

Study of Students Beyond Classroom Influence of Training and Opinion on Industrial Visit of the Students in Krishnagiri District

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Abstract

Teaching and learning experiences that take place outside of the confines of the classroom walls have a range of benefits for both students and instructors. When students are asked to put into practice "in the real world" what they have theorized about from behind a desk, the result is a student-centric learning experience that enhances learning and fosters personal and social development.

Keywords: *beyond classroom, industrial visit, multilinear regression*

Introduction

The whole educational system from elementary to tertiary level has been collapsed during the lockdown period of the novel coronavirus disease 2019 not only in India but across the globe (Lokanath Mishra et.al, 2020). Student perception is discussed from an information practice framework and the components of this structure are connected to instructional phenomena (Milrad Marcelo, 1999). This research paper focused on containing teacher behavior and instructional activities, and classroom organization. It is finished that study on students' cognitive mediation of classroom actions is a utilize extension to research on teaching (Remesh A, 2013).

Learning Outside the Classroom

Learning Outside the Classroom (LOTC) is the utilize of places remaining than the classroom for learning and teaching (MacQuarrie. Sarah. 2016). It is about having students and young people out and about, giving them with exciting, challenging and various experiences to help them learn. Learning outside the classroom is a tool for learning and teaching and which has been verified to increase achievement and attainment, develop behaviour and improve the engagement of whole groups of pupils, including those who are hard to hold inside the classroom environment (Milrad Marcelo, 1999).

The 'places' where learning happens can have an important result on how students take on with a subject or design (Prozesky D. R, 2000). Learning outside the classroom can occur at almost any time and almost anywhere - outdoors or indoors: in the college grounds, on the high street, in museums, in the local park and art galleries, on mountain tops and rivers or elsewhere in the global. As a necessary way of learning it should not be restricted to the summer or as 'add-on' next examinations. Students believe that young people should have access to frequent, continuous and progressive experiences in the school grounds, educational visits also afield and residential, and that these experiences should be used as a tool for learning, teaching and delivering the curriculum across every subject places.

Learning beyond the classroom should be making into planning for all learners, every week and all the year round. It is an influential tool that is confirmed to increase emotional, bolster social, attainment and personal develop and contributes to the health and well-being of students and young people.

College Learning: Beyond Classroom

College life is a lot more than now going to classes and cramming up lectures to pass the exams. It is a phase in a student's life that is responsible for determining future

whether it be academic or as individual (Prozesky D. R, 2000). College life shapes the whole personality of a person, the lessons learnt here stay with students for life. It equips with not just academic knowledge but also practical skills and learning to surface their path in the global outside.

College teaches many new skills to their students. Being all separate and having to do everything self. Students select up on few essential life skills similar to that of finance management, time management and etc. Skills like money management and time management are very fine habits that choose up. College life definitely teaches students to be alive off minimal resources. It is highly not likely that will find self a personal accommodation whether it be college hostel or some post graduate. Communication is the very basis of college life. Furthermore, with all the expenses that come with being a college student, finance left to spend on entertainment and luxuries is very fewer.

In this way, college teaches one to stay even off a shoe string finances. The expenses of the college material and travel, tuition fee and rent etc. are only so much that hardly have any money left for self. So, also have to look cool and fun in front of the friends so find budget options with well quality resources. One of the biggest learning's of college life beyond its classroom is in the exposure it offered the students. The college campus is like the mini version of the outside global. People from various background, unlike personalities, different thought process and society. It was like a crash course in the life afterwards and outside of college.

College is not like school, people come from all parts of India. The students get to meet new people and not everyone would be nice. It's like a novel beginning all together once again. Additional like a practice ground for to equip self with as few skills, experiences and lessons that will aid later on. When face related situations in the global outside where things are a great stake would have a good understanding of things and can create more informed alternative.

Literature of Review

Studies of children's learning with family and friends give us insight into how children can learn beyond the classroom. The learning process is often characterized by

autonomy, choosing what they learn, curiosity, interest and enjoyment, interactions and conversations with friends, and operating at their own pace and in their chosen way. The argument is that ways of learning science outside school can inform a framework to enhance school science experiences. Evidence in the chapter is drawn from research on learning in informal settings, studies located in web-mediated environments and project-based activities (Aubusson, 2012).

Education has become a concern bordering on an obsession in most of the industrialized world. Its centrality to competitiveness, social inclusion and wellbeing are now widely recognized. But most efforts at reform still divide between efforts to boost the output of an increasingly worn institutional infrastructure, and hype-ridden strategies based on untested use of new technology. This article sets out the major challenges facing education systems, questions their fundamental purpose and then explores avenues to the reinvention of whole systems of learning and teaching (Bentley. T, 2000).

Objectives of the Study

- To study the training available to the students beyond classroom.
- To analyze the personal and college related details of the students of arts and science colleges in Krishnagiri district.
- To examine the influence of training and opinion on industrial visit of the students in the study area.

Methodology

Sources of Data

The primary data required for the study were collected by administering a questionnaire to the college students who are studying in Government as well as Self-Financing Arts and Science Colleges in Krishnagiri District, the study was conducted during the period between June 2018 and November 2018.

Sampling Design

A Multi-stage sampling method has been used in this research for collection of samples. The Cluster sampling method was used for selecting of the sample in the first stage. In this method, two clusters have been identified like Government Arts and Science Colleges and Self-Financing

Arts and Science College. The target respondents are considered as college students.

Tools for Data Analysis

The collected data stored in the format of csv file; it can be used for data analysis. Multiple Linear regression is used for testing the variables.

Limitations of the Study

- The study is conducted in Krishnagiri District only.
- The research found some difficulties in collecting data, some of the respondent did not give proper information.

Analysis and Interpretation

Table 7.1 Gender of the Respondent

Gender	No of Respondents	Percentage
Male	434	58.10%
Female	313	41.90%

The table 7.1 shows that 58.1% of the respondent are male and 41.9% of the respondent is Female. Male respondent is mostly responding the study.

Table 7.2 Age of the Respondent

Age	No of Respondents	Percentage
18	177	23.69
19	193	25.84
20	169	22.62
21	141	18.88
>21	67	8.97

The table 7.2 shows that 25.84% of the respondent age group were 19, 23.69% of the respondent age group were 18, 22.62% of the respondent age group were 20, 18.88% of the respondent age group were 21 and 8.97% of the respondent age group were above 21. The most of the respondent answered the questionnaires for age group of 19.

Table 7.3 College Location of the Respondent

College Location	No of Respondents	Percentage
Urban	328	43.91
Semi-Urban	225	30.12
Rural	194	25.97

The table 7.3 shows that 43.91% of the respondent says that college located in urban area. 30.12% of the respondent says that college located in semi-urban location and remaining 25.97 % of the respondent says that college located in rural area. So most of the respondent answered the questionnaires from urban area.

Table 6.4 College Type of the Respondent

College Type	No of Respondents	Percentage
Govt College	463	61.98
Self-financing College	284	38.02

Table 7.4 shows that 61.98% of the respondent were study in Government colleges and 38.02% of the respondent were studying in self financing college. Most of the respondent were Government college.

Table 7.5 Family Income of the Respondent

Family Income	No of Respondents	Percentage
≤Rs.20000	312	41.77
Rs.20001-30000	282	37.75
Above Rs.30000	153	20.48

From the table 7.5 show that 41.77% of the respondent were monthly family income below the Twenty thousand. 37.75% of the respondent were monthly family income between 20001-30000 and 20.48% of the respondent were monthly family income above 30000. Most of the respondent monthly family income below the twenty thousand.

Multiple Linear Regression

Multiple Linear Regression (MLR) method helps in establishing correlation between the independent and dependent variables.

$$y_i = \beta_0 + \beta_1 x_{i1} + \beta_2 x_{i2} + \dots + \beta_p x_{ip} + \epsilon$$

where, for $i = n$ observations:

y_i = dependent variable

x_i = explanatory variables

β_0 = y-intercept (constant term)

β_p = slope coefficients for each explanatory variable

ϵ = the model's error term (also known as the residuals)

Question1:Industrial visit helped me to better understand the relationship of the courses that have been studied has taken a dependent variable. So the Multilinear regression Y-intercept value is2.73and Coefficients value showed in table 7.6.

Table 7.6 Multilinear Regression of Industrial Visit Helped me to Better Understand the Relationship of the Courses

	coef	std err	t	P> t	[0.025	0.975]
College_Location	0.0671	0.059	1.146	0.252	-0.048	0.182
Gender	0.1739	0.095	1.822	0.069	-0.013	0.361
Age	-0.0747	0.038	-1.991	0.047	-0.148	-0.001
Father_Occupation	0.0170	0.042	0.400	0.689	-0.066	0.100
Mother_Occupation	0.0408	0.036	1.149	0.251	-0.029	0.111
Family_Income	-0.1622	0.061	-2.677	0.008	-0.281	-0.043
Family_Type	-0.0759	0.107	-0.711	0.477	-0.285	0.134
Family_Size	-0.1168	0.070	-1.671	0.095	-0.254	0.020
College_Type	-0.0404	0.106	-0.381	0.703	-0.248	0.167
Nature_of_College	0.5396	0.082	6.590	0.000	0.379	0.700
Dept_Studying	0.3332	0.093	3.579	0.000	0.150	0.516
Degree_Studying	0.0363	0.051	0.718	0.473	-0.063	0.136
Year_Studying	-0.0086	0.057	-0.151	0.880	-0.121	0.103
Transport	0.0702	0.036	1.971	0.049	0.000	0.140
Staying_Hostel	0.3607	0.107	3.366	0.001	0.150	0.571
Extra_Activities	-0.1353	0.102	-1.329	0.184	-0.335	0.065
Q21_1	0.1849	0.035	5.340	0.000	0.117	0.253

The P value of Year_Studying and Father_Occupation have the High value because of the Multicollinearity. To solve the Multicollinearity problem by using data standardization.

Question2:I was able to relate the theory learned in the University to its application in the industry that have been studied has taken a dependent variables.So the Multilinear regression Y-intercept value is2.53 and Coefficients value showed in table 7.7

Table 7.7 Multilinear Regression of I Was Able to Relate the Theory Learned in the University to Its Application in the Industry

	coef	std err	t	P> t	[0.025	0.975]
College_Location	0.1110	0.057	1.962	0.050	-9.08e-05	0.222
Gender	-0.0094	0.092	-0.102	0.519	-0.190	0.172
Age	-0.0022	0.036	-0.061	0.552	-0.073	0.069
Father_Occupation	-0.0219	0.041	-0.532	0.595	-0.102	0.059
Mother_Occupation	-0.0407	0.034	-1.185	0.236	-0.108	0.027
Family_Income	0.3045	0.059	5.198	0.000	0.189	0.419
Family_Type	0.3738	0.103	3.623	0.000	0.171	0.576
Family_Size	-0.0117	0.068	-0.173	0.563	-0.144	0.121
College_Type	-0.1078	0.102	-1.054	0.292	-0.309	0.093

Nature_of_College	0.0713	0.079	0.901	0.368	-0.084	0.227
Dept_Studying	0.1666	0.090	1.852	0.064	-0.010	0.343
Degree_Studying	-0.0299	0.049	-0.612	0.541	-0.126	0.066
Year_Studying	0.0100	0.055	0.182	0.556	-0.098	0.118
Transport	0.0693	0.034	2.015	0.044	0.002	0.137
Staying_Hostel	0.2395	0.104	2.312	0.021	0.036	0.443
Extra_Activities	0.2931	0.098	2.978	0.003	0.100	0.486
Q21_1	0.0914	0.033	2.730	0.006	0.026	0.157

Question 3: I was able to see up close the unit operations that have been learned in the course and understand itsfunctionthat have been studied has taken a dependent variables.So the Multilinear regression Y-intercept value is 2.40 and Coefficients value showed in table 7.8.

Table 7.8 Multilinear Regression of I was Able to See up Close the Unit Operations that have been Learned in the Course and Understand Itsfunction

	coef	std err	t	P> t	[0.025	0.975]
College_Location	0.0318	0.051	0.625	0.532	-0.068	0.132
Gender	0.1035	0.083	1.246	0.213	-0.060	0.267
Age	0.0363	0.033	1.113	0.266	-0.028	0.100
Father_Occupation	0.0968	0.037	2.618	0.009	0.024	0.169
Mother_Occupation	-0.0364	0.031	-1.178	0.239	-0.097	0.024
Family_Income	0.0490	0.053	0.928	0.354	-0.055	0.153
Family_Type	0.2495	0.093	2.685	0.007	0.067	0.432
Family_Size	0.1439	0.061	2.365	0.018	0.024	0.263
College_Type	0.0786	0.092	0.854	0.394	-0.102	0.259
Nature_of_College	0.3851	0.071	5.404	0.000	0.245	0.525
Dept_Studying	-0.0216	0.081	-0.267	0.790	-0.181	0.137
Degree_Studying	0.0379	0.044	0.861	0.390	-0.049	0.124
Year_Studying	-0.0738	0.050	-1.486	0.138	-0.171	0.024
Transport	0.0104	0.031	0.334	0.738	-0.050	0.071
Staying_Hostel	0.1250	0.093	1.340	0.181	-0.058	0.308
Extra_Activities	-0.0568	0.089	-0.641	0.522	-0.231	0.117
Q21_1	0.0416	0.030	1.379	0.168	-0.018	0.101

Question,4:I was able to see up close the unit operations that are not learned in the course and understand itsfunctionthat have been studied has taken a dependent variables.So the Multilinear regression Y-intercept value is2.70 and Coefficients value showed in table 7.9.

Table 7.9 Multilinear Regression of I was Able to See up Close the Unit Operations that are not Learned in the Course and Understand Its Function

	coef	std err	t	P> t	[0.025	0.975]
College_Location	0.1901	0.055	3.442	0.001	0.082	0.299
Gender	0.0486	0.090	0.540	0.590	-0.128	0.225
Age	0.0838	0.035	2.367	0.018	0.014	0.153
Father_Occupation	-0.0036	0.040	-0.089	0.929	-0.082	0.075
Mother_Occupation	0.0307	0.034	0.915	0.360	-0.035	0.096
Family_Income	0.2092	0.057	3.657	0.000	0.097	0.321
Family_Type	0.1319	0.101	1.309	0.191	-0.066	0.330
Family_Size	-0.0397	0.066	-0.602	0.547	-0.169	0.090
College_Type	0.1114	0.100	1.116	0.265	-0.085	0.308
Nature_of_College	0.3267	0.077	4.229	0.000	0.175	0.478
Dept_Studying	0.0483	0.088	0.550	0.583	-0.124	0.221
Degree_Studying	0.0646	0.048	1.352	0.177	-0.029	0.158
Year_Studying	-0.0395	0.054	-0.734	0.463	-0.145	0.066
Transport	0.0543	0.034	1.616	0.107	-0.012	0.120
Staying_Hostel	-0.1266	0.101	-1.252	0.211	-0.325	0.072
Extra_Activities	0.2036	0.096	2.119	0.034	0.015	0.392
Q21_1	0.0114	0.033	0.349	0.727	-0.053	0.076

Table 7.6 to 7.9 Multilinear regression Coefficients are showed, to design the multilinear regression equation for the above side table.

$$Y_1 = 2.73 + 0.0671 (\text{College_Location}) + 0.1739 (\text{Gender}) - 0.0747 (\text{Age}) + 0.0170 (\text{Father_Occupation}) + 0.0408 (\text{Mother_Occupation}) - 0.1622 (\text{Family_Income}) - 0.0759 (\text{Family_Type}) - 0.1168 (\text{Family_Size}) - 0.0404 (\text{College_Type}) + 0.5396 (\text{Nature_of_College}) + 0.3332 (\text{Dept_Studying}) + 0.0363 (\text{Degree_Studying}) - 0.0086 (\text{Year_Studying}) + 0.0702 (\text{Transport}) + 0.3607 (\text{Staying_Hostel}) - 0.1353 (\text{Extra_Activities})$$

$$Y_2 = 2.53 + 0.1110 (\text{College_Location}) - 0.0094 (\text{Gender}) - 0.0022 (\text{Age}) - 0.0219 (\text{Father_Occupation}) - 0.0407 (\text{Mother_Occupation}) + 0.3045 (\text{Family_Income}) + 0.3738 (\text{Family_Type}) - 0.0117 (\text{Family_Size}) - 0.1078 (\text{College_Type}) + 0.0713 (\text{Nature_of_College}) + 0.1666 (\text{Dept_Studying}) - 0.0299 (\text{Degree_Studying}) + 0.0100 (\text{Year_Studying}) + 0.0693 (\text{Transport}) + 0.2395 (\text{Staying_Hostel}) + 0.2931 (\text{Extra_Activities})$$

$$Y_3 = 2.40 + 0.0318 (\text{College_Location}) + 0.1035 (\text{Gender}) + 0.0363 (\text{Age}) + 0.0968 (\text{Father_Occupation}) -$$

$$0.0364 (\text{Mother_Occupation}) + 0.0490 (\text{Family_Income}) + 0.2495 (\text{Family_Type}) + 0.1439 (\text{Family_Size}) + 0.0786 (\text{College_Type}) + 0.3851 (\text{Nature_of_College}) - 0.0216 (\text{Dept_Studying}) + 0.0379 (\text{Degree_Studying}) - 0.0738 (\text{Year_Studying}) + 0.0104 (\text{Transport}) + 0.1250 (\text{Staying_Hostel}) - 0.0568 (\text{Extra_Activities})$$

$$Y_4 = 2.70 + 0.1901 (\text{College_Location}) + 0.0486 (\text{Gender}) + 0.0838 (\text{Age}) - 0.0036 (\text{Father_Occupation}) + 0.0307 (\text{Mother_Occupation}) + 0.2092 (\text{Family_Income}) + 0.1319 (\text{Family_Type}) - 0.0397 (\text{Family_Size}) + 0.1114 (\text{College_Type}) + 0.3267 (\text{Nature_of_College}) + 0.0483 (\text{Dept_Studying}) + 0.0646 (\text{Degree_Studying}) - 0.0395 (\text{Year_Studying}) + 0.0543 (\text{Transport}) - 0.1266 (\text{Staying_Hostel}) + 0.2036 (\text{Extra_Activities})$$

Findings

- 58.1% of the respondent are male
- 25.84% of the respondent age group were 19
- 43.91% of the respondent says that college located in urban area
- 61.98% of the respondent were study in Government colleges
- 41.77% of the respondent were monthly family income below the twenty thousand
- Multilinear Regression Equations to find the influence of training and opinion on industrial visit of the students in the study area

Conclusion

The student training opinion beyond the class room is studied. The demographics profile of the student is analyzed. The multilinear regression equation is defined for students beyond classroom influence of training and opinion on industrial visit of the students in Krishnagiri District.

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