



# Attitude Towards Online Learning Of Higher Secondary School Students

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## Abstract

In the modern era all aspects of education, from admittance to examination, are being approached differently. The use of communication and internet technologies has completely changed the education system. Every human and every institution are using internet, computers or some electronic gadgets. This improves the communication between the relatives, family members and also with office and other institutions. Usage of these kinds of communicative devices for the teaching learning process when the students are away from the institution is highly improved. But the students should be prepared and have positive attitude towards online learning. This study assesses the attitude of 11<sup>th</sup> class students towards online learning. Descriptive survey method is adopted to carry out this research. 11<sup>th</sup> class students studying in Thiruvallur district are the population of this study. 180 students were chosen through stratified random sampling technique for the study. The investigator constructed a tool to assess the attitude towards online learning. The 11<sup>th</sup> class students are found to have average level of attitude towards online learning in particular. 11<sup>th</sup> class male students possess significantly higher attitude towards online learning than their female counterparts. Locality and type of school management are not found to influence the attitude towards online learning of 11<sup>th</sup> class students.

**keywords:** Attitude towards online learning.

## Introduction

Education is essential development of the countries. Education equips a person with skills and knowledge and helps them understand their rights and responsibilities. Education brings out the internal skills of the individuals. It broadens one's perspective and allows one to see the entire world. It makes it possible for people to combat injustice, corruption, and a host of other social ills. Therefore, it is necessary to protect the learning of all students, regardless of age or stage.

In the modern era, all aspects of education, from admittance to examination, are being approached differently. The use of communication and internet technologies has completely changed the education system. Nearly every industry has seen a shift to the internet and education has benefitted greatly from this development. Face-to-face interaction between the teacher and the student is the most conventional method of instruction. In-person instruction offers numerous advantages, but it also has several drawbacks in the adverse situation.

The COVID-19 pandemic has impacted education globally, resulting in the near-complete shutdown of schools, universities, and colleges since March 2020. All educational institutions were closed to interrupt the spread of the novel virus COVID-19. It had greatly interrupted the learning process of school students. The closure significantly affected the learning process. All the recognition is attributed to the utilization of technology-driven tools or applications within education. Several applications such as WhatsApp, YouTube, Zoom classes, Google meet, etc., have been utilized to educate students in their homes. Educators working from home design their lessons and distribute them through technology-enhanced platforms like WhatsApp, YouTube, Google meet, etc.

The lockdown had forced all schools, colleges, and universities to suspend their regular classes, scheduled tests, etc., which resulted in transition to online formats. At first, both teachers and students were very puzzled and struggled to comprehend how to handle the educational activities.. Educators established WhatsApp groups for students and their guardians to exchange materials and address the issues encountered by the students. The adverse condition has led to numerous challenges and detrimental effects on education, such as disruption of educational activities, effects on employment, unpreparedness of teachers/students for online instruction, heightened parental responsibility for educating their children, and students suffering from nutritional deficits due to school closures.

Currently, we live in the age of online education, and it is crucial to inform students about the significance and benefits of online learning or e-learning. Thus, the current research will reveal how students responded to and perceived online learning and their attitudes toward it.

From the aforementioned discussion, it is evident that a proper comprehension of online learning among 11<sup>th</sup> class students is necessary. Being the future of the nation, they must be advanced technologically to be competitive in the difficult situation. Consequently, students in school must be familiar with online education. Additionally, it is essential to create appropriate strategies that can enhance their knowledge and abilities related to online learning. Therefore, the researcher is interested in understanding 11<sup>th</sup> class students' perspectives on online learning.

### **Review of the Related Research**

**Fedynich and colleagues (2015)** examined Graduate Students' Views on Online Learning. This study aimed to understand graduate students' views on online learning. A total of two hundred forty-nine (249) graduate students were surveyed using the convenience sampling method. The findings revealed that significant interaction exists, demonstrating that the relationship between students and their teacher greatly influences their satisfaction.

**Alharthi, Majed (2020)** examined the attitudes of students regarding technology use in online courses. The aim of the research was to discover university students' perspectives on technologies. A total of 496 students took part in the online survey via Social Networking Sites (SNS), comprising 268 males and 228 females. The results showed that the majority of activities employed in university online courses predominantly centred around reading materials and online discussion forums, while other activities like audio, social networking, online conferencing, and games were not extensively utilized.

**Naik et al. (2021)** examined online education in higher institutions in India during the covid-19 emergency lockdown. The survey method involved 874 diverse responses from students, faculty, parents, and the general public. The findings showed that the conventional chalk-and-talk method frequently outperforms online classes. The findings and analysis showed that inadequate facilities, infrastructure, technical tools, and internet access are the primary obstacles to conducting online sessions.

**Ilavarasi K and K. S. Premila (2022)** conducted this study to evaluate the attitudes of high school students regarding classroom and online learning. The researcher developed and validated the Classroom and Online Learning Attitude instrument to assess the attitudes of students from government, government-aided, and private schools in the districts of Chennai, Tiruvallur, and Kanchipuram. A total of 1000 students were selected through a stratified random sampling method. The study's results showed that there is no significant distinction between male and female students in terms of their attitudes towards classroom and online learning in high schools; however, a meaningful difference is present among Government, Government-Aided, and Private schools regarding their attitudes towards classroom learning. Similarly, no substantial difference exists among these types of schools when it comes to their attitudes towards online learning for high school students.

## Significance of the Study

The adverse condition has led to significant upheaval in the academic sector. The challenge of quickly shifting to electronic learning (online-learning) environments has affected colleges, educators, and learners across every level. The total of schools, colleges and universities globally offering distance education programs has increased significantly, and numerous countries have experienced a rise in distance education. In this internet era, all students access the websites and learn from that whichever is required. In this study, the researcher aims to evaluate the perspectives of 11<sup>th</sup> class students regarding online learning.

## Objectives

1. To study the attitude towards online learning of 11<sup>th</sup> class students with respect to their gender.
2. To study the attitude towards online learning of 11<sup>th</sup> class students with respect to their locality.
3. To study the attitude towards online learning of 11<sup>th</sup> class students with respect to their Type of management.

## Hypotheses

1. There is no significant difference in the attitude towards online learning of 11<sup>th</sup> class students with respect to their gender.
2. There is no significant difference in the attitude towards online learning of 11<sup>th</sup> class students with respect to their locality.
3. There is no significant difference in the attitude towards online learning of 11<sup>th</sup> class students with respect to their Type of management.

## Research Methodology

Descriptive survey method was adopted to carry out this research. 11<sup>th</sup> class students studying in Thiruvallur district are the population of this study. 180 students were chosen through stratified random sampling technique. The investigator constructed a tool to assess the attitude towards online learning. The scale consists of 35 statements with five alternative answers. The reliability was established with test retest method. The reliability is 0.82. The validity is 0.90. The statements were assigned with strongly agree, agree, uncertain, disagree and strongly disagree with a weightage of 5, 4, 3, 2 and 1 respectively for the positive items. The negative items were scored reversely.

**Analysis:** Minimum score of the attitude towards online learning of 11<sup>th</sup> class students is 81 and maximum is 143. The mean score is 109.70 and standard deviation is 11.51. This shows that the attitude towards online learning of 11<sup>th</sup> class students is normally distributed. The Mean Score indicates that the present 11<sup>th</sup> class students have average level of attitude towards online learning.

**Hypothesis: 1**

There is no significant difference in the attitude towards online learning of 11<sup>th</sup> class students with respect to their gender

**Table: 1**  
**N, M, SD, df and t-values of Attitude Towards Online Learning with respect to Gender**

Gender	N	Mean	SD	df	t-value
Male	92	111.88	11.43	163	2.78**
Female	73	106.95	11.09		

\*\*Significant at 0.01 level.

From the above table 1, it is evident that the t-value 2.78 is significant at 0.01 level. It reflects that the mean attitude towards online learning scores of male and female 11<sup>th</sup> class students are differing significantly. The analysis of t-test reveals that gender influences attitude towards online learning. **Hence the null hypothesis is rejected with respect to gender. Further 11<sup>th</sup> class male students possess significantly higher attitude towards online learning than female 11<sup>th</sup> class students.**

**Hypothesis: 2**

There is no significant difference in the attitude towards online learning of 11<sup>th</sup> class students with respect to their locality.

**Table: 2**  
**N, M, SD, df and t-values of Attitude Towards Online Learning with respect to Locality**

Locality	N	Mean	SD	df	t-value
Urban	83	109.75	11.12	163	0.063*
Rural	82	109.64	11.97		

\*Not Significant at 0.05 level.

From the above table 2, it is evident that the t-value 0.063 is not significant at 0.05 level. It reflects that the mean attitude towards online learning of 11<sup>th</sup> class students is not differing significantly. The analysis of t-test reveals that locality does not influence the attitude towards online learning of 11<sup>th</sup> class students. **Hence the null hypothesis is accepted with respect to locality.**

**Hypothesis: 3**

There is no significant difference in the attitude towards online learning of 11<sup>th</sup> class students with respect to their Type of management.

**Table: 3 N, M, SD, df and t-values of Attitude Towards Online Learning with respect to Type of Management**

Type of Management	N	Mean	SD	df	t-value
Govt	85	108.63	11.01	163	1.23*
Private	80	110.83	11.98		

\* Not significant at 0.05 level

From the above table 3, it is evident that the t-value 1.23 is not significant at 0.05 level. It reflects that the mean attitude towards online learning of 11<sup>th</sup> class students is not differing significantly. The analysis

of t-test reveals that Type of management does not influence the attitude towards online learning of 11<sup>th</sup> class students. **Hence the null hypothesis is accepted with respect to Type of Management.**

**Findings:** The present study explored that the present 11<sup>th</sup> class students have average level of attitude towards online learning. 11<sup>th</sup> class male students possess significantly higher attitude towards online learning than female 11<sup>th</sup> class students. Locality and type of school management do not influence the attitude towards online learning of 11<sup>th</sup> class students.

**Educational Implications:** The study strongly recommends that the government and private school administrators should encourage the attitude towards online learning of 11<sup>th</sup> class students and find the issues and solutions related to the technical knowledge and usage of internet and computers or other gadgets to improve their attitude towards online learning of 11<sup>th</sup> class students. They should also conduct some training classes to improve the technical knowledge. And moreover they should create the environment to develop the positive attitude towards online learning.

### Reference

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