



# A Study of Attitude Towards Online Learning of Senior Secondary Students During COVID-19 in Sonipat district

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## Article Info

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## ABSTRACT

*The aim of the current study is to examine the attitude of Senior Secondary school students towards online learning in the Covid-19 Pandemic in relation to their gender and locality. In the present study descriptive survey method was adopted. Random sampling technique was used to select samples of 135 students of different Senior Secondary schools of Sonipat District. Attitude towards e-learning Scale developed by Dimple Rani was used to collect the data Mean, SD and t-test was adopted for data analysis. The findings of the study conclude that there exists no significant difference in attitude towards online learning with respect to gender. The findings of the study further uncovered that locality has a significant effect on students attitude towards online learning. The findings of the study have been evaluated and analyzed in details in the paper.*

**Keywords:** Attitude, Online Learning, Covid-19, Online teaching

## Introduction

COVID-19 was proclaimed as a global pandemic in March 2020 (WHO, 2020). It affected all walks of life including education. It led to the closure of schools and colleges. This closure put an immense burden on the academic institution to cope with the extraordinary shift from traditional to online learning. The outbreak triggered better approaches of teaching online. Most nations imposed restrictions, where the medium of instruction has shifted into either synchronous or asynchronous modes. The world has seen the most extensive educational systems disturbance in history in more than 190 countries around the world. The closure

of the educational institutions has impacted up to 99% of the student population in the lower lower-middle-income (The Economic Times, 2020).

COVID-19 forced the shift to online teaching and learning, but some institutions in undeveloped countries are not adequately prepared to teach online efficiently. Moreover, the faculty's training is different around the world between high-income, middle, and lower-middle income countries. Another significant obstacle is the Internet connectivity for underprivileged students.

While the entire world is facing much trouble in the last few months, it has been difficult for the world, and

the effect of online learning has been fundamentally observed on faculty members and students in particular. Teaching and learning online has a wide range of benefits, yet poses some challenges. It makes the process of learning for students' comfort due to time adaptability in attending classes. However, online learning acts as an obstacle to the engagement of students in actual class activities. Moreover, students lack the impact of peer learning. These challenges also leave an effect on student's personalities and keep them away from taking their turns. Additionally, the faculty's role is to instruct, monitor, and provide advice for students on both academic and individual levels.

Sanjaya Mishra and Santosh Pand (2007) concentrated the development and factors of an instrument to measure students' attitude towards e-learning. Their 12-items attitude towards online learning scale developed shows a high probability of differentiating between positive and negative attitudes towards online learning. Elina Us Chanor and Erkki Sutinen (2007) conducted a study on students' attitudes on e-learning, the impact of students learning skills and institutional support at University of Joensuu, Finland. The results uncovered the differences and suggest that students with more learning capabilities mentoring in an online learning course more laborious but also most significant than students with less learning skills. The results also revealed that the amount of students' training in online learning is in connection with their level of satisfaction towards the support by their institution; in colleges where the amount and capabilities of students training was high, students' perception towards the support by their institution were considerably more positive than the institutions providing less training.

Vasiliki Vrana (2005) conducted a study on investigating academic staff and students' attitudes towards the adoption of online learning. The study reveals the skills in online learning and the attitude of staff and students for online learning and educational advancement. He found that the overall positive opinion of online learning and educational advancement, the recognition of difficulties by both groups in the use of online learning and educational technologies and the expression of the need to be supported by the institution in their effort, the positive disposition of faculty to use educational technologies and the relatively good level of

their aptitude in online learning, the fact that students appear more conservative towards online learning and educational technologies. The fact that there are no examples of correlation between variables. Faculty take firm stances because they have better knowledge, students on the other side, lack the online learning experience and might be less informed about online learning and educational technologies and therefore faculty hesitate to express their firm viewpoint.

### **Review Of Related Literature**

Warner et al. (1998) proposed the ideas of readiness for online learning in the Australian vocational education and training areas. They elaborate readiness for online learning in terms of three aspects: (1) the preference of student's for the method of delivery opposed to face-to-face classroom instruction; (2) student's trust in the utilizing of the electronic communication for learning which includes skills and trust in the use of the Internet and computer-based communication; and (3) capability to take part in autonomous learning.

Gupta and Sharma (2018) conducted a study to figure out the attitude of senior secondary students towards online learning in relation to their gender, residential localities, and the nature of the school. The findings presented that male students had a greater attitude towards online learning than female students. With relation to residential area, had no significant difference in attitude and also, according to the stream of study had no significant difference in attitude.

Paris, P. (2004) carried out an investigation named 'E learning: a study on secondary students' attitude towards online web-assisted education'. He found that some students engaged and accepted the use of online web assisted learning OWL to enhance their learning, if not at school, then at home. The data indicated that OWL would help in the learning process of students because students had a positive attitude towards the use of OWAL.

R.Radha, et al,(2020) in their research declared that the online method of learning is most appropriated for everyone. Many people want to train at a suitable moment, based on their accessibility and comfort. This encourages the students to see information modified anytime they need it. He also pointed out that E-learning has become very popular among students all around the

world particularly, during the lockdown period due to the Corona virus pandemic.

Konwar, I. (2017) analyzed college students' attitude towards e-learning with special reference to North Lakhimpur of Lakhimpur District of Assam. The researcher used a fivepoint Likert type scale developed by Dimpal Rani to collect the data. The findings from that study were the attitude of college students towards online learning was independent concerning gender and locality. The study proposed that it had a greater probability of e-learning that they would accept it. Investigator revealed that college students were prepared to take the opportunity of online learning mode.

Pravat Kumar Jena, (2020) pointed out that, the outbreak of COVID-19 has worked as an impetus for educational institutions to grow platforms with advancement, which have not been used before. Due to the current option of digital channels, students who are not fortunate as others would struggle. But universities and the government of India are determinedly trying to come up with a solution to resolve the issues. The priority should be to utilize digital innovations to create an advantageous position for millions of students in India.

Nachimuthu, K. (2020) examined 'student teacher's attitude towards online learning during pandemic. The researcher observed that there is no significant difference in attitude between male and female teachers towards online learning and teaching. He found a significant difference in attitude between private and government student teachers towards online teaching and also noticed a significant attitude between science and arts stream teachers towards online teaching.

Emmanuel Aboagye et al.(2020) uncovered that accessibility is the important challenge that students are facing in a complete online learning situation although all the other difficulties reported higher means. The study further revealed that students were not ready for a complete online experience while social issues and teacher issues affect students' goals to study online. Before adopting online learning, an organization should consider the business environment, technology, content, and training strategies, culture, human resources, and financial contemplations.

Ullah et. al. (2017) investigated students' attitudes towards online learning at the tertiary level. And the outcome showed that there is no significant relationship between the interests' level of students in computer and the acquisition of knowledge through online learning at the undergraduate level.

#### **Hypotheses of the Study:**

1. There exists no significant differences in attitude towards online learning with respect to gender (Male and Female Students).
2. There exists no significant differences in attitude towards online learning with respect to locality (Urban and Rural Students).

#### **Objectives of the Study:**

1. To study the effect of gender on attitude of Senior Secondary Students towards online learning.
2. To study the attitude of Senior Secondary Students towards online learning.
3. To study the difference in attitude of Senior Secondary Students towards online learning with regards to locality.

#### **Significance of the Study:**

The finding of study might be valuable to the Teachers, Students, Decision Makers, Society, Country, and Fellow Researchers. This study highlights an insight into the prevailing opinion of the students towards the online learning system. It also determines the positive and negative consequences of online learning. Thus, this study might be guided on what aspects should be emphasized by teachers, decision makers in order to improve quality of the online learning. Further, this study will certainly add knowledge to existing literature and bridge the knowledge gap in the area being studied. Therefore, the recommended approach derived from the result of the study might be able to improve the quality of the online learning system.

#### **Method of the Study:**

To achieve above objectives quantitative research technique was used in the present study. Descriptive Cum Survey method was used to collect the reliable data.

### **Population of the Study:**

The study was carried out in Sonipat District in the State of Haryana. All Class XI & XII students of Sonipat District formed the population of the present study.

### **Sample of the Study:**

The sample for the study consists of XI and XII class students from Government and Private Senior Secondary Schools of Sonipat District. The total 135 Senior Secondary students were randomly selected for the study.

### **Tool Used for Study:**

Attitude scale towards e-learning by Dimple Rani was used to collect data. It is a standardized devices used to measure the Attitude Towards e-learning. The scale has 65 items which categorized in four major areas: e-learning interest, usefulness, ease of e-learning and e-learning confidence. The scale is a five point scale viz. Strongly agree, Agree, Undecided, Disagree, and Strongly Disagree. Scoring was evaluate separately for the positive and negative terms. Two Stencil Keys are utilized for Scoring, One for positive terms and one for negative terms. A positive item carries the weights of 5,4,3,2,1 respectively for the categories of Strongly agree, Agree, Undecided, Disagree and Strongly Disagree. The negative item is scored 1,2,3,4 and 5 respectively for Strongly Disagree, Disagree, undecided, Agree, Strongly Agree.

### **Statistical Techniques Used:**

In the present study Mean, SD and t-test were used to find the significant difference between the Mean Attitude towards online learning of Senior Secondary Students with respect to gender and locality.

### **Delimitations:**

This study was delimited to Sonipat City of Haryana State. The study was delimited to the Senior Secondary School Students of Sonipat City of Haryana State.

### **Data Analysis and Discussion of Result:**

Data analysis of the study was based on the 135 respondents. Out of 135 students, 72 respondents were male and 63 respondents were female. The respondents were among the age group of 16-19 years old.

## **1.1 Devices use for online learning**

**Table 1**

Source: Survey data

Devices	No of Respondents	Percentage
Smartphone	103	77
Laptop	28	21
Tablet	04	02
Total	135	100

Table 1 Shows that majority (77%) of the students use smart phones as a device for online learning and 21 percent of the students use laptops. Only 2 percent of the students use tablets as a device for online learning.

### **Table 2**

#### **Difference of attitude towards online learning among Senior Secondary Students with respect to Gender.**

Showing the Size (N), Mean (M), Standard Deviation (SD) and 't' values of total attitude towards online learning of Senior Secondary students with respect to gender.

't'-value for Mean Scores of Attitude towards online learning among Senior Secondary students Boys and Girls.

Gender	N	M	SDs	t-Value
Male	72	123.68	15.44	1.47
Female	63	120.17	13.98	(NS)

From the Table-2 we can reveal that t-value 1.47 for the Mean Scores for the attitude towards online learning among Senior Secondary School Students in relation to gender is not significant even at both the levels i.e. at 0.5 and 0.01 levels of significance. Therefore, there exists no significant differences in attitude towards. This result is in agreement with the findings of Konwar (2017) who found that both male and female student possess positive attitude towards online learning. In the context of mean scores, the male students were found having slightly greater mean scores of attitudes ++++++towards online learning than their counterparts. This shows that male students have a little bit positive attitude towards online learning than their counterparts. This finding is contrary to the findings of Konwar (2017) who indicated that female students have slightly higher attitude towards online learning than male students.

**Table 3**

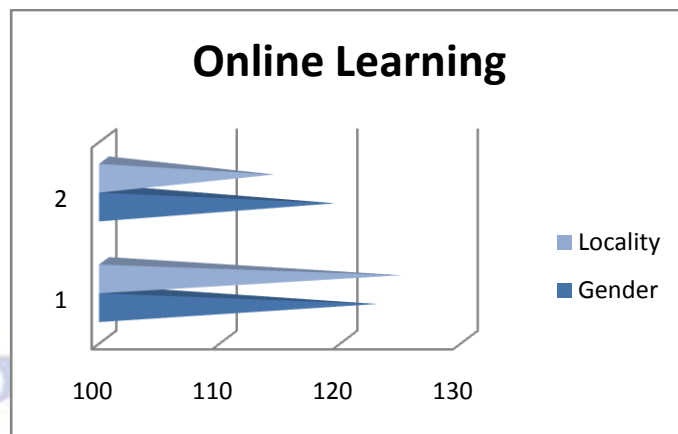
**Difference of Attitude towards Online Learning among Senior Secondary School Students With Respect to Locality**

Showing the Size (N), Mean (M), Standard Deviation (SD), and 't' Value of total attitude towards online learning of Senior Secondary Students of Urban and Rural areas.

**'t' value for Mean Scores of attitude towards online learning among Senior Secondary School Students in relation to locality.**

Locality	N	M	SDs	t-Value
Urban	79	125.67	9.44	4.38
Rural	56	115.14	16.67	(Significanat)

From the table – 3 we can reveal that the 't'-value. 't'-value 4.38 for the mean scores for the attitudes towards online learning among Senior Secondary School Students in relation to locality is significant even at both the levels i.e. at 0.05 and 0.01 levels of significance. Therefore, there exists a significant difference in attitude towards online learning among secondary school students in relation to locality. In the context of mean scores, urban students were found having greater mean scores of attitudes towards online learning than their counterparts. This shows that urban students have favorable attitude towards online learning than their counterparts. Furthermore, the reason behind the not-so-favorable attitude towards online learning among rural students might be due to non-availability of technological resources like computer, tabs and smart phones etc. The mean scores of attitudes towards online learning among secondary school students with respect to gender and locality have also been presented in the form of the bar diagram in Fig. 1.



**Educational Implications of the Study:**

The present study focused on the attitude of senior secondary students towards online learning in relation to their gender and locality. Based on the findings of the study the researchers have come up with the following educational implication:

1. The study will assist other scholars, researchers to know the present research status so far done in the field of online learning.
2. Workshop, training programs for senior secondary students should be organized for developing their attitude towards online learning.
3. The study will assist to create awareness among schools about online teaching and learning.
4. The study would be helpful to understand the importance of online teaching and learning in the education system.
5. The findings and discussions of the study would be helpful from policy perspectives at the national, state, university and school level.

**Conflict of interest statement**

Authors declare that they do not have any conflict of interest.

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