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ONLINE LEARNING IN VIRTUAL CLASSES - THE LEARNERS' VIEWS - A PERSPECTIVE STUDY OF VIRTUAL SESSIONS

Dr.Manohar D. Dugaje
Assistant Professor, Dept. of English
Arts, Commerce and Science College,
Tryambakeshwar, Nashik, Maharashtra.
manohar.dugaje@rediffmail.com
https://orcid.org/0000-0002-9858-8388

Dr. A. Pavani Sasidhar
Assistant Professor, Dept. of English
K L Deemed to be University,
Vaddeswaram,
Guntur
pavanilinguist@kluniversity.in

Abstract:
The purpose of the present study is to examine the role of universitytrainers and learners in online learning through virtual process. It also catches the dissimilarities of curiosity levels, concentration levels, self-analysis, self-esteem, and self-compassion among university students during the virtual sessions. The statistical analysiswith the help of a questionnaire is used to know howthevarious roles are played by the learners in virtual classes. The sample of the study

consisted of 645B.tech students of an Engineering student. In order to collect the data, all the views of various branches' learners have been taken into consideration. Among them some of the views such as curiositylevels, self-esteem levels, and self-compassion levels, concentrate levels, are scaled down throughquestionnaires are used. Stepwise analysis was conducted, and results are shown accordingly. The model exploredthatphysical sessions are preferable than online classes by 51% of the learners, whereas self-esteem levels are high during online sessions which is 45.6 % of the learnersagreed and self-compassion level is 60.6% ,whereas test anxietylevel is 52.3 %, anxiety level for attending exams is 58,2%, and high self-compassion level is 60.6% , Procrastination level is 53.4%,confidence in answering questions is in online classes is 58.%,and finally concentration levels of learners during the absence of theteacher is 28.3%respectively.

Methodology:
The researcher has used statistical analysis and questionnaire method in order to know various views shared by the learners during the virtual sessions through online classes.

Introduction:
Traditional classes with the physical presence of the trainers make classes assist learners to be successful and give them a sense of self-competence when they are in class. But this type of self-competence behaviors decreases the probability of success in online classes through virtual sessions.For instance, in a classroom situation, if a learner gives poor performance she/he tries to perform successfully despite the impediment to show her/his competence with enhanced version to prove his or her talent before the classmates.

The classroom is a place in which learner as well as trainer cultivate a sort of disciplinary field with multiple practices done separately and together to shape individual thinking. Human beings, who are aware of social location yet understanding "the limits of personal ideologies and authority" – understanding that, for community, living in "contradiction, opposites, and multiple systems [is] needed for wholeness" (Yukawa, 2015, 161). This is creative tension, as GayatriSpivak has called it,which explodes into creativity (Sipiora& Atwell, 1990, 296).

Consider, for example, an interaction between a trainer and a learner who is not performing well, the interaction could pose directly in the class from learner to the trainer. It is like giving a signal to the trainer that the learner is competent or incompetent. According to the coping framework, such an engagement in identifying is likely to coping up on the part of the trainer for the betterment of learner communities is only possible in traditional classes.As in traditional classes, the trainer focuses on the learners' needs and achievements, then he or she will likely cope through positive engagement in physical classes rather than virtual sessions. Whereas this sort of interactive session won't be fruitful in virtual sessions.

In case of high performance learners, they use more coping strategies such as more-focused and high attention that produce more positive emotions and encouragement from the peers in traditional classes. Traditional classes are like a sort of boost up to both high and low level performers. In contrast to it, the virtual classes may not give such results because of various reasons. In this paper, the researcher discusses the role of trainers and the role of learners in online classes. The role of learners of all categories such as low and high level performers and their mindsets are discussed with a statistical analysis with the help of a questionnaire.

Roles played by the trainers

Trainers in order to know their feedback can ask their colleagues to observe their teaching so as to improve their teaching ability further. They alsocan write down every piece of praise or feedback they give in the class, including any written feedback in the classrooms. The trainers observe just part of a lesson and communicate in short on time to the learners.At the end of each lesson, they can explore the phrases they have made and can improvise themselves if any changes are needed. At the outset, thetrainers can help each other in helping to identify key parts of their own teaching practice by recording the feedback given to the learners. A trainer should establish a growth mindset in learners.

Based on the observations in the classrooms,thelearners have different types of self-cognition levels because no two students' cognition levels are in the same manner. Generally, low self-esteem levels, low curiosity levels, and low self-compassion levels and low concentrations levels are associated with lower performance students in the classrooms. Besides these, it is observed positive co-relation between self-esteem curiosity levels, and self-compassion, concentrate levels, the higher the success score or positive results. This co-relation is examined by considering their study habits. High score performers reported that they spent much time for exam preparation and use efficient methods. Furthermore, low performers are observed to be frequently absent to the classes in the university, it lead to their poor results in academics. Atthe sametime it is observed that, learners cope with fear in various ways. They "scale back" (Cox, 2009, 33),4 remaining silent in class discussion to avoid making a mistake; or they do minimal work – get the grade and get out. They may cope by assessing us, arguing that what we are asking them to do is not "helping them" – that they cannot "find the 'clearest and most authoritative source of knowledge' … that is 'easily grasped and concrete'" (Cox, 2009, 40, 70). They, therefore, may see our carefully scaffold active learning strategies as a waste of time because they do not get to the "point" that lecture and the "banking method" seem to get to quickly (see hooks, 1994, 40). Therefore, this

study provides how various factors influence learners' community in physical and virtual classes and remedial suggestions are suggested to make slow learners indo active learners' over a period of time through various teaching methods with the help of the questionnaires. If not it spreads like a vicious cycle among the poor learners as they are not been monitored by the trainers directly in the class room.

In contrast, in virtual sessions, unlike the physical classes, it is a hypothesis made by the researcherthat those slow learners may not have been paid special attention by the trainer. Especially in case of poor performers, there is a possibility of engaging with the task given by the teacher on time. Due to this, there may be a chance of low performance in their academics which leads to anxiety, and stress among them gradually. Due to all these reasons, slow learners they may be under pressure and instead of building up positive attitude, they may undergo depression, anxiety, and stress. For hooks, the skillful teacher engaging with students facilitates the movement through tension towards shared commitment (1994, 40). She defines knowledge as a "field in which we all labor" (hooks, 1994, 14). Furthermore, several other studies show negative association between self-handicapping and performance in school (Elliot & Church, 2003; McCrea &Hirt, 2001; Rhodewalt, 1990; Zuckerman et al., 1998).

It is important to learners and to trainers as well in order to know and examine the factors whatever is associated with slow learning or passive or inactive tendencies of people inthe online classes. Hence, with this perspective, in this paper, the learners' role of concentration levels, test anxiety levels, self-esteem concepts, and self-compassion levels while learning through online classes were examined. The select university locates in the capital city of Andhra Pradesh and has students from all cities of Andhra Pradesh. Four hundred learners from various departments participated voluntarily in the study. They are from department of CSE, ECE,EEE MEC. All the components are labeled asdisagree (1) agree (2) strongly disagree (3) andstronglyagree (4)

These questions include questions such as "Online sessions are more useful than physical(traditional) sessions, My concentration levels are high during online classes.Curiosity levels are high during online classes. Self-Esteem levels are high during online classes.Self-Compassion is high during online classes. I feel online classes comfortable, as I can manage things easily due to the technical snags. I have much confidence in answering questions in online rather than in the class before peers.Physical sessions(traditional) are more useful than online sessions. Online classes have more opportunities to explore. Online classes have fewer opportunities to explore. I postpone starting in on things I don't like to do,especially in case of online classes as there is no chance of cross verification by the teachers directly in the class. When I have a deadline, I wait till the last minute. I get so nervous I can't wait for the exam to be over.My hands get shaky during the exam.I feel that I am a person of worth, at least on an equal with others.I certainly feel useless at times when I do not answer questions during the class. When things are going badly for me, I see

the difficulties as part of life that everyone goes through. When I'm going through a very hard time, I give myself the caring and tenderness I need. I eagerly wait for Poll questions to answer them quickly. I don't concentrate more when there is no physical presence and monitoring of the teacher".

All these queries are rated on an agreement scale with four anchor points labeled: strongly disagree (1), disagree (2), agree (3), and strongly agree (4). The outcome variable of the study was self-concentration levels, and the predictor variables were procrastination, test anxiety, self-esteem, and self-compassion. The outcome variable was the mean total of scores as measured.

Moreover, it is observed that active learners think more than low slow-learners. It is also revealed in this study that slow learners spend less time for preparation and spend more time for fun and alternative tasks while attending the virtual sessions as there is no physical monitoring of the trainers which leads them as incapables, incompetence, or unintelligence. How well do procrastination, test anxiety, self-esteem, and self-compassion predict the variation in university students' self-handicapping? Self-esteem is included in this study because although it is known that self-esteem is a significant contributor to the explanation of self-handicapping. The motive of people with low self-esteem is protecting their self-esteem and preventing to diminish its worth rather than boosting their success as people with high self-esteem do.

The first research question focused on how learners consider online classes students might engage in the practice in online classes. Participants are supposed to respond to two open-ended items: (a) from your perspective, how would you describe virtual sessions? And (b) describe reasons to prefer online or offline classes and why?First participants were asked to describe some positive or negative consequences of online classes as being college students, if any such. Then follow-up questions regarding attending classes related to academic issues. The first research question aimed at understanding how college students conceptualized to online teaching and why college students might and might not prefer these online classes. Three findings were identified (a) Comparison between online and offline sessions, (b) Online classes have more opportunities to explore and enticing and (c) how university setting promotes online explorations. Themes are presented in order of prevalence and representative examples to contextualize the results.

High performers were evaluated as more intelligent, knowledgeable, and having higher grades. However, they were seen as less motivated and less desirable for being in virtual classes as they do not have physical presence of class. High learners expressed less stress before the exam, and their exam performance is satisfactory. Whereas low performers have more negative thoughts and lower intrinsic motivation compared with high learners. Low performers found it difficulty in participation during class and in exam performance as well. Additionally, this analysis yield that slow learners reported low level of self-esteem, adjustment and achievement, high level of norm breaking behavior, and poor communication with their teachers during the interactive sessions and they are more prone to bluff others in achieving class room tasks. Moreover, slow learners have a disadvantage that they have

lack of interpersonal relationships with their friends due to their low self-esteem. Bell hooks argues in her work, Education as the Practice of Freedom (1994), for critical pedagogy and examines the issues that it brings to the fore in the classroom. Her guiding questions are: "How do we integrate ways of knowing with habits of being" (hooks, 1994, 43) to lead to freedom? And how can the classroom be a space in which to practice this? Hence, in this study, learners are given a questionnaire by the researcher in order to know their various dimensions by asking several questions.

Data collection instruments were administered during regular class hours. The process to do this task took about ten to fifteen minutes. Data analysis prior to analyses of data, erroneous entries and missing values were checked, and data were cleaned. All correlations were significant. Finally, stepwise regression analysis was conducted to evaluate how well concentration, anxiety, self-esteem, and self-compassion were considered by them were analyzed.

Discussion:

This study aimed to examine how trainers and learners play various roles during online classes and learners' traits such as concentration levels, test anxiety, self-esteem, and self-compassion and self-analysis predict the variation among university students during the virtual sessions in online learning process. The results indicated that all of the variables significantly contribute to explaining concentration levels, test anxiety, self-esteem, and self-compassion and self-analyses are the most powerful predictor in this study.

Description:

The purpose of this study is to examine the learner's role in self-esteem, and self-compassion, concentration levels test anxiety, for the variation in university students' mind during the period of the virtual classes in online learning process. Various learners' traits like originality, enthusiasm, self-esteem, self-responsibility leadership, decision making and problem solving are taken into consideration for this study as in general the traits differ from one another.

These traits reflect the significant concerns of an individual's social stimulus, that is, whether an individual has a high or low learning or capturing skills. Some of such traits involve introspectiveness which is called self-analysis. Factors like honesty, confidence, sportive nature, adaptability, thoroughness meticulousness, and emotional balance involve in individual traits.

Questionnaire helped in understanding the learners traits whether they are being frank with open mind i.e., moral integrity is a blend of honesty, Conscientiousness, because it represents a multifaceted mix of psychological, and intellectual cognizance among learners during the online teaching sessions. The result of questionnaire is sometimes taken as further support for the existence of the learners' personality attributes which reflect their tendency. The inclusion of such traits will produce such results which help the trainers in order to know the mindset of the learners. The researcher has given more

comfortable zone in sharing their feelings and talking about their symptoms without any sort of biased thoughts. The aim of the research is to assess the major factors which stand as barriers to learners in learning through online and also to make the trainer understand the mindset of learners as well.

Findings of the paper:

At the outset, based on the views given by the learners, it is observed that while learning through online classes, it has been found that majority of the learners opined that traditional classes are far better than online classes.(Fig.1) we find 50.9 % of the students disagreed that online classes are more comfortable than usual traditional classes, which means half of the students prefer traditional classes only.

Figure: 1

I feel Online classes are more comfortable than usual traditional classes.

643 responses

- strongly disagree
- Disagree
- agree strongly agree
- strongly agree

15.6%
15.9%
50.9%
17.7%
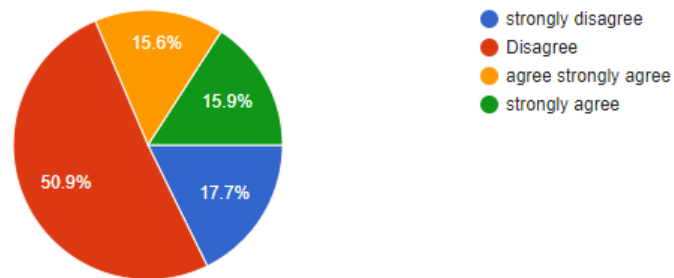
The students are tensed during the exams. Fig.2 reflects that 52.3% of the students are agreeing this point that they are in tension while attending exams.

Figure: 2

I Am tensed during the exams

642 responses

- strongly disagree
- disagree
- agree
- strongly agree
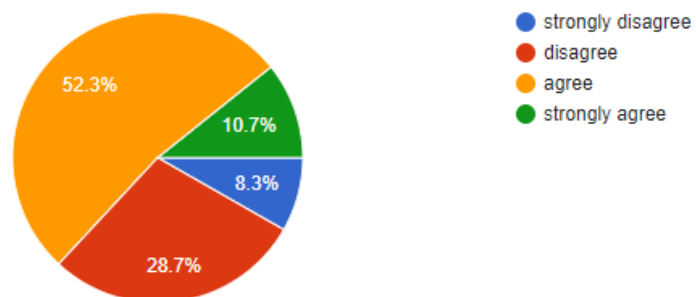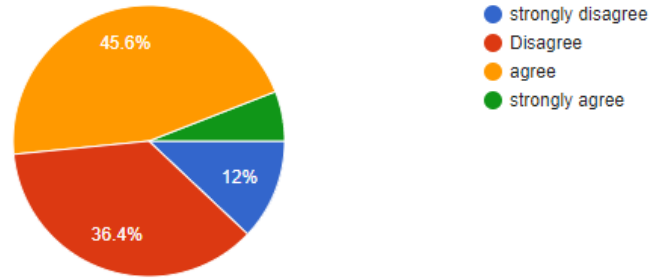
52.3%
10.7%
8.3%
28.7%

Figure 3 indicates low compatibility levels. They (45.6%) feel depressed or useless when they do not answer the questions. It can be seen in Figure 3.

Figure: 3

I certainly feel useless at times when i do not answer questions during the class.

640 responses

Legend:
- strongly disagree
- Disagree
- agree
- strongly agree

45.6%
12%
36.4%

In figure: 4, it is observed thatstudents procrastinate to do any given task in the class. 53.4% of the students in the class agreed for procrastination.

Figure:4

I postpone starting in on things I don't like to do

638 responses

Legend:
- strongly disagree
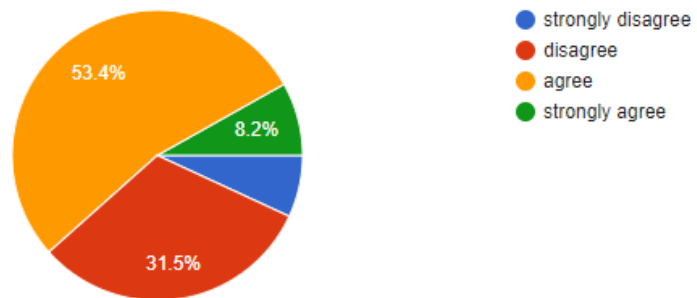- disagree
- agree
- strongly agree

53.4%
8.2%
31.5%

Figure.5 represents the confidence levels of the learners in the class. 58% of the learners agreed that they have confidence in answering questions in online classes than in traditional classes.

Figure: 5

I have much confidence in answering questions in online rather than in the class before peers.
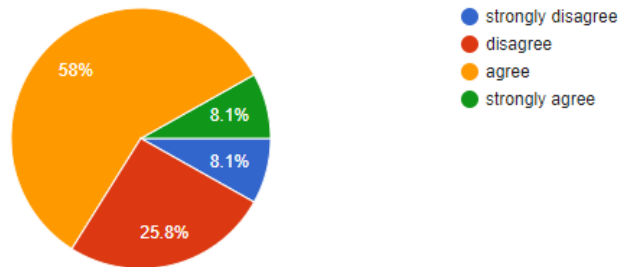
628 responses

Figure: 6

However, in contrast to the above statement, the learners' confidence levels are low when there is no physical presence of the teacher to monitor, which shows that learners prefer to be in traditional classes rather than online classes.

Figure: 6

I don concentrate more when there is no physical presence and monitoring of the teacher.
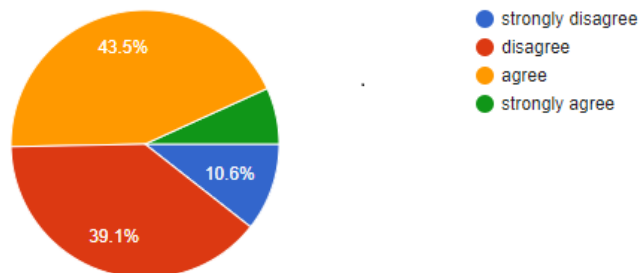
632 responses

Figure.7 represents learners' curiosity levels are high during the online classes.

Figure: 7

My Curiosity levels are high during online classes,
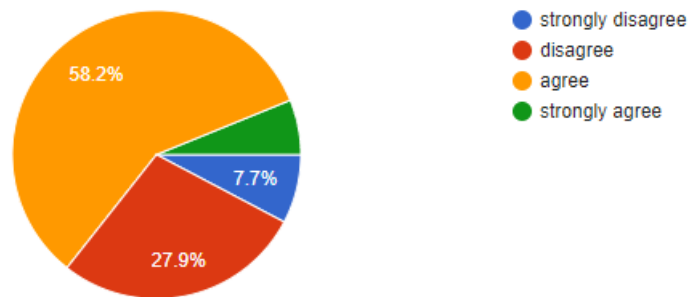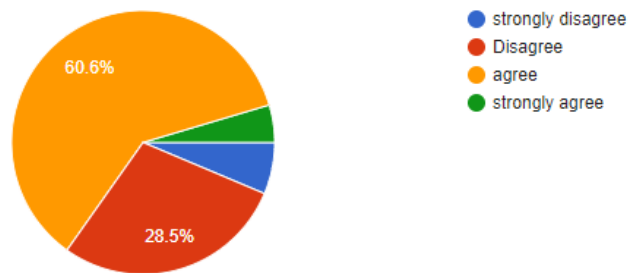
634 responses

Figure: 8represent their compatibility.

Figure: 8

My Self Compassion is high during online classes.

632 responses

Hence, this paper gives evidential information with the help of a statistical report how the learners feel and their views in online and offline classes.It is also explored with this study that the learners give utmost priority to traditional classes rather than online classes based on their views.

Limitations of the study:

The researcher has limited the study with only in identifying the learners' views in order to know their perceptions in the classes. It has been observed that mixed opinions have been given by the students, which means the learners are neither completely favoring the online classes nor completely opposing them. At the same time, they are conveying the message that their views related tocuriosity, concentration, self-analysis, self-esteem, and self-compassion are same with minute difference in both online and offline sessions which is observed in this paper.

Further scope of the study and limitations:

Thus, this exploratory study limited its research to identify college students' perceptions and their viewswith perspective to learning during online classes. Hence there is a possibility of further study of research like the various reasons behind the learner's perceptions, based on how the trainer can change their method of teaching in online sessions can be discussed.

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