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A study of online learning in relation to attitude and academic achievement of secondary school students

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Abstract

The aim of present study is to study the availability of e-devices, availability of good internet connection, attitude and academic achievement of secondary school students with respect to locality. Data is collected using questionnaire and scales. The collected data have been analyzed and discussed in detail in the paper. The findings of the study conclude that there is difference in availability of e-devices and availability of good internet connection W.R.T. locality, there exist significant difference in attitude of secondary school students W.R.T. locality and there exist significant difference in academic achievement of secondary school students W.R.T. locality.

Keywords: Online learning, attitude, academic achievement

Introduction

Online learning is a way to deliver remotely for those who chose not to learn physically. Online learning takes place over internet. Students' can learn subjects in any location where they feel comfortable and they can learn in their own learning ability. There is no hurry in the learning, if they don't understand the topic then they can repeat lesson videos until they understand the topic. This is good for slow learners as far compared to face to face learning. Online learning started in mid 1980s, since then it is more popular in COVID-19 pandemic. In India, the pandemic forced government and institutions to arrange online learning for students. In the time of pandemic all colleges and schools were closed, so face to face traditional leaning turned into virtual online learning. Online learning can be takes place synchronously and asynchronously. Synchronous learning takes place in real-time over internet ad asynchronous not takes place in real-time and they learn in their own time. Online learning platforms are there for learning online. Online learning requires e-devices like smartphones, tabs etc., and most important thing is good internet connection. Due to pandemic all market activities were closed, so this is quite difficult for students with poor economic background and especially for rural students. Shortage of e-devices is poor because of poor economic background and the most important thing is internet. Internet connection very poor in the rural area this may cause for loosing internet connection again and again during online classes, so this automatically positively or negatively effects on students' attitude and academic achievement. The present study will help to know the availability of e-devices, good internet connection during online learning, students' attitude and academic achievement.

Reviews of related literature

Muntajeeb, (2011) A Critical Study of Effectiveness of Online Learning on Students' Achievement.

This present study carried experimental design to study the effectiveness in learning of tenth grade students in Physics. The different online tools and learning environment from website 'Wiziq.com' was used for the study. A high score in achievement among students' taught and studied through online tools and online learning achievement was found through this research. Similarly achievement among students of F2F teaching was found to be low, this is because in F2F learning, collaborating and sharing of resources is limited to the walls of classroom, but online learning made it possible for learning, collaborating, and sharing of resources beyond four walls. Online learning environment provides features such as, user centre, user control and communication, and making teaching learning process learner centric.

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Awal Bahasoan, *et al.* (2020) Effectiveness of online learning in pandemic COVID-19.

This present study aims to determine the effectiveness of online learning during the COVID-19 pandemic. This research is a quantitative descriptive study using survey methods conducted online. The sample collection method uses simple random sampling, where the sample of this study is an active student in the management study program, Faculty of economics, University of West Sulawesi; Primary data collection in this study was carried out by distributing questionnaires online to 115 respondents. Data obtained by filling out questions that were distributed to all respondents in the form. Furthermore, the collected data was analysed to be described. The results of data analysis obtained from filling student questionnaires can be concluded that the online learning system carried out during COVID-19 pandemic is effective and inefficient. Effectively implemented because of the conditions that require online study and inefficient because the costs incurred more when compared to with offline lectures.

Dr. Kuldeep Singh, (2021) ^[5] A study on secondary school students' attitude towards online learning during COVID-19.

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 analysed and discussed in details in the paper.

Objectives of the study

The objectives of the study are as follows

1. To study the availability of e-devices during online learning W.R.T. locality.
2. To study the availability of good internet connection W.R.T. locality.
3. To study the attitude of secondary school students W.R.T. locality.
4. To study the academic achievement of secondary school students W.R.T. locality.

Hypothesis of the study

1. There is difference in availability of e-devices during online learning W.R.T. locality.
2. There is difference in availability of good internet connection W.R.T. locality.
3. There exists no significant difference in attitude of secondary school student's W.R.T. locality.
4. There exists no significant difference in academic achievement of secondary school student's W.R.T. locality.

Design of the study

Method

Descriptive survey method was used to collect the data.

Sample

A sample of 800 secondary school rural and urban students

of Vijayapur district were randomly selected.

Tools used

Online learning questionnaire constructed by researcher, attitude scale by Dimple Rani is adopted and this scale consists of 65 items and the scale is five point scale (Strongly Agree, Agree, Undecided, Disagree, Strongly Disagree). Secondary school students' previous year achievement scores are collected.

Statistical techniques

Mean, percentage, standard deviation and t-test were used.

Data Analysis and Discussion of Result

Table 1: Availability of e-devices (smartphones/tabs) during Online Learning W.R.T. Locality

Locality	Opinions				Total
	Yes	%	No	%	
Rural	176	46.31	204	53.68	380
Urban	248	59.04	172	40.95	420
Total	424	53	376	47	800

From the above table, for 46.31% of rural students and for 59.04% of urban students, e-devices like smartphones and tabs are available during online learning. For 53.68% of rural students and for 40.95% of urban students, e-devices like smartphones and tabs are not available during online learning because of some reasons like poor economic background. Totally for 53% of secondary school students, e-devices like smartphones and tabs are available during online learning and for 47% of secondary school students, e-devices like smartphones and tabs are not available during online learning. So here e-devise like smartphones and tabs are more available for urban students than rural students.

Table 2: Availability of good internet connection W.R.T. locality

Locality	Opinions				Total
	Yes	%	No	%	
Rural	230	60.52	150	39.47	380
Urban	308	73.33	112	26.66	420
Total	538	67.25	262	32.75	800

From the above table 60.52% of rural students and 73.33% of urban students having good internet connection in their area. 39.47% of rural students and 26.66% of urban students not having good internet connection in their area. Totally 67.25% of secondary school students having good internet connection in their area and 32.75% of secondary school students not having good internet connection in their area. So here urban students having good internet connection in their area than the rural students.

Table 3: Attitude of Secondary School Students W.R.T. Locality

Locality	Frequency	Mean	S.D.	t-value	Significance level
Rural	380	212.8421	34.2035	5.4089	S
Urban	420	225.7857	33.4387		

From the above table, mean of attitude of rural students and urban students are 212.8421 and 225.7857 respectively and the t-ratio value is 5.4089. The t-ratio value is significant at 0.05 level of significance. So there is significant difference between rural and urban students. So the hypothesis "There

is no significant difference between Attitude of Rural and Urban Students” is rejected. The mean value of urban students is significantly more as compared to rural students.

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Table 4: Academic Achievement of Secondary School Students
W.R.T. Locality

Locality	Frequency	Mean	S.D.	t-value	Significance level
Rural	380	75.6315	12.65468	3.856003	S
Urban	420	78.9761	11.87771		

From the above table, mean of academic achievement of rural and urban students are 75.6315 and 78.9761 respectively and the t-ratio value is 3.856003. The t-ratio value is significant at 0.05 level of significance. So there is significant difference between academic achievement of rural and urban students. So the hypothesis “There is no significant difference between Academic Achievement of Rural and Urban Students” is rejected. The mean value of urban students is significantly more as compared to rural students.

Results of the study

1. Availability of e-devices for urban students during online learning is much better than rural students during online learning.
2. Availability of good internet connection for urban students is better than rural students in their area.
3. There is significant difference between attitude of rural students and urban students. Urban students shown more positive attitude than rural students.
4. There is significant difference between academic achievement of rural students and urban students. Urban students’ achievement is better than rural students.

Conclusion

Based on the results of data analysis, more number of urban students having e-devices like smartphones and tabs during online learning and urban students having good internet connection in their area than rural students. Because of these two results urban students shown positive attitude towards online learning than rural students and also urban students’ academic achievement is as good as compared to rural students. Because of some reasons like poor economic background, shortage of e-devices, poor internet connection rural students’ academic achievement is lesser than urban students. For online learning, basic needs like smartphone, tabs, internet connection, home environment, parents support, teacher’s guide is more important.

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