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STUDENTS ATTITUDE TOWARDS ONLINE LEARNING

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Abstract
Educational institutions in India are currently based only on traditional methods of learning, that is, they follow the traditional set up of face-to-face lectures in a classroom. Although many academic units have also started blended learning, still a lot of them are stuck with old procedures. The sudden outbreak of a deadly disease called Covid-19 shook the entire world. The World Health Organization declared it as a pandemic. This situation challenged the education system across the world and forced educators to shift to an online mode of teaching overnight. Many academic institutions that were earlier reluctant to change their traditional pedagogical approach had no option but to shift entirely to online teaching–learning.

Keywords: Blended learning, Computer knowledge, online learning, online tools.

1. Introduction

Educational units are struggling to find options to deal with this challenging situation. These circumstances make the education industry to associate with e-learning. Accessibility, affordability, flexibility, learning pedagogy, life-long learning, and policy are some of the arguments related to online pedagogy. It is said that online mode of learning is easily accessible and can even reach to rural and remote areas. It is considered to be a relatively cheaper mode of education in terms of the lower cost of transportation, accommodation, and the overall cost of institution-based learning. Flexibility is another interesting aspect of online learning; a learner can schedule or plan their time for completion of courses available online. Combining face-to-face lectures with technology gives rise to blended learning and flipped classrooms; this type of learning environment can increase the learning potential of the students. Students can learn anytime and anywhere, thereby developing new skills in the process leading to life-long learning. The government also recognizes the increasing importance of online learning in this dynamic world.

2. Review of Literature

Online Learning or E-Learning Rapid developments in technology have made distance education easy (McBrien et al., 2009). “Most of the terms (online learning, open learning, web-based learning, computer-mediated learning, and blended learning, m-learning, for ex.) have in common the ability to use a computer connected to a network that offers the possibility to learn from anywhere, anytime, in any rhythm, with any means”.

(Cojocariu et al., 2014).Online learning can be termed as a tool that can make the teaching–learning process more student-centered, more innovative, and even more flexible. Online learning is defined as “learning experiences in synchronous or asynchronous environments using different devices (e.g., mobile phones, laptops, etc.) with internet access. In these environments, students can be anywhere (independent) to learn and interact with instructors and other students”.

(Singh & Thurman, 2019). The synchronous learning environment is structured in the sense that students attend live lectures, there are real-time interactions between educators and learners, and there is a possibility of instant feedback, whereas asynchronous learning environments are not properly structured.

In such a learning environment, learning content is not available in the form of live lectures or classes; it is available at different learning systems and forums. Instant feedback and immediate response are not possible under such an environment.

Online teaching is no more an option, it is a necessity

The major part of the world is on quarantine due to the serious outbreak of this global pandemic Covid-19 and therefore many cities have turned into phantom cities and its effects can be seen in schools, colleges, and universities too. Betwixt all this online teaching and online learning can be termed as the panacea for the crisis. The Corona Virus has made institutions to go from offline mode to online mode of pedagogy. This crisis will make the institutions, which were earlier reluctant to change, to accept modern technology. This catastrophe will show us the lucrative side of online teaching and learning. With the help of online teaching modes, we can sermonize a large number of students at any time and in any part of the world. All institutions must scramble different options of online pedagogical approaches and try to use technology more aptly. Many universities around the world have fully digitalized their operations understanding the dire need of this current situation. Online learning is emerging as a victor ludorum amidst this chaos. Therefore, the quality enhancement of online teaching–learning is crucial at this stage. Online education in Chinese universities has increased exponentially after the Covid-19 outbreak. There was an overnight shift of normal classrooms into e-classrooms, that is, educators have shifted their entire pedagogical approach to tackle new market conditions and adapt to the changing situations.

3. Research Objectives

1. To analyse the student's attitude towards online learning.
2. To understand the factors affecting the student's attitude towards online learning.

4. Research Methodology

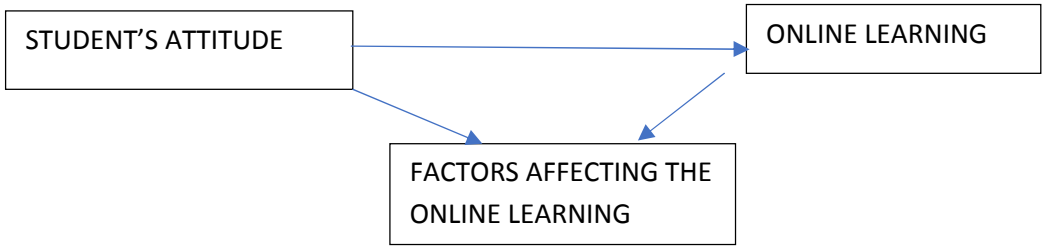
The research design used for the study was a descriptive design that describes the factors affecting the student's attitude towards online learning. The present study is based on primary data collected through questionnaires distributed to 121student's and responses were received. The sampling was done using convenience sampling method. Descriptive statistics were used to analyse the data Reliability test-Cronbach's Alpha, KMO Test, Friedman Test and Kendall's Coefficient for testing the hypotheses.

5. Research Hypotheses

H_1: There is a significant relationship between factors affecting the student's attitude towards online learning.

H_0: There is a no significant relationship between factors affecting the student's attitude towards online learning.

6. Research Framework



7. Data Analysis and Interpretation

Table:1 Reliability test

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.824	.829	12

The alpha coefficient for the item is 0.824, which says that all the items of the study have relatively high internal consistency. (if the value is more than 0.7 then it's is acceptable).

Table 2: KMO and Bartlett's Test

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.788
Bartlett's Test of Sphericity	Approx. Chi-Square	671.766
	df	91
	Sig.	.000

The above table shows KMO and Bartlett's Test value to be 0.788 which make the data suitable for research.

Table 3: Friedman Test

Friedman Test	
N	121
Chi-Square	253.848
df	11
Asymp. Sig.	.000

From the table above this shows significance value 0.000 making the hypothesis "There is a significant relationship between factors affecting the student's attitude towards online learning" accepted.

Table 4: Kendall's Coefficient

Kendall's Coefficient of Concordance	
N	121
Kendall's W[a]	.191
Chi-Square	253.848
df	11
Asymp. Sig.	.000

From the table above this shows significance value 0.000 making the hypothesis "There is a significant relationship between factors affecting the student's attitude towards online learning" accepted.

Descriptive statistics

Table 5: Gender classification

Gender Classification					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	81	66.9	66.9	66.9
	Female	40	33.1	33.1	100.0
	Total	121	100.0	100.0	

Analysis

Majority of the respondents are male.

Table 6: Age Classification

Age Classification					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	18-20	114	94.2	94.2	94.2
	21-23	7	5.8	5.8	100.0
	Total	121	100.0	100.0	

Analysis

Majority of the respondents are from age group 18-20.

Table 7: You have sufficient equipment and facilities (computer/laptop/Internet/software) to participate for online lectures

You have sufficient equipment and facilities (computer/laptop/Internet/software) to participate for online lectures					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	5	4.1	4.1	4.1
	disagree	7	5.8	5.8	9.9
	neutral	17	14.0	14.0	24.0
	agree	46	38.0	38.0	62.0
	Strongly agree	46	38.0	38.0	100.0
	Total	121	100.0	100.0	

Analysis

Majority of the respondents strongly agree that they have sufficient equipment and facilities (computer/laptop/Internet/software) to participate for online lectures

Table 8: You have sufficient computer knowledge and IT skills to manage your online learning

You have sufficient computer knowledge and IT skills to manage your online learning					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	4	3.3	3.3	3.3
	disagree	10	8.3	8.3	11.6
	neutral	11	9.1	9.1	20.7
	agree	46	38.0	38.0	58.7
	Strongly agree	50	41.3	41.3	100.0
	Total	121	100.0	100.0	

Analysis

Majority of the respondents strongly agree that they sufficient computer knowledge and IT skills to manage your online learning.

Table 9: Guidelines are provided (ex. how to use relevant online tools) before starting online lectures by your lecturer

Guidelines are provided (ex. how to use relevant online tools) before starting online lectures by your lecturer					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	7	5.8	5.8	5.8
	disagree	8	6.6	6.6	12.4
	neutral	27	22.3	22.3	34.7
	agree	44	36.4	36.4	71.1
	Strongly agree	35	28.9	28.9	100.0
	Total	121	100.0	100.0	

Analysis

Majority of the respondents agree that Guidelines are provided (ex. how to use relevant online tools) before starting online lectures by your lecturer

Table 10: Online tools are easy to use

Online tools are easy to use					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	3	2.5	2.5	2.5
	disagree	16	13.2	13.2	15.7
	neutral	21	17.4	17.4	33.1
	agree	43	35.5	35.5	68.6
	Strongly agree	38	31.4	31.4	100.0
	Total	121	100.0	100.0	

Analysis
Majority of the respondents agree that Online tools are easy to use

Table 11: **Happy about online teaching methods and lecture materials**

Happy about online teaching methods and lecture materials					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	29	24.0	24.0	24.0
	disagree	19	15.7	15.7	39.7
	neutral	30	24.8	24.8	64.5
	agree	24	19.8	19.8	84.3
	Strongly agree	19	15.7	15.7	100.0
	Total	121	100.0	100.0	

Analysis
Majority of the respondents were neutral to the response that they were happy about online teaching methods and lecture materials and it is also observed that there is a mixed opinion with regards to online teaching.

Table 12: Flexibility in participating for online lectures

Flexibility in participating for online lectures					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	13	10.7	10.7	10.7
	disagree	15	12.4	12.4	23.1
	neutral	32	26.4	26.4	49.6
	agree	42	34.7	34.7	84.3
	Strongly agree	19	15.7	15.7	100.0
	Total	121	100.0	100.0	

Analysis
Majority of the respondents agree that there was flexibility in participating for online lectures

Table 13: Inconsistent/poor contact and communication with the lecturers

Inconsistent/poor contact and communication with the lecturers					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	9	7.4	7.4	7.4
	disagree	18	14.9	14.9	22.3
	neutral	32	26.4	26.4	48.8
	agree	35	28.9	28.9	77.7
	Strongly agree	27	22.3	22.3	100.0
	Total	121	100.0	100.0	

Analysis

Majority of the respondents agree that there was inconsistent/poor contact and communication with the lecturers

Table 14: Do you have facility to ask questions or clear doubts during online lectures

Do you have facility to ask questions or clear doubts during online lectures					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	2	1.7	1.7	1.7
	disagree	12	9.9	9.9	11.6
	neutral	18	14.9	14.9	26.4
	agree	55	45.5	45.5	71.9
	Strongly agree	34	28.1	28.1	100.0
	Total	121	100.0	100.0	

Analysis

Majority of the respondents agree that they had facility to ask questions or clear doubts during online lectures

Table 15: Possibility of distractions from other family members during online lectures

Possibility of distractions from other family members during online lectures					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	17	14.0	14.0	14.0
	disagree	5	4.1	4.1	18.2
	neutral	19	15.7	15.7	33.9
	agree	31	25.6	25.6	59.5
	Strongly agree	49	40.5	40.5	100.0
	Total	121	100.0	100.0	

Analysis

Majority of the respondents strongly agree that there was high possibility of distractions from other family members during online lectures

Table 16: Home environment is suitable for participating online lectures

Home environment is suitable for participating online lectures					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	25	20.7	20.7	20.7
	disagree	10	8.3	8.3	28.9
	neutral	34	28.1	28.1	57.0
	agree	26	21.5	21.5	78.5
	Strongly agree	26	21.5	21.5	100.0
	Total	121	100.0	100.0	

Analysis

Majority of the respondents were neutral that Home environment is suitable for participating online lectures

8. Findings, Recommendation and Conclusion

8.1: Findings

The study employed descriptive statistics, KMO Test, Friedman Test and Kendall's Coefficient for testing the hypotheses with the objective to know the factors affecting the student's attitude towards online learning which shows the significant among the variables making the hypothesis employed in the study acceptable.

8.2 Recommendation for Future Research

As the study was conducted on student's attitude further study can be conducted on student's expectations towards online learning.

8.3: Conclusion

The study with an objective to understand the factors affecting the student's attitude towards online learning and has a significant impact making the hypothesis employed in the study acceptable. Further this study adds on to the literature making it a base for future research.

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