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A STUDY OF ATTITUDE TOWARDS ONLINE LEARNING OF HIGHER SECONDARY STUDENTS DURING THE COVID-19

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Abstract

A Study of Attitude towards Online Learning of Higher Secondary Students during the Covid-19 has been dealt with in this paper. In the present study descriptive survey method was adopted. Random sampling technique was used to select samples of 210 higher secondary school students studying different schools in Dharawad District. Questionnaire on Attitude towards Online Learning developed by investigator was used to collect the data and t-test was adopted for data analysis. There is significant difference between the mean scores in Attitude towards online learning of higher secondary school boys and girls, Government and Private schools and Rural and Urban higher secondary schools.

Keywords: Attitude, Online Learning and Secondary School Students.

Introduction

During an emergency situation or crisis, such as an earthquake, natural disaster, wildfire, or disease outbreak, the public are often required to alter their routine behavior. This may have profound effects on the perception of safety, levels of preparedness in ability to not only respond but to also adapt to a changing emergency.

During the Coronavirus (COVID-19) outbreak of 2020, the world quickly learned of an emerging viral disease outbreak, from Wuhan, China (Phelan et al., 2020). The media portrayed the outbreak as it spread from China, to Europe (Saglietto et al., 2020), then to other countries, including the United States and worldwide (Nash et al., 2020; World Health Organization, 2020).

Information on how to prevent the spread of COVID-19 included washing of hands, wearing of mask, and not congregating in groups (Huh, 2020), with the potential for gathering of groups in universities to potentially increase transmission of the novel virus (Wang et al., 2020). Therefore, universities where gatherings often exceed several hundred were faced with coordinating with health management agencies to move courses for teachers and students online as had been done in China (Zhou, 2020).

Due to the chaos created by COVID-19 pandemic, governments took steps to protect their citizens and economies. They also adopted urgent measures about the usage of digital technologies. The most prominent of these measures is the transfer of education processes to digital media (Agnolletto & Queiroz, 2020). During the COVID-19 pandemic, it is expected that whole academic years will be maintained in digital environments (Mulenga & Marban, 2020). Due to the disruption of face-to-face education in schools, administrators, teachers and students alike have had to use various education management systems and teaching technologies continuously in the education and training process. Due to the COVID-19 pandemic these technologies have become indispensable for education and training processes. The COVID-19 pandemic has been a catalyst for more effective use of digital devices, online resources, social media technology and e-learning activities (Basilaia, & Kavadze, 2020; Demuyakor, 2020; Lounis, 2020; Mulenga & Marban, 2020; Murphy et al., 2020; Mutua & Ong'ong'a, 2020). Distance education and e-learning services are based on the use of a wide range of technologies from primary and secondary education to higher education level, from in-service education and foreign language teaching to the education of persons with disabilities (Simonson et al., 1999). In the light of the developments, we are closely witnessing the reflections of digital age. Today it is almost impossible to realize education without using education and teaching technologies (Sarsıcı & Çelik, 2019).

The facilities experienced with the development of information communication technologies, distance education applications that further support education in the digital environment have become more important than ever. One of the most observed situations during COVID-19 pandemic is that solutions based on online education technologies have been put into effect rapidly so as to ensure e-learning within the scope of distance education. In the current process, further disrupting of education is unacceptable as the consequences of stopping or disrupting education today will be reflected to the future lives of individuals by far the best. Therefore, flexible learning environments are needed to minimize the resulting negative situation (Daniel, 2020).



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The use of many new learning approaches, such as virtual learning, e-learning, online learning, mobile learning, synchronous-asynchronous learning, that can protect people's health and take into account social distances has increased. It is seen that mostly new learning experiences have emerged which occur at internet-assisted digital environments (Crawford, 2009). The widespread use of these modern learning platforms is mainly due to the opportunities they provide. However, with this rapid development in the world of technology, it has become inevitable to improve technology usage skills so as to reach knowledge in the field of education (Akçıl et al., 2019). While individuals with these skills were referred to as technology leaders in the past, the concept of “digital citizenship behaviors”, which expresses a higher level of gain beyond this, is seen more important today.

Technology leadership, or in other words, e-leadership, is about a person's level of technology usage for a particular subject and work (Avolio et al., 2000). On the other hand, digital citizenship is about transferring basic rights, responsibilities and duties to digital environment and living with these high-level norms in digital environments (Karaatmaca et al., 2020). Digital citizenship is briefly referred to as the acquisition and implementation of responsible behavioral norms related to the usage of technology (Rible& Bailey, 2007). The new approaches that emerged in the COVID-19 period and the digital age once again brought to the agenda can be seen as an opportunity for education sectors. In addition, it should not be forgotten that the effects of the mentioned approaches are being tested in the natural environment of the pandemic process.

Concept of online learning

Online learning is the newest and most popular form of distance education today. Within the past decade it has had a major impact on post-secondary education and the trend is only increasing.

Online learning is education that takes place over the Internet. It is often referred to as “e-learning” among other terms. However, online learning is just one type of “distance learning” - the umbrella term for any learning that takes place across distance and not in a traditional classroom.

Distance learning has a long history and there are several types available today, including:

- Correspondence Courses: conducted through regular mail with little interaction.
- Telecourses: where content is delivered via radio or television broadcast.
- CD-ROM Courses: where the student interacts with static computer content.
- Online Learning: Internet-based courses offered synchronously and/or asynchronously.
- Mobile Learning: by means of devices such as cellular phones, PDAs and digital audio players (iPods, MP3 players).

Need and Importance of the Study

The COVID-19 pandemic has caused massive disruption of the academic field. The struggle to transition rapidly to electronic learning (e-learning) settings has impacted colleges, teachers and students at all levels. The number of colleges and universities worldwide, providing distance education programs has risen dramatically and many countries have seen a surge in distance education. The United Nations Educational, Scientific and Cultural Organization (UNESCO) reported that more than 1.37 billion students (80% of the global student population) have been affected by the crisis (UNESCO, 2020). The disruptions have forced students to relocate from physical college campuses and adapt to new online educational settings.

They have encountered mixed feelings of fear, loneliness, and uncertainty over what will happen with classes, exams, graduation and other significant activities impacting their study path, such as platform accessibility issues notwithstanding potential corona virus health risks (Veletsianos and Houlden, 2019). Customarily, distance learning was a choice for educators to integrate different learning strategies in their planning. The novel pandemic has made distance learning mandatory, forcing schools and universities to create an immediate learning climate in a setting that is distinct from traditional classrooms and to rapidly adopt unprecedented strategies in their efforts to make distance education possible.

In the present study the researcher tries to assess the attitude of higher secondary students towards online learning in this COVID -19 Pandemic situations.

Objectives of the study

The main objectives of the present study are as follows:

1. To study the attitude of higher secondary school students towards online learning.
2. To study the difference in attitude of higher secondary school students towards online learning with regard to gender.



3. To study the difference in attitude of higher secondary school students towards online learning with regard to locality.
4. To study the difference in attitude of higher secondary school students towards online learning with regard to Type of school

Hypotheses of the Study

1. There is no significant difference in attitude towards online learning between male and female higher secondary school students.
2. There is no significant difference in attitude towards online learning between urban and rural higher secondary school students.
3. There is no significant difference in attitude towards online learning between Government and Private higher secondary school students.

Method of the Study

Research Design Quantitative research technique was used in the present study. Survey method is used to collect the data.

Population of the Study

The study was carried out in Dharwad district in the state of Karnataka. All class XI AND XII students of state syllabus; Dharwad district formed the population of the study.

Sample of the Study

The sample for the study consists of XI and XII standard students from a Government, private higher secondary schools of Dharwad District. The total 210 students selected for the study.

Tool used for research

Questionnaire on “Attitude towards online learning” in English and Kannada developed by investigator.

Statistical Technique Used

1. t-test

The t-test is a statistical tool which is used to find the significant differences in the means of two groups. In the present study ‘t’ test was used to find the significant difference between the mean Attitude towards online learning scores of higher secondary school students.

Findings of the Research

Table- 1 Showing the size (N), mean (M), Standard Deviation (SD), and ‘t’ values of total Attitude towards online learning of Higher secondary school boys and girls.

Variable	Gender	N	M	SD	‘t’ value	Sig
Attitude towards Online Class	Boys	90	48.23	3.65	2.54	S*
	Girls	120	52.36	2.23		

*-Significant at 0.05 level

From the table -1 we can reveal that the obtained’ Value is 2.54 greater than the table value 1.97 (df=208) at 0.05 level of significance. Hence the null hypothesis is rejected, and alternate hypothesis is formulated that there is significant difference between the mean scores in Attitude towards online learning of higher secondary school boys and girls.

Further, the table also reveals that the mean score of attitudes of online learning of girls (M=52.36) is greater than the mean score attitude toward online learning of boys (M=48.23) of higher secondary school students. Hence the attitudes towards online learning of girls have interest and good attitude towards online learning than the boys.



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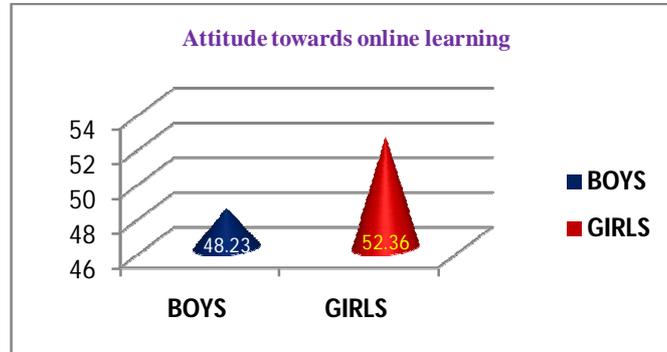


Table- 2 Showing the size (N), mean (M), Standard Deviation (SD), and 't' values of total Attitude towards online leaning of Higher secondary students of Government and Private Schools.

Variable	Type of School	N	M	SD	't' – value	Sig
Attitude towards Online Class	Government	100	36.42	6.30	3.48	S**
	Private	110	46.14	5.34		

** -Significant at 0.01 level

From the table -2 we can reveal that the obtained' Value is 3.48 greater than the table value 2.60 (df=208) at 0.01 level of significance. Hence the null hypothesis is rejected, and alternate hypothesis is formulated that there is significant difference between the mean scores in Attitude towards online learning of higher secondary Government and Private schools.

Further, the table also reveals that the mean score of attitudes of online learning of Private school students (M=46.14) is greater than the mean score attitude toward online learning of Government (M=36.42) higher secondary school students. Hence the attitudes towards online learning of Private higher secondary school students have more interest, involvement and good attitude towards online learning than the Government higher secondary school students.

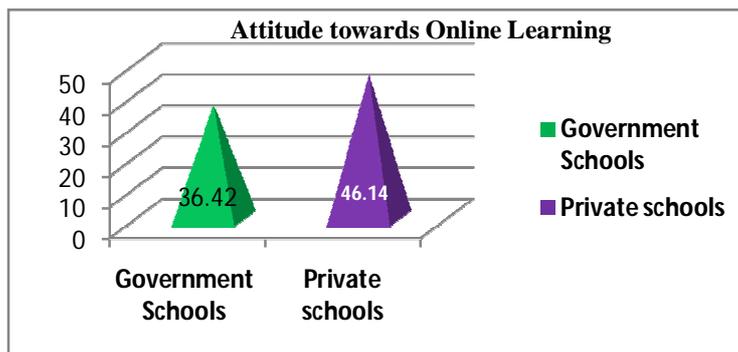


Table- 3 Showing the size (N), mean (M), Standard Deviation (SD), and 't' values of total Attitude towards online leaning of Higher secondary students of Government and Private Schools .

Variable	Locality	N	M	SD	't' – value	Sig
Attitude towards Online Class	Urban	140	60.38	7.23	4.28	S**
	Rural	70	40.52	8.99		

** -Significant at 0.01 level

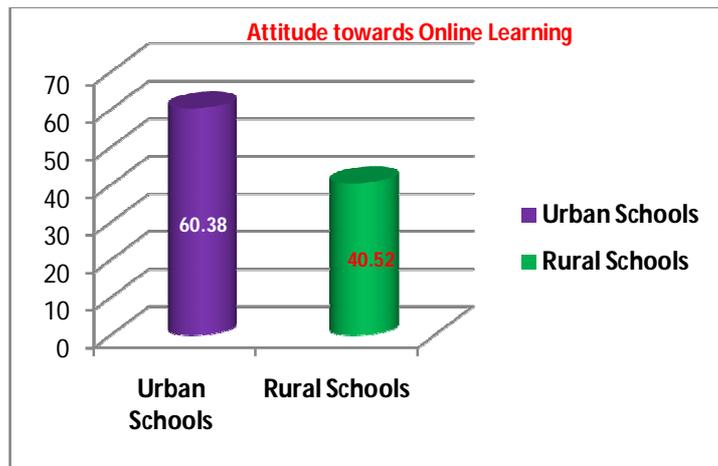


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From the table -3 we can reveal that the obtained' Value is 4.28 greater than the table value 2.60 (df=208) at 0.01 level of significance. Hence the null hypothesis is rejected, and alternate hypothesis is formulated that there is significant difference between the mean scores in Attitude towards online learning of higher secondary Urban and Rural schools.

Further, the table also reveals that the mean score of attitudes of online learning of Urban school students (M=60.38) is greater than the mean score attitude toward online learning of Rural (M=40.52) higher secondary school students. Hence the attitudes towards online learning of urban higher secondary school students have good attitude towards online learning and show interest and utilize opportunities than the rural higher secondary school students.



Educational Implications

1. There is significant difference between the mean scores in Attitude towards online learning of higher secondary school boys and girls. Girls are good attitude towards online class than boys so, in schools' teachers are motivated to boys to attend online classes and give importance of online classes in a COVID-19 pandemic situation.
2. There is significant difference between the mean scores in Attitude towards online learning of higher secondary Government and Private schools. Government schools higher authority take initiative to provide the online learning facilities and training to the teachers and provide free tab or mobile for students and teachers also take interest, motivate the students and utilize different free online platform to improve the online learning of government higher secondary school students.
3. There is significant difference between the mean scores in Attitude towards online learning of higher secondary Urban and Rural schools. Rural school management and teaching staff members encourage, motivate, financial support take financial support from the government and Non-Government organizations to improve the online leaning of rural higher secondary school students.

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