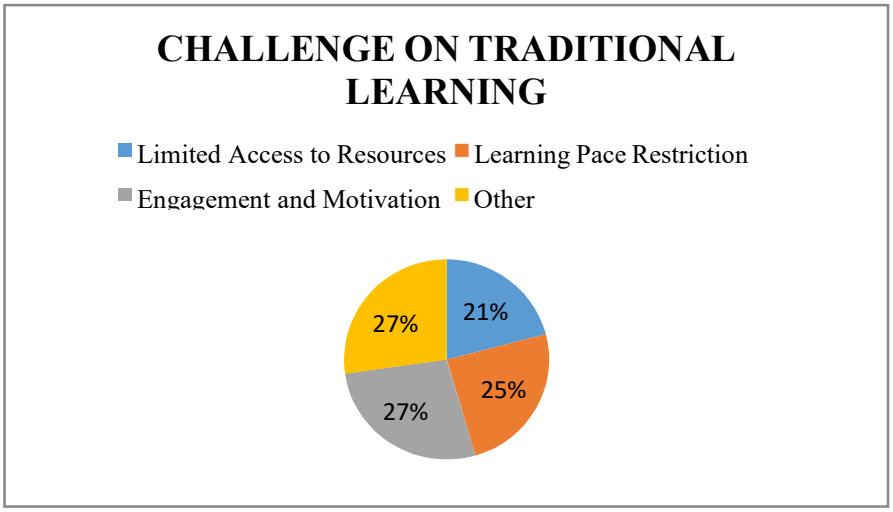
TABLE NO 4.16
CHALLENGE ON TRADITIONAL LEARNING

CHALLENGE ON TRADITIONAL LEARNING	NO.OF RESPONDENTS	PERCENTAGE %
Limited Access to Resources	23	20.9
Learning Pace Restriction	27	24.5
Engagement and Motivation	30	27.3
Other	30	27.3
TOTAL	**110**	**100.0**

Source: Primary data

Table 4.16 indicates that Challenge in Traditional Learning. 27.3% of the respondents were Engagement and motivations , 27.3% of the respondents were other, 24.5% of the respondents were learning pace restriction ,20.9 % of the respondent were Limited access to resources.

CHART NO 4.16



CHALLENGE ON TRADITIONAL LEARNING

TABLE NO 4.17 CHALLENGE ON E- LEARNING

CHALLENGE ON E-LEARNING	NO.OF RESPONDENTS	PERCENTAGE %
Technical issues	38	34.5
Difficulty navigation the problem	25	22.7
Lack of engagement	18	16.4
Other	29	26.4
TOTAL	**110**	**100.0**

Source: Primary data

Above the Table 4.17 indicates that Challenge on E-Learning. Out of the respondents 110,

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34.5% of the respondents were technical issues, 27.3% of the respondents were difficulty navigation the problem, 26.4% of the respondents were other ,16.4% of therespondent were lack of engagement.

CHART NO 4.17
CHALLENGE ON E- LEARNING

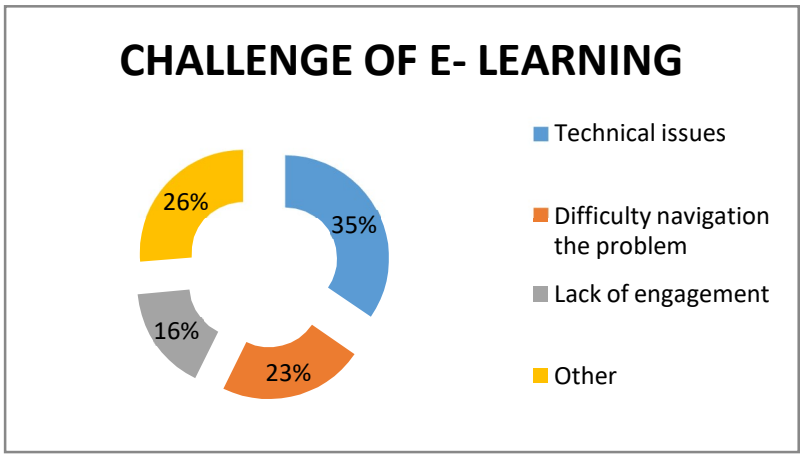

TABLE NO 4.22
OVERALL TRADITIONAL LEARNING EXPERIENCE

LEARNNG EXPERINCE	NO.OF RESPONDENTS	PERCENTAGE %
Very Satisfied	35	31.8
Satisfied	32	29.1
Neutral	20	18.2
Dissatisfied	23	20.9
Total	**110**	**100.0**

Source: Primary data

Above the Table 4.22 shows that Overall Traditional learning experience. 31.8% of the respondents were very satisfied, 29.1% of the respondents were satisfied, 20.9 % of the respondents were dissatisfied, 18.2 % of the respondent were neutral.

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CHART NO 4.22

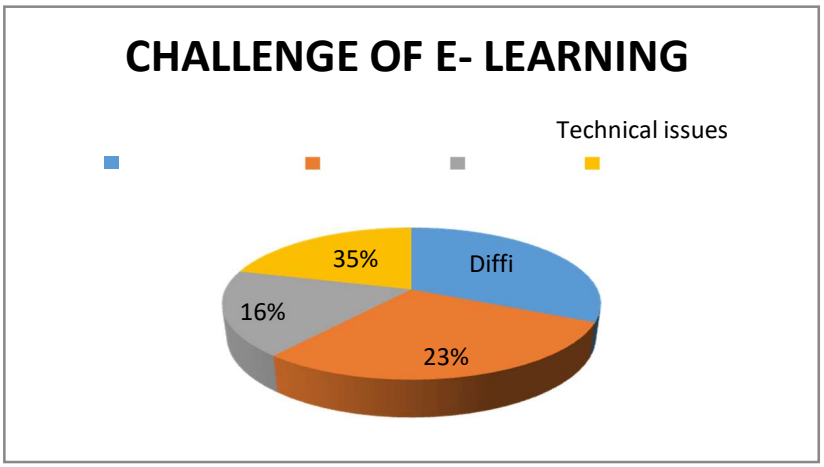

TABLE NO.4.23
OVERALL E-LEARNING EXPERIENCE

LEARNING EXPERINCE	NO.OF RESPONDENTS	PERCENTAGE %
Very Satisfied	21	19.1
Satisfied	35	31.8
Neutral	35	31.8
Dissatisfied	19	17.3
Total	**110**	**100.0**

Source: Primary data

Above the Table 4.23 indicates Overall E-learning experience. 31.8 %of the respondents were good and neutral, 19.1% of the respondents were excellent, 17.3 %of the respondents were dissatisfied.

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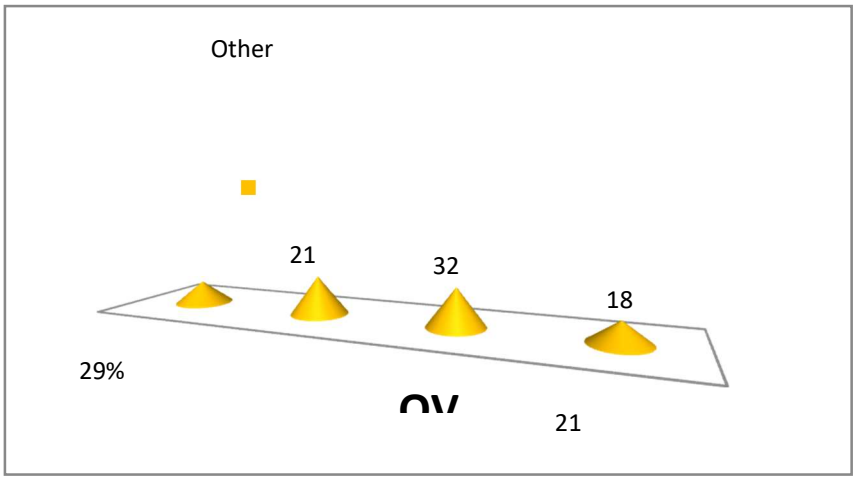
CHART NO.4.23



OVERALL E-LEARNING EXPERIENCE

TABLE NO.4.26

AGE AND PREFER LEARNING METHOD

H_1: There is significant association between Age of the Respondents and their preferlearning method

Age		Prefer Learning Method			Total
		Traditional Learning	E-Learning	Both	
Below 18 years	Count	3	10	14	27
	%	11.1%	37.0%	51.9%	100.0%
18 - 20 years	Count	14	8	8	30
	%	46.7%	26.7%	26.7%	100.0%
21 - 25 years	Count	10	8	10	28
	%	35.7%	28.6%	35.7%	100.0%
Above 25 years	Count	8	10	7	25
	%	32.0%	40.0%	28.0%	100.0%
Total	Count	35	36	39	110
	%	31.8%	32.7%	35.5%	100.0%
CHI SQUARE		**9.986**			
P VALUE		**0.125**			

INTERPREATION

Since above the table value indicates that p value is more than 5 than 0.05, that the null hypothesis accepted at 5 percent level of significance and the alternative hypothesis in rejected.

The data tells us how people of different age groups prefer to learn, whether it's through traditional classroom methods, online learning platforms, or a combination of both. While there are

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variations across age brackets, with some leaning more towards traditional methods and others towards e-learning, the chi-square test suggests that age isn't the sole factor influencing these preferences. In other words, age alone doesn't seem to be the primary reason why someone chooses one learning method over another; there are likely other factors at play, such as individual preferences, access to technology, or the subject being studied.

TABLE NO 4.27
GENDER AND PREFER LEARNING METHOD

H_0: There is no significant association between Gender of the Respondents and their preferlearning method

Gender		Which method do you prefer			Total
		Traditional Learning	E-Learning	Both	
Male	Count	20	18	17	55
	%	36.4%	32.7%	30.9%	100.0%
Female	Count	15	18	22	55
	%	27.3%	32.7%	40.0%	100.0%
Total	Count	35	36	39	110
	%	31.8%	32.7%	35.5%	100.0%
CHI SQUARE	**1.355**				
P VALUE	**0.508**				

INTERPREATION

Since above the table value indicates that p value is more than 5 than 0.05, that the null hypothesis accepted at 5 percent level of significance and the alternative hypothesis in rejected.

The data indicates that both males and females show similar preferences for learning methods, with a slight variation. While males have a slightly higher preference for traditional learning(36.4%) compared to females (27.3%), females show a slightly higher preference for both methods (40.0%) compared to males (30.9%). However, the chi-square test reveals that there is no significant association between gender and learning method preference, suggesting that gender alone may not be the main factor influencing these preferences.

FINDINGS

- 27.3% of the respondents of the age group of 19-21 years
- 51% of the respondents of the gender of female
- 31.8% of the respondents of the educational background completely post graduated
- 35.5% of the respondents of the method of learning of other

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- 30% of the respondents of E-learning of application of zoom meet
- 39.1% of the respondents of face to face interaction with teachers
- 26.4% of the respondents of multimedia resources
- 35.5% of the respondents of using educational application in e-learning
- 41.8% of the respondents of more flexible in traditional learning‟
- 42.7% of the respondents of less flexible in e-learning traditional
- 32.7% of the respondents somewhat more interactive in traditional learning
- 30% of the respondents less interactive in e-learning
- 27.3% of the respondents in e-learning in engagement and other
- 27.7% of the respondents in difficulty navigation problem
- 33.6% of the respondents in classroom
- 30% of the respondents live chat session
- 40% of the respondents of good in traditional experience
- 16.4% of the respondents of good in e- learning
- 31% of the respondents of very satisfied in traditional learning
- 31.8% of the respondents of satisfied and neutral in e-learning
- 30% of the respondents of crucial success in classroom environment
- 33.6% of the respondents of crucial success in user friendly platform.

SUGGESTION

A comparative study between e-learning and traditional learning methodologies presents an opportunity to develop into the multifaceted dynamics of modern education. Such a study could investigate various dimensions, including the effectiveness of each method in facilitating learning outcomes, the accessibility and convenience afforded to learners, and the levels of engagement and interactivity experienced within each environment.

Additionally, examining factors such as cost-effectiveness, resource utilization, and student satisfaction and motivation would offer valuable insights into the nuanced differences between these two approaches.

Moreover, exploring retention rates, dropout trends, and the integration of technology and support systems would provide a comprehensive understanding of the strengths and challenges inherent in both e-learning and traditional learning settings. Ultimately, such a comparative study could inform educational stakeholders on the most effective strategies to optimize student learning experiences in an ever-evolving educational landscape.

CONCULSION

A comprehensive comparative study between e-learning and traditional learning methodologies would shed light on the intricacies of modern education and provide invaluable insights for educators, policymakers, and learners alike. Through an examination of effectiveness, accessibility, engagement, cost, satisfaction, retention, and technological integration, such research would offer a nuanced understanding of the strengths and limitations of each approach. While e-learning may offer flexibility and convenience, traditional learning methods may excel in fostering interpersonal

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connections and immediate feedback. Therefore, the conclusion drawn from such a study would likely advocate for a balanced approach, leveraging the strengths of both methods to create a more adaptive and inclusive learning environment that meets the diverse needs of learners in today's digital age.

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