



## ATTITUDE OF HIGHER SECONDARY SCHOOL STUDENTS TOWARDS ONLINE EDUCATION

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### RESEARCH ARTICLE



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### Abstract

In the 21<sup>st</sup> century is the age of Information and Communication Technology and online education is an important part of ICT. At present, online education is being used all over the world for every level of education. Online education is a form of education where teaching learning takes place using the internet. It is also called E- Learning. Online education is no longer an innovation but has become the global norm to majority of the institution during this pandemic new normal. The objectives of the current study are: To identify the attitude of higher secondary school students towards online education concerning their class (xi and xii), stream of the study (general and vocational stream), and gender (male and female). For this study quantitative research method and descriptive survey research designed was used to measure relationship between hypothesis and to bring out information from the respondents. This study was conducted at 5 higher secondary government aided school located at Barabazar Block in Purulia district. The sample consist of 250 higher secondary school students. In this research study the researcher used simple random technique for selecting the sample size from the population and self- administrated questionnaire and Mean, S.D, and t-test was adopted for analysing student's attitudes towards online education. Findings are obtained from the statistical analysis and interpretation. Present studied findings were there is no significance difference in attitude towards online education between class xi and xii, general and vocational stream and male and female higher secondary school students.

**Keywords:** Attitude, Online education, E-learning, Higher Secondary School Students

### Introduction

In the 21<sup>st</sup> century is the age of Information and Communication Technology and the online education is an important part of ICT. At present, online education is being used all over the world for every level of education. Simply, online education is a form of education, where teaching – learning takes place using the internet. It is also called E-Learning. Hence, teaching and learning strategies are getting revised to provide better services to the learner through the use of an electronic application such as laptop, projector, mobile phone, internet etc. in classroom.

*Online education is a flexible instructional delivery system that encompasses any kind of learning that take place via the internet. (Encyclopedia.com).*

Online education has the following features: (i) it provides a different learning experience than traditional learning situation, (ii) participation in classroom by different learning style for different types of learners, (iii) discrimination and prejudice are minimized, (iv) the social progressive of the learning environment is changed, the communication is via computer and world wide web (Ascough, 2002). Simply, online education is a form of education, where teaching-learning takes place using the internet. It is also called E- Learning. E- Learning has become the newest craze of the modern-day society. With the technology of computer and the internet, e-learning has become a way for people to get their education but do it on their own time and their own homes. E- Learning or online learning is naturally suited to distance learning and flexible learning, but can also be used in conjunction with face-to-face teaching, in which case the term blended learning is commonly used. E-Learning is a new education concepts by using the internet technology, its deliveries the digital

content, provides a learner-orient environment for the teacher and students. The productive expansion of digital technology will also ensure the students to build a level of common and specialist digital proficiency that are so essential for study, daily life and work in an increasingly digitalized world. Today's age is an age of digital education. Educational technology has a tremendous capacity to provide best possible output in the process of education for both teacher and the students. pupil is the essence of whole teaching learning process. E- Learning is the use of technology to enable students to learn anytime and from anywhere. In this present world, technology is an important part of education system. We fail to exclude technology from education. E- Learning has developed very fast due to the easy entrance of the internet. It helps students for their progress.

### **Rationale of the Study**

Higher secondary education is a crucial stage as it commonly covers the period of adolescent (16-18 years), the most vital stage of anybody's life that bring about pleasant changes in all direction. Dealing with adolescents at a very critical moment of their lives, higher secondary education has a crucial role to provide youths the necessary knowledge and skills, to live in an advanced technological society, to prepare them for the world of employment and also for future higher studies, to nourish social attachment and transmit the cultural and moral values that's are necessary for active participation in a democratic society. The tendency of using e-learning as learning and technology tools, is now rapidly spread into education. Studying online education is rational because it provides insights into the effectiveness, accessibility, limitation and impact of digital learning platforms on student's outcomes, educational institutions and society as a whole. The Substance of the application of technology lies in receipt more and better output with the minimum input in terms of time and work.

It is a fact, harsh but true, that corona virus disease 2019 (COVID-19) has brought online learning into the light of immense popularity and the situation is unique in that students can make a direct comparison of their course before (face to face) and after COVID-19. Online learning is a last term. There are several forms of online learning teaching method, such as zoom, Google meet, web meet, WhatsApp etc. Online learning is no longer an innovation but has become the global norm to majority of the institutions during this pandemic new normal. In the modern era online learning has become the most widely used and accepted method of advancing academics at reputable educational institution across the world. Today our education process turns out more and more technological. So, students should have proper technological knowledge.

Here the empirical study was an attempt in this direction to find out higher secondary school students' attitude of Purulia district at Barabazar block towards online learning is very vital. Many questions are formed in the researcher's mind about the student's attitude towards online education at higher secondary level. After studying the previous review literature, the investigator found the research gap and selected the problem. So, the researcher has entitled the present study as, "Attitude of higher secondary school students towards online education."

### **Review of the Literatures**

Gupta and Sharma (January-2018), Worked On "A Study on Attitude of Senior Secondary School Students Towards E – Learning In Relation To Their Gender, Residential Backward And Nature Of School." 160 students were selected by random sample technique from senior secondary schools of district Saharanpur of U.P board Allahabad. They used to self- made questionnaire based in five Likert scale. The result shows that male & private students have greater attitude than female and govt students and residential backward and all stream (Arts, Commerce and science) students shows equal attitude towards e – learning of senior secondary school students. Bala and Kalra, (2021) researched on "Attitude of Senior Secondary Schools Students Towards E- Learning." 120 students (60 male & 60 female) of senior secondary schools of Sirsa city performed as a sample. Descriptive research method was used. Analysing the data by used t- test. The study revealed that there is no significance difference between the attitude of male and female senior secondary school students towards e – learning in. Sarkar and Lalrinzuali (Aug -2022), Worked on "Attitude of Class XII Students Towards Online Teaching Learning". They also used Likert Scale and questionnaire as research instrument. By analyzing data through stational techniques (Mean, Median, Mode, S.D, t-test) the research reported students contributed a positive impact in the online learning attitudes of the students and no significant difference in the attitude towards in online teaching learning between the govt and private schools, urban and rural areas, girls' and boys' students and between the students of arts and science stream. Sarkar and Barman (July-2022), researched on "Attitude of Higher Secondary School Students Towards Online Education In The District Of Dakshin Dinajpur, West Bengal". They used descriptive survey method and simple random sampling technique and self-made research tool followed by five points Likert's scale. Analyzing the data with the help of SPSS 2.0 and Mean, S.D, and t-test. The attitude of male and female, rural and urban, arts and science students did not differ from each other but it has found that female, urban and arts students have comparatively more favorable attitude towards online education on the basis of their obtained mean score. Gnani (Dec-2022), worked on "A Study on The Attitudes of High School Students Towards Online Learning During Covid-19 Pandemic". 177 students were taken for the sample of the study. To collect data focus on Google form and questionnaire paper. Chi- square test is used to calculate the significant difference among the attitude of the students. The result reported that the students had more favorable attitude towards online education. Widhiya, et al. (2022), conducted a study on "High School Student's Attitude Towards E- Learning And Impacts Of Online Instruction On Their General English Learning

Challenges And Issues". 50 respondents were taken as the sample of the study and a mixed method approach was used. They used OQPT, questionnaire and interview as a tool. The collected data were analyzed qualitatively. The result reported that the students had positive attitude towards E- Learning on their general English learning challenges and issues. Getenet, et al (2024), researched on "Students Digital Technology Attitude, Literacy and Self-Efficacy and Their Effect On Online Learning Engagement". A field survey collected data from 110 first-year students. AMOS 28 was employed for measurement and structural model path analysis. The findings indicated that positive student attitudes and digital literacy significantly contributed to self-efficacy, which, in turn, positively affected the engagement dimensions. Singh and Prajapati <sup>2</sup> (2024), studied on "A Compaarative Study of Attitude Of Senior Secondary School Students of Science And Commerce Stream Towards E-Learning". 100 samples were collected where 30 were science stream students and 70 commerce stream students. A standardized test was administrated to collect data were organized and tabulated on the basis of scores and used Mean, Standard deviation and 't' test for analysing collected data. In this study, it is found that the both science and commerce stream students of senior secondary school have average level of attitudes and there is no difference in attitudes of students of both the streams towards e – learning.

### **Significance of the Study**

ICT is a dynamic force in life which affects all people and their physical, mental, emotional, social and ethical aspects. Ascertaining the significance of educational programme, government has adopted several measures to facilitate achievement of ICT materials. For improvement of education government is trying hard to introduce computers, tab in schools. During the COVID-19 pandemic situation, only online education was the main substitute mode for the regularity of the educational procedure. So, we have to understand that the student's taking online classes positively or not. Because we know, there are many barriers to online education. Modern age is called digital age. We have necessity knowledge of computer in learning system. Computer teaching learning is significant part of Learning. According to current situation we take any type of information with computer. So, students should be shows positive attitude towards e- learning /online education. If students have not a positive attitude towards online education, we have to think about the alternatives. If we can recognize the fault in this area we can identify, plan and execute new methods to enhance the quality of higher secondary education and society. Education is provided to learner-based education done by experts for them. The findings of the present study will help the teachers, educationist, educational leaders to realize higher secondary student's attitudes regarding online education. And also, this study will stimulate others researchers to carry out this type of research work in the future. The present study was helped to know the attitude level of the students towards online education. The paper was showing the students significant attitude towards online education in Purulia district at Barabazar block with regards class (XI, XII), their streams (Vocational and General) and gender (male & female) of education.

**Objectives of the Study:** The objectives of the current study are in the following:

- O1.** To identify the attitude of higher secondary school students towards online education concern their class (XI, XII).
- O2.** To study the attitude of higher secondary school students towards online education concerning their stream of the study (general and general stream).
- O3.** To explore the attitude of higher secondary school students towards online education concerning their gender (male and female).

**Hypotheses:** The following hypothesis were selected for the present study:

- H01.** There is no significant difference in the attitude towards online education between class 11<sup>th</sup> and 12<sup>th</sup> grade students of higher secondary school.
- H02.** There is no significant difference in attitude towards online education between the general and vocational stream of education of higher secondary school students.
- H03.** There is no significant difference in attitude towards online education according to the gender (male, female) of the higher secondary school students.

### **Delimitation of the Study**

- I.** Area of the study was small. The sample of the present study was taken from Purulia District at Barabazar Block among higher secondary school students.
- II.** The sample may be inadequate to make clear prediction of the study. Only 250 sample was studied during the investigation.
- III.** The researcher used a closed ended questionnaire only for this study.
- IV.** For this study the researcher only uses Mean, S.D, and t-test.

**Methodology of the Study:** The methodology of the study comprises research method, identification of the population, sample, sampling technique, procedure of data collection and procedure of data analysis. This study consists quantitative research methods. Quantitative research methods involve collecting numerical data and using statistical

analysis to draw conclusion. In this study quantitative methods such as descriptive statistics – Mean and S.D and inferential statistics - t-test will be used.

- 1.1. **Method of the Study:** For this study quantitative research method was used to measure relationships between variables, test hypothesis and make prediction.
- 1.2. **Research Design:** Descriptive survey research is a quantitative method that focuses on describing the characteristics of phenomenon rather than asking why it occurs. The descriptive survey research design was used to bring out information from the respondents.
- 1.3. **Population:** The study was conducted at 5 higher secondary school located at Barabazar Block in Purulia district. These school students (xi and xii) were chosen as a research population and since students are exposed to attitude of online education.
- 1.4. **Sample:** In the present study the researcher 5 government aided schools were taken as sample. The sample consist of 250 higher secondary school students of Purulia District at Barabazar Block.
- 1.5. **Sampling Technique:** In this study the researcher used simple random technique for selecting the sample size from the population each individual has the same probability of being chosen.
- 1.6. **Tools:** For this research study, a questionnaire was designed for analysing students' attitudes towards online education. In the questionnaire the questions were close-ended. The questionnaire was fixed into two parts, the first part contained general information about respondents including Name, School Name, Gender, Age, Class. Whereas, the second part related to students' attitudes towards online education. These items were measured on Likert type five-point scales, where 5 were most degree of agreement and 1 was most degree of disagreement.
- 1.7. **Data Collection Procedure:** The present study data was collected through the self-administrated questionnaire. The questionnaire was distributed among the 250 respondents. Before giving the questionnaire all the questions explained to the participants. Only one question was given to each responded. Due to the time constraints a convenience questionnaire was used for this study.
- 1.8. **Data Analysis Procedure:** In this study data was collected from the higher secondary students were analysed with the help of quantitative techniques. Statistical analysis was carried out using Microsoft Excel. The pie chart was obtained using Microsoft word. To test the research hypothesis and answered the research objective's, quantitative data analysis techniques (such as Mean, Standard Deviation and t- test) was adopted.

### Analysis and Interpretation

The main purpose of this study was to investigate students' attitude towards online education in higher secondary school students based on their class, stream and gender. The data were collected appropriately analysed and keenly interpreted on the basis of the respondents answered.

Table No. 1

SL.NO	CLASS	NO OF STUDENTS	PERCENTAGE (%)
1	XI	125	50%
2	XII	125	50%
	TOTAL	250	100%

Table 1 reveals that out of 250 respondent's 125 or 50% class XI respondents and 125 or 50% class XII respondents. So, the above data analysis reveals that equal percentage of both xi, xii students are presenting in the study sample according to class wise division.

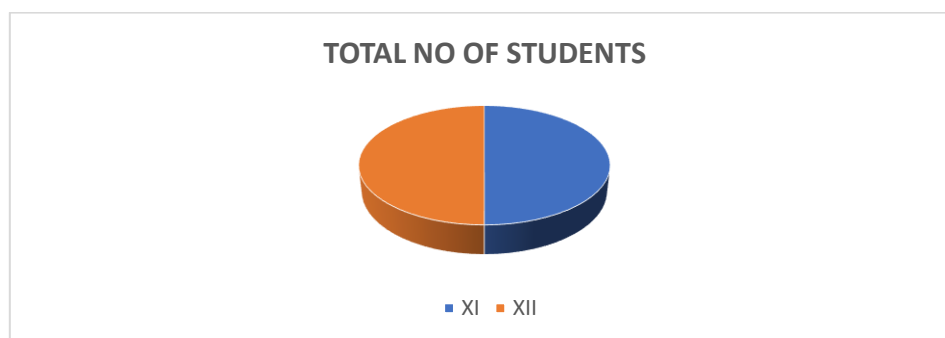


Figure 1: Number of class XI and XII students

### 1.9. Hypothesis 1 and Interpretation

**H<sub>01</sub>:** There is no significant difference in attitude towards online education between class 11<sup>th</sup> and 12<sup>th</sup> grade students of higher secondary school.

**Table No. 1.1:** Attitude towards online education between the class xi and class xii higher secondary students.

Groups	N	Mean	S. D	df	Calculated “t” Value	Critical “t” value	Remark
Class XI	125	78.74	9.03	248	0.39	1.97(0.05)	Not significant at 0.01 and 0.05 level
Class XII	125	79.23	10.24			2.60(0.01)	

**Analysis:** Table 1.1 denotes that the mean score of attitudes towards online education of class XI and class XII students are 78.74 (S.D = 9.03) and 79.23 (S.D = 10.24) respectively and calculated value is 0.39 which is lower than the table value (critical value) so the calculated value is not significance at 0.01 and 0.05 level of significance. Thus, the hypothesis H<sub>01</sub> is accepted.

**Interpretation:** It signifies that attitude towards online education is quite similar in class XI and class XII students, hence it can be concluded that class does not play any role in the attitude towards online education.

**Table No 2**

SL. NO.	STREAM	TOTAL NO	PERCENTAGE (%)
1	GENERAL	160	64%
2	VOCATIONAL	90	36%
	TOTAL	250	100%

In this above table number 2 shows that 160, means 64% students are under general stream and 90 means 36% students are under vocational stream respondents respectively.

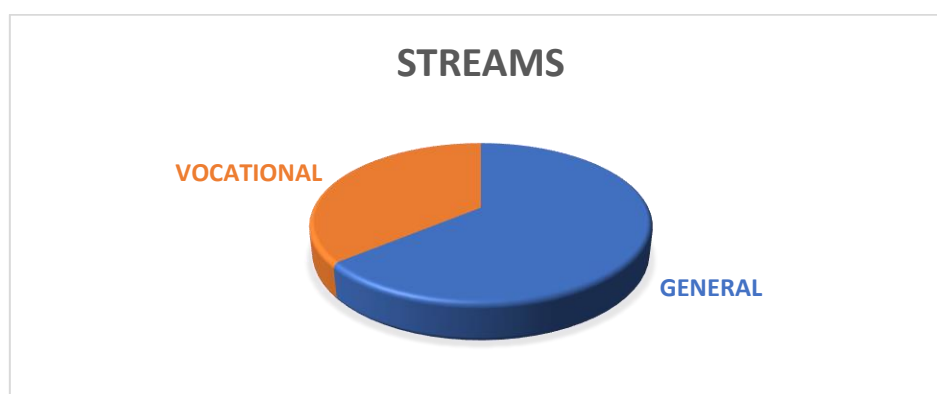


Figure 2: Number of general and vocational students

### 1.10. Hypothesis 2 and Interpretation

**H<sub>02</sub>:** There is no significant difference in attitude towards online education between the general and vocational stream of education of higher secondary school students.

**Table No. 2.1:** Attitude towards online education between general and vocational higher secondary students.

Groups	N	Mean	S. D	df	Calculated "t" Value	Critical "t" value	Remark
General	160	78.97	10.24	248	0.032	1.97 (0.05)	Not significant at 0.01 and 0.05 level
Vocational	90	79.01	9.50			2.60 (0.01)	

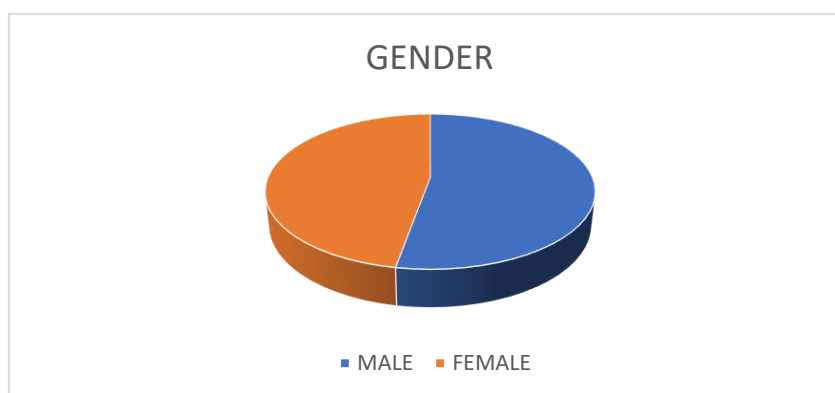
**Analysis:** Table 2.1 reveals that the mean score of attitudes towards online education of general and vocational stream students are 78.97 (S.D = 10.24) and 79.01 (S.D = 9.50) respectively and calculated value is 0.032 which is lower than the table value (critical value) so the calculated value is not significance at 0.01 and 0.05 level of significance. Thus, the hypothesis  $H_{02}$  is accepted.

**Interpretation:** It signifies that attitude towards online education is quite similar in general and vocational students, hence it can be concluded that stream does not affect in the student's attitude towards online education.

**Table No 3**

SL. NO.	GENDER	TOTAL NO	PERCENTAGE (%)
1	MALE	132	52.8%
2	FEMALE	118	47.2%
	TOTAL	250	100%

Table 3 reveals that out of 250 respondents 132 or 52.8% are male respondents and 118 or 47.2% are female respondents respectively.



**Figure 3: Number of Male and Female students**

### 1.11. Hypothesis 3 And Interpretation

**H<sub>03</sub>:** There is no significant difference in attitude towards online education between the male and female students of higher secondary school.

**Table No. 3.1:** Attitude towards online education between the male and female higher secondary students.

Groups	N	Mean	S. D	df	Calculated "t" Value	Critical "t" value	Remark
Male	132	78.73	10.03	248	0.43	1.97 (0.05)	Not significant at 0.01 and 0.05 level
Female	118	79.27	9.91			2.60 (0.01)	

**Analysis:** Table 3.1 denotes that the mean score of attitudes towards online education of male and female students are 78.73 (S.D = 10.03) and 79.27 (S.D = 9.91) respectively and calculated value is 0.43 which is lower than the table value (critical value) so the calculated value is not significance at 0.01 and 0.05 level of significance. Thus, the hypothesis  $H_{03}$  is accepted.

**Interpretation:** It signifies that attitude towards online education is quite similar in male and female students, hence it can be concluded that gender does not play any role in the attitude towards online education.

### Findings

After analysis and interpretation of the present study data the next work are presentation of the main findings. The following findings are given below obtained from the above statistical analysis and interpretation.

- ❖ There is no significant difference in attitude towards online education between class XI and class XII students of higher secondary school.
- ❖ There is no significance difference in attitude towards online education between general and vocational students of higher secondary school. Also concluded that stream does not affects the student's attitude.
- ❖ There is no significant difference in attitude towards online education between male and female higher secondary school students. Findings revealed that gender does not play crucial role in the student's attitude.

### Conclusion

Today, in the age of information and communication technology the influence of technology on our lives is significant. The productive expansion of digital technology is also ensuring the students to build a level of common and specialist digital proficiency that are so essential for daily life, work and learning in an increasingly digitized world. These changes in the process of teaching and learning have opened a new world of learning. Tab, mobile phone, Internet, learning apps, YouTube, WhatsApp, goggle meet, zoom, online library, charts, graphs, educational audios and videos etc. play an important role in modern education system. After covid-19 pandemic situation online education impacts in every level of education. It has the potential to improve the quality of teaching and learning.

The analysis of the descriptive survey data allows us to draw some important conclusion concerning the 250 higher secondary school students attitude towards the online education. It is obvious that in this study students of Purulia district at Barabazar Block higher secondary students shows similar attitude towards online education according to their class, stream and gender. Class, stream and gender does not play so much important role in different attitude of the students towards online education. So, this study concludes that students have no significance difference according to their class, stream and gender.

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