A Comparative Study on Traditional and Blended learning teaching Methods and their Satisfaction Level Among Students in Online and Offline Mode with Reference to Private Under graduate Colleges and special reference to Bengaluru city

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Millennial generation is attaining new encroachment in their life thus to be in pace with them, the aim is to bout expertise and be acquainted hence teaching pedagogy will be acting as an aid in career enrichment. The study helps in analyzing teaching methods like traditional and blended learning methods which benefits in accomplishing their satisfaction level towards learning and development process. The study also highlights on critical analysis and its impact on students learning outcomes. To examine the satisfaction level of under graduation students with reference to teaching pedagogy used, the researcher used factor analysis also to study the impact of learning outcome logistic regression is applied and chi-square performed to study the demographical factors of students. Data is collected by primary and secondary source in primary source through structured questionnaire by taking the sample size 100 through convenience sampling techniques.

Key words: blended learning, critical learning, teaching pedagogy, career enrichment, traditional leaning.

1.   Introduction

Today's generations are more flexible in adoption of new methods of learning of such innovation if is blending learning. Blending learning is way of education in which students learn through sources like computerized and online media also with face to face teaching methods. Learners should have easy access to different learning resources in order to apply the

knowledge and skills they learn under the supervision and support of the teacher inside and outside the classroom. Slightly there is a shift from traditional learning pattern to blended learning. Pupil can select the best activities to suit their own pace, learning style and level, as well as time and place. Learners can be more independent and self-reliant in their own learning. They can also be more able to take decisions, think creatively and critically, investigate and explore as well as solve problems they face in learning and real life. Meanwhile, teachers can be facilitators, supervisors, assessors, organizers and managers of learning activities, and so should be creative and able to support learners and provide various learning materials in different formats. In order to find the students dependance and satisfaction level and there adoption pattern of modes of education the researchers have made and effect to find the comparisons factors also the outcome of the both learning patterns.

2.Review of literature

1.Jasmine Paul and Felicia Jefferson, (2006) as conducted research on A Comparative Analysis of Student Performance in an Online vs. Face-to-Face Environmental Science Course. The central persistence of this research was to decide which teaching method proved more operative the researches are tries to prove the face to face are influencing the student performance in an online.

2.Charles Dziuban, Charles R. Graham, Patsy D. Moskal, Anders Norberg , Patsy

D. Moskal, Anders Norberg Nicole Sicilia ,(2008) presented a research the researchers tries to prove that course content are been transferred through internet is more effective in terms of transfer of information and research also proves that students cannot completely participate in the course of learning in this way. They also make an effort to prove that more importance is given more to interaction rather than the transfer of information in online environment.

3.Hoic-Bozic (2009) the researcher conducted the research on the effectiveness of blended learning and discovered that blended learning is more effective and efficient in contributing students learning outcomes as compared to traditional learning.

4.Harrington (2010) examined the statement and devised the combination of traditional classes with blended class as hybrid classroom and stressed that educators are increasingly engage in hybrid classes as they have become aware of the benefits.

5.Nikolaos Vernadakis, Maria Giannousi (2012) conducted the research on traditional learning as well as on blended learning to study the impact of both on students learning outcomes and found out that blended learning plays vital role in students learning results.

6.Alla L. Nazarenko (2015) conducted a case study so as to examine the effect and result of traditional learning and blended learning on students wisdom and came across to the conclusion that , in today's

era students are more keen to learn with latest technologies and their impact on students learning is better as compared to traditional learning.

7.M.S.S. Razeeth, R.K.A.R. Kariapper , P. Pirapuraj , A.C.M. Nafrees, U.M. Rishan , & S. Nusrath Ali (2019) " E-learning at home vs traditional learning among higher education students: a survey based analysis" the researches are trying to the comparative study on e- learning and traditional learning methods and the researcher tries to prove the blended learning techniques are more useful for higher educational of under graduate students for the professional growth.

3.Statement of the problem

The expansion of education technology and education teaching tactics and approaches affected students learning and teachers teaching strategies, blended learning approach has developed through the last two decades, however it is not a preference for many teachers and students and they prefer traditional teaching, therefore the aim of study is to find out the impact of blended and traditional learning on students

4.Objectives:

- ➢ To study the satisfaction level of the students with respect to traditional and blended learning methods
- ➢ To critically analysis the impact of students learning outcome in both the learning methods.

- ➢ To study the relationship between demographical factors and modes of learning methods.

5.Hypothesis

H_o1 – There is no satisfaction of the students in respect of traditional and blended learning methods

H_o2 – There is no impact on students learning outcome in both the learning methods

- ➢ H_o3 – There is no significant relationship between demographical factors and their modes of learning methods.

6.Importance of study:

To analyse the effectiveness in the modes of learning also students learning methods like tradition and blended learning. The study indicates the significance of learning and satisfaction level of students learning mode. Since the current millennia generation are experiencing lot of changes in technology, Covid 19 pandemic and many more in the study system also their learning methods. The study tries to prove the significance of comparing different learning and patterns also helps to prove their impact among students.

7. Research Methodology

Empirical study is made based on both primary and secondary date. Secondary data is been collected through various sources like books, websites and journals articles and primary data is collected from structured questionnaire from 100 students in under graduate private college in and around Bengaluru city on the bases

of conveniences sampling. The data was tested and analysed also interpreted with the support of SPSS software. Statistical tool used is factor analysis which is measured using 5 – point scale (SA,A,N,DA,SDA) logistic regression is used to study the impact of students learning outcomes also chi-square test is used to study the demographical factors and there learnings modes.

8.Analysis and Interpretation

8.1. To study the satisfaction level of the students of traditional and blended learning methods

KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.726
Bartlett's Test of Sphericity	Approx. Chi-Square	443.135
	Df	67
	Significance	0.000

Here shows the Kmo = 0.726>0.6; and Bartletts test of sphericity also shows the positive also all variables are significantly co related each other therefore its appropriate way to carry out factor analysis test in the study

In following study communality value of the variables are greater that 0.4 which in identifying all the variables are significantly contributing to the data.

Based on the Eigen value factors will be chosen for the study in the following study Eigen value show more than (>1) also the total variables explained by such factors (>60%). In the present work we have chosen 4 factors for the further analysis since they have Eigen value >1 and total variable to be explained is 68.138% which is quite high.

Total Variance Explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	4.248	35.396	35.396	4.248	35.396	35.396	2.680	22.331	22.331
2	1.663	13.854	49.250	1.663	13.854	49.250	2.248	18.736	41.067
3	1.211	10.095	59.345	1.211	10.095	59.345	1.857	15.473	56.540
4	1.055	8.792	68.138	1.055	8.792	68.138	1.392	11.597	68.138
5	.882	7.348	75.486						
6	.712	5.934	81.420						

7	.584	4.867	86.287							
8	.507	4.224	90.510							
9	.394	3.282	93.792							
10	.338	2.819	96.611							
11	.233	1.943	98.554							
12	.174	1.446	100.000							

Extraction Method: Principal Component Analysis.

To find the variable and factors associated with them

Rotated Component Matrix is extracted

Factors	Effective use and awareness	1	2	3	4
Modes of teaching	➤ happy using online mode	.592			
	➤ complete awareness using online mode	.872			
	➤ complete knowledge in traditional teaching methods	.781			
	➤ online teaching providing different modes of knowledge	.502			
	➤ comfortable in traditional learning	.546			
Customized in Learning	Online learning is student centric		.570		
	Less time consuming		.644		
	Examples are connecting to subject		.641		
	It's a student centric approach		.742		
Satisfaction level	Traditional learning is more convenient			.773	
Outcome of learning	Better learning outcome in traditional				.859
	Objectives of courses can be achieved				.715

Extraction Method: Principal Component Analysis.

Rotational Method: Varimax with Kaiser normalization test is performed

a. Rotation to be converged in 6 iteration

the factor to be selected from the analysis are

- Modes of teaching
- Customized learning outcome

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- Satisfaction level
- Learning outcome

H_0	There is no satisfaction of the students in respect of traditional and blended learning methods	Rejected
Ha	There is satisfaction od the students in respect of traditional and blended learning methods	Accepted

8.2 For critically analysis the impact of students learning outcome in both the learning methods

Dependent factor	Outcome of learning
Independent factor	Traditional learning and blended learning
Walden test	36.956
Hit ratio	78%
R^2	0.68%
Significance level	0.00

From the study shown in the above table all the variables are seems to significant by the help of Walden's test also Hit ratio shows the accuracy of the prediction which is 78% which is greater than 75% which indicated the model is 78% accuracy and R^2 value shows 0.68% which is also more that 60% and there significant value is 0.000 so the researches will be rejecting the null hypothesis and accept the alternative hypothesis in the study.

H_0	There is no impact on students learning outcome in both the learning methods	Rejected
Ha	There is impact on students learning outcome in both the learning methods	Accepted

8.3 To study the relationship between demographical factors and modes of learning methods the researcher used chi square test.

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	6.479	3	.090
Likelihood Ratio	5.743	3	.125
Linear-by-Linear Association	.570	1	.450
No of Valid Cases	100		

The above table shows the technology usage and demographical area of the students are selected to verify the significant relationship between demographical factors also students' adoptions model of blended and traditional learning the above following table shows the chi square value of 6.479 and the table value is 0.090 also significance value is 3 which is greater than 0.05, therefore we reject the null hypothesis and accept the alternative hypothesis for the further study. The study also shows there significant relationship between the demographical factors are influencing the mode of learning platform of students in the rural and urban areas.

H_0	There is no significant relationship between demographical factors and modes of learning methods.	Rejected
Ha	There is significant relationship between demographical factors and modes of learning methods.	Accepted

Therefore, the researcher concluded that the demographical factors influencing the the mode of learning of students in rural and urban areas.

9.Suggestion

Suggestion was taken from 100 students studying under graduate program in and around Bangalore city based on four variables **Modes of teaching, customised learning, satisfaction level and outcome of learning.** The majority of the students are satisfised usage both the traditional and blended methods.

10.Major Finding

1. Usage of blended way of learning is increasing in the current millennial generation.
2. Students are satisfied in traditional learning but the requires the connectivity of blended learning methods to be espouse in their teaching methods.
3. There is impact of learning methods of students in traditional and blended learning.
4. Demographical factors are more influencing the learning methods rural students, they are more convenient in adopting traditional learning.
5. Students are more contended with both the methods to be used in there learning ways so the outcome is higher.

11. Conclusion

The study states that students are satisfied with the both the methods but they refer to choose the traditional learning which aids increasing the learning outs but they are completely not willing to adopt blended learning but there are more contended in using both in methods od learning. For outback students are mostly prefer traditional learning due the connectivity issue and other issue. Due to technological improvement and modern growth

millennial generation higher education methods are reaching the upgrading methods of teaching.

12.Reference

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