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## A STUDY ON SECONDARY SCHOOL STUDENTS' ATTITUDE TOWARDS ONLINE LEARNING DURING COVID-19

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### Abstract

The aim of the present study is to study the attitude of secondary school students towards online learning in the Covid-19 Period in relation to their gender and locality. The study used a Survey approach to determine attitude of 130 students towards online learning. Attitude towards e-learning Scale developed by was used to collect the data. 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 reveal that locality has a significant effect on students' attitude towards online learning. The findings of the study have been analyzed and discussed in details in the paper.

**Keywords:** Attitude, Online Learning.

### Introduction

Education plays a vital role in the all-around and inclusive development of students as well as nations. Education provides the individual with knowledge and skill and enables the individual to know his duties and rights. It expands vision and outlook to see the whole world. It enables us to fight against corruption, injustice and many other evils in the society. So, learning of all the learners of all ages and stages must be safeguarded.

The pandemic i.e., COVID-19 has affected education worldwide, leading to the near-total closures of schools, universities and colleges since March 2020. All the educational institutes have been shut down to break the chain of this novel virus COVID-19. Novel Virus Covid-19 has spread over whole world and compelled the human society to maintain social distancing, stay at home and work from home. It has significantly disrupted teaching learning of the school students. It was expected that the shutdown would impact the learning process to a great extent. But it is actually not the case. All the credit goes to the use of technological enhanced tools or applications in the field of education. A number of applications like WhatsApp, you tube, zoom classes etc. have been used to teach the students at their homes. Teachers staying at home prepare their lessons and share it using technological enhanced applications i.e., WhatsApp, you tube etc.

The lockdown has compelled all the schools, colleges and universities to cancel their regular classes, periodical tests etc. and switch to the online modes. Initially, teachers and students were quite confused and didn't understand how to cope up with the pandemic situation of this sudden crisis that lead closure of the educational activities. But after some time, they realized that the lockdown due to Covid-19 has created many challenges and opportunities for them to strengthen their knowledge and infrastructure and the switch to the online modes completely for their regular classes and examinations. Teachers created whatsapp groups for students and guardians to share content and solve the problems facing by the students. The outbreak of COVID-19 has created many challenges and negative impacts on education like educational activity hampered, impact on employment, unprepared teachers/students for online education, increased parents' responsibility to educate their children, loss of nutrition of the students due to school closure etc.

Today we are in the era of e-learning or online learning and it is very important to make the students aware of the importance and utility of online learning or e-learning. Hence, the present study will help to know how the student's reacted and think about online learning and what is their attitude towards it.

From the aforesaid discussion, it is clear that proper understanding of the e-learning among school student is pre requisite. As they are the future of the nation, thus needs to be developed technologically advance to compete in the challenging scenario. Thus, school students are essentially to be well acquainted with E-learning or online learning. Also, there is need of developing suitable strategies that can improve their knowledge and skills regarding e-learning. Thus, investigator wants to know the attitude of secondary school students towards e-learning. The investigator also restricts her research work to Jhajjar District of Haryana due to the limitation of time and cost.

### Variables Involved

**Dependent Variable:** Attitude towards online Learning

**Independent Variables:** Gender and Locality



### Objectives of the Study

The objectives of the study are as follows:

1. To study the effect of gender on attitude of secondary school students towards online learning.
2. To study the effect of locality on attitude of secondary school students towards online learning.

### Hypotheses of the Study

1. There exists no significant difference in attitude of secondary school students towards online learning with respect to gender.
2. There exists no significant difference in attitude of secondary school students towards online with respect to locality.

### Design of the Study

#### Method

Descriptive Survey method was used to collect the data.

**Population and Sample:** All the secondary school students of Jhajjar district (HR) are the population of this study. A sample of 130 secondary school students was randomly selected.

**Tools Used:** Attitude scale towards e-learning by Dimpal Rani was used to collect the data. The scale has 65 item which have been distributed in four areas i.e., 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 done separately for the positive and negative terms. Two stencil keys are used 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 the Strongly Disagree,Disagree, Undecided, Agree, Strongly Agree.

**Statistical Techniques Used:** Mean, SD and t-test were used to compare the attitudes towards online learning among secondary school students with respect to gender and locality.

### Data Analysis and Discussion of Result

#### Comparison of Attitude towards online learning among secondary school students with respect to Gender

In this section, attitude towards online learning among secondary school students has been compared with respect to gender. Table-1 presents the means, SD's and t- value of attitude towards online learning among secondary school students with respect to gender.

**Table -1**

**t-value for Mean Scores of Attitude towards online learning among Secondary School Students in relation to Gender**

Gender	N	Means	SDs	t-value
Male	70	122.67	14.43	1.46 (NS)
Female	60	119.16	12.97	

The above Table- 1 depicts that the t-value 1.46 for the mean scores for the attitude towards online learning among secondary school students in relation to gender is not significant even at both the levels i.e., at 0.05 and 0.01 levels of significance. Therefore, there exists no significant difference in attitude towards online learning among secondary school students in relation to gender. This result is in agreement with the findings of Konwar (2017) who found that both male and female student possess positive attitude towards e-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 toward e-learning than male students.

#### Comparison of Attitude towards Online Learning among Secondary School Students with respect to Locality

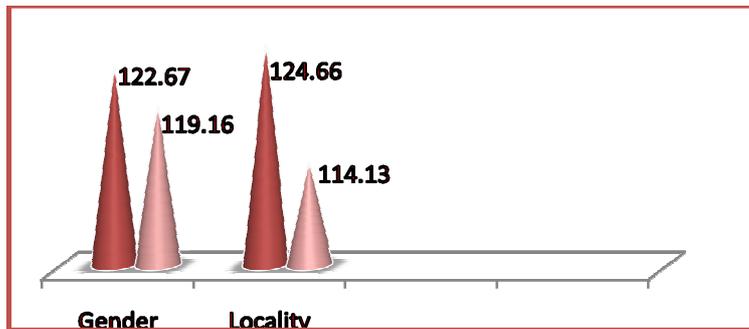
In this section, attitude towards online learning among secondary school students has been compared with respect to locality. Table-2 presents the means, SD's and t- value of attitude towards online learning among secondary school students with respect to locality.

**Table -2**

**t-value for Mean Scores of Attitude towards online learning among Secondary School Students in relation to Locality**

Locality	N	Means	SDs	t-value
Urban	77	124.66	9.43	4.37 (Significant)
Rural	53	114.13	15.67	

The above Table- 2 depicts that the t-value 4.37 for the mean scores for the attitude towards online learning among 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. In rural areas most of the parents have very limited income sources and they are not able to purchase smart phones and computers etc. especially in the pandemic situation. 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.



**Fig 1: Mean scores for secondary school students' Attitude towards online learning in relation to gender and locality**

**Findings of The Study**

1. Gender has no significant effect on the students' attitude towards online learning. However, male students have a little bit positive attitude towards online learning than their counterparts.
2. Locality has a significant effect on the students' attitude towards online learning. Urban students have favorable attitude towards online learning than their counterparts.

**Educational Implications**

The findings of the study have direct implications in the field of education especially in this pandemic situation. Teachers can encourage rural students to be self-aware of the importance of online learning. Parents' especially rural parents' involvement in online learning must be encouraged. Governments must give some financial aid to the poor parents so that they can purchase technological equipment's needed for online learning during the complete closures of schools. Immediate steps should be taken to improve the attitude of students towards online learning because technology is an integral part in every aspect of human life, especially in education.

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