Perception Of College Students Towards Traditional Classroom Vs Modern Classroom In Coimbatore City

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Abstract: Education plays a major role in present scenario. Education is the boon for molding people in a country. The researcher in the study focuses on the attitude of college students for preferring technical classrooms. The study relating to the classrooms signifies the comparison between the traditional classrooms as well as modern classrooms. The researcher classifies the performance and functions of both traditional and modern classrooms in the study. The area of the study is limited to the Coimbatore city. The sample design of the study is convenience sampling. The source of the study is based on primary data collection among 90 respondents. The statistical tools used in the study are percentage analysis and chi-square test.

I. INTRODUCTION

Many college and university professors desire to change their instructional style from traditional lecture to a more active, student-centered style through the use of group projects, discovery activities, experiments, and class presentations. Until recently, however, some professors feared they would sacrifice course content if they utilized such active learning techniques during class. With the increased availability of web based instructional technologies like Web CT and Blackboard during the late 1990s, professors began providing students with access to course content via video and PowerPoint lectures outside the classroom. With the delivery of course content secured via technology, professors felt freer to introduce activities inside the classroom that would give students the opportunity to engage material in an environment where other students and the professor are present to aid in the learning process. This change in how course content is introduced to and engaged by students is a significant departure from the lecture-homework cycle found in more traditional classrooms. Perhaps the most striking departure is the physical location of where the introduction and deeper engagement with the material occurs.

II. TRADITIONAL CLASSROOM

The chief business of traditional classroom is to transmit to a text generation those skills, facts, and standards of moral and social conduct that adults deem to be necessary for the next generation's material and social success. As beneficiaries of this scheme, which classroom progressivity John Dewey described as being "imposed from above and from outside", the students are expected to docilely and obediently receive and believe these fixed answers. Teachers are the instruments by which this knowledge is communicated and these standards of behavior are enforced.

Historically, the primary educational technique of traditional classroom was simple oral recitation. In a typical approach, students sat quietly at their places and listened to one individual after another recite his or her lesson, until each had been called upon. The teacher's primary activity was assigning and listening to these recitations; students studied at home. A test might be given at the end of a unit, and the process, which was called "assignment-study-recitation-test", was repeated. Traditional classroom is associated with much stronger elements of coercion than seems acceptable now in most cultures. It has sometimes included: the use of corporal punishment to maintain classroom discipline or punish errors; inculcating the dominant religion and language; separating students according to gender, race, and social class, as well as

teaching different subjects to girls and boys. In terms of curriculum there was and still is high level of attention paid to time-honored academic knowledge.

III. MODERN CLASSROOM

The Modern Classroom is a blend of traditional learning methods, which enables participants to learn what they need, when they need it, with the ability to put that knowledge and skills to use quickly. Participants attend class in one day increments (which can be non-consecutive days). Classes are a mixture of lecture, lab and Q/A.

Practical labs reinforce learning objectives utilizing vendor-authorized courseware. A dedicated certified instructor/mentor guides participants through their customized learning curriculum, providing 1-on-1 mentoring and Q/A. Each participant meets with his/her instructor on the first day of training to develop a personalized learning plan for. Among other details, the Learning Plan identifies the "touch-points" where the instructor will work one-on-one with the participant on key aspects of the course.

OBJECTIVES OF THE STUDY

✓ To study about the practices followed in modern and traditional classrooms.
✓ To analyze the need of students attitude towards traditional and modern classrooms.
✓ To know the satisfaction level of students preferences regarding traditional and modern classrooms.
✓ To observe various activities carried out in and around modern and traditional classrooms.

SCOPE OF THE STUDY

The scope of the study is to bring out the different kinds of methods to help the students in different way to improve their skills, knowledge and make them more convenient with the method of classroom which is followed.

IV. RESEARCH METHODOLOGY

Research methodology is the science dealing with principles of procedure in research and study.

RESEARCH DESIGN

The research taken up is a descriptive research which is also called as statistical research. The main goal of this type of research is to describe the data and characteristics about what is being studied. It is done to gain better understanding of the topic.

SAMPLE SIZE

The sample size chosen for the research is 90 respondents from all age group. The respondents filled the questionnaires themselves and were assisted and explained where they had difficulty in understanding the questions.

SAMPLE TECHNIQUE

The respondents were chosen through "Convenience sampling technique".

DATA COLLECTION

✓ *PRIMARY DATA*

Primary data was collected through survey method choosing the respondents randomly. A questionnaire was used to collect the data as the population covered was large in number. It consisted of multiple choice questions.

✓ *SECONDARY DATA*

Secondary data was collected from the Internet, Magazines, and Books etc.

AREA OF THE STUDY

This study is conducted within the Coimbatore city.

TOOLS FOR ANALYSIS

For the analysis purpose the following tools to be used.
✓ Percentage analysis
✓ Chi-square analysis

LIMITATIONS OF THE STUDY

✓ To get the questionnaires filled by 90 respondents was time consuming.
✓ Sometimes the respondents were unsure of the choices provided.
✓ Few of the respondents were not able to understand.
✓ The responses of the respondents may be biased.

ANALYSIS AND INTERPRETATION

GENDER	NO OF RESPONDENTS	% OF RESPONDENTS
MALE	19	21%
FEMALE	71	79%
TOTAL	**90**	**100**
AGE	**NO OF RESPONDENTS**	**% OF RESPONDENTS**
17-20	62	69%
20-23	24	27%
23-25	4	4%
>25	0	0%
TOTAL	**90**	**100**
EDUCATIONAL LEVEL	**NO OF RESPONDENTS**	**% OF RESPONDENTS**
UG	85	94%
PG	5	6%
OTHERS	0	0%
TOTAL	**90**	**100**
METHOD OF CLASSROOM	**NO OF RESPONDENTS**	**% OF RESPONDENTS**
TRADITIONAL	66	73%

MODERN	24	27%
TOTAL	**90**	**100**
ATTENDANCE IN THE TRADITIONAL CLASSROOM	**NO OF RESPONDENTS**	**% OF RESPONDENTS**
GOOD	56	62%
VERY GOOD	12	13%
EXCELLENT	13	15%
BAD	8	9%
VERY BAD	1	1%
TOTAL	**90**	**100**
DISCIPLINE IN THE TRADITIONAL CLASSROOM	**NO OF RESPONDENTS**	**% OF RESPONDENTS**
GOOD	46	51%
VERY GOOD	20	22%
EXCELLENT	18	20%
BAD	4	5%
VERY BAD	2	2%
TOTAL	**90**	**100**
COMMUNICATION IN THE TRADITIONAL CLASSROOM	**NO OF RESPONDENTS**	**% OF RESPONDENTS**
GOOD	49	54%
VERY GOOD	22	25%
EXCELLENT	16	18%
BAD	3	3%
VERY BAD	0	0%
TOTAL	**90**	**100**
TIME CONSUMPTION IN THE TRADITIONAL CLASSROOM	**NO OF RESPONDENTS**	**% OF RESPONDENTS**
GOOD	38	42%
VERY GOOD	22	25%
EXCELLENT	6	7%
BAD	20	22%
VERY BAD	4	4%
TOTAL	**90**	**100**

Table 1: Percentage Analysis

CHI-SQUARE TEST

Chi-square test is a non-parametric test. It can be used to determine in categorized data show dependency or the classification are independent. It can also to make comparison between theoretical populations and actual data when categories are used. This test was first used by Karl Pearson in the year 1900. For all the chi-square test the table value has taken @ 5% level of significance and Degrees of Freedom = DF= (R-1)(C-1)

Chi-square test $(X^2) = \sum (O-E)^2/E$

Where 'O' = Observed Frequency

'E' = Expected Frequency

'R' = Number of Rows

'C' = Number of Columns

ALTERNATE HYPOTHESIS

There is a significant relationship between the age of the respondents and the reputation and brand image of the college.

NULL HYPOTHESIS

There is no significant relationship between the age of the respondents and the reputation and brand image of the college.

CHI-SQUARE TEST

Comparison between the age of the respondents and the reputation and brand image of the college

Age/reputation & brand image	Yes	No	Not sure	Row total
17-20	2	26	34	62
20-23	7	9	8	24
23-25	1	0	3	4
>25	0	0	0	0
Column total	10	35	45	90

Table 2

Comparison between the age of the respondents and the reputation and brand image of the college

Observed frequency(O)	Expected frequency(E) E=(RT*CT)/GT	$(O-E)^2$	$(O-E)^2/E$
2	6.88	23.81	3.46
26	24.11	3.57	0.15
34	31	9	0.29
7	2.66	18.83	7.08
9	9.33	0.11	0.01
8	12	16	1.33
1	0.44	0.31	0.70
0	1.55	2.40	1.55
3	2	1	0.5
$X^2 = \sum(O-E)^2/E$			15.7

(O= Observed Frequency, E= Expected Frequency, X^2= Chi Square)

Table 3

From the above calculation we get,

Calculated Chi Square value X_2= 15.07

Now, to calculate the Degree of Freedom. When a comparison is made between one variable and another, the degree of freedom equals to(number of columns minus one)x(number of rows minus one) not counting the totals for rows and columns.

From the calculated data = (4-1)*(3-1)

Degree of Freedom (df) = 6

The table value at 5% level of significance and degree of freedom at 6 is 12.59.

INTERPRETATION

Since the calculated value is greater than table value 12.59, we are accepting the alternate hypothesis and hence rejecting null hypothesis.

Hence there is a significance relationship between the ages of respondents and traditional classroom puts down the reputation and brand image of the college.

FINDINGS

- ✓ Majority of the respondents belong to the female.
- ✓ Majority of the respondents come under the age group of 17-20 years.
- ✓ Majority of the respondents are under graduate students.

✓ Majority of the respondents have supported for traditional classroom.
✓ Majority of the respondents have stated that they are not sure that the traditional classroom put down the reputation and brand image of the college.
✓ Majority of the respondents have stated that the proper attendance is good in the traditional classroom.
✓ Majority of the respondents have stated that the discipline is good in the traditional classroom.
✓ Majority of the respondents have stated that the communication is good in the traditional classroom

V. SUGGESTIONS

✓ Teacher should take initiative to make students get involved and interact constructively during the classroom.
✓ Teachers and students should utilize the modern teaching aids to facilitate better teaching for the faculty and good understanding for the students.
✓ In traditional classroom teachers should find innovative ways of handling classes to get students involve during class hours through management group discussions, role plays, case analysis, management games etc.
✓ Both the methods have their advantages and disadvantages and therefore they can be used in a balanced manner to facilitate better teaching for the students.

VI. CONCLUSION

Relational databases will continue to be an important subject area in computer science curriculum. Data normalization is an essential topic in this subject area. To-date teaching –learning experience indicates that students find it difficult to understand the concepts anomalies and to normalize data to obtain smaller well structured relations. Until recently, traditional classroom methods have been used to teach students how to normalize data. Web enabled tools are now becoming available that can take place of the teacher. As they go in use, evidence may be collected to show whether they are any better than the traditional methods of teaching data normalization. Finally, I conclude that both type of education should be encouraged to facilitate for better understanding of the student.

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