

A Study on Attitude Towards Online Learning Among High School Students

Mrs. S. Saranya¹, Dr. S. Manivannan²

¹Research Scholar, Department of Education, Annamalai University, India

²Assistant Professor, Department of Education, Annamalai University, India

Abstract

Since we are now living in the age of online learning, we must educate students about its importance and advantages. It will thus be helpful to discover from the current study what the attitudes, reactions, and opinions of the students are regarding online learning. The current study's objective is to examine high school students' attitudes about online learning concerning their gender, school type, and location. 697 students were surveyed as part of the study to understand their opinions on online education. The researcher created the attitude towards online learning Scale, which was then utilised to gather data. The results of the study indicate that attitudes towards online learning are not connected to gender. The results of the survey also demonstrate that students' attitudes towards online learning are highly impacted by where they live. Higher education institutions want to keep using the hybrid education model in the years to come. For this reason, it is critical to carry out rigorous, practical, and methodical program evaluation—both formative and summative—with the learner agent at the center of every step.

Keywords: Attitude, digital learning, high school students, online learning, Technology.

1. Introduction

Language use and its place in society are two topics on which learners' views may be categorised. They have the power to either support or obstruct learning (Ahmed, 2021). Positive and negative attitudes can be distinguished; maintaining a positive view implies choosing acceptance. The mentality is what clarifies the benefits of a topic and allows us to embrace its worth. A negative attitude, on the other hand, calls emphasis to the subject's flaws, making it easier to dismiss and less strong (Melhim and Rahman, 2009). Furthermore, Rula (2006) claimed that positive attitudes towards a subject enhance learning. However, students said that they prefer face-to-face classroom education over online learning since it allows them to have direct touch with the professors. Mahfouz and Salam (2021) investigate students' attitudes towards e-learning during a pandemic. Additionally, a study by Akcil and Bastas (2020) found a strong correlation between students' digital citizenship and their e-learning views during the pandemic. Students either worry that working online would be very challenging or believe that academics will not be able to support them adequately throughout the pandemic. It is commonly acknowledged that students' attitudes towards a foreign language are a significant indicator of success in that language (Getie, 2020). Students' attitudes towards learning influence their ability and willingness to study. Negative attitudes must alter if students are to continue their education beyond the basic requirements.

Additionally, modifying students' unfavourable attitudes towards learning requires identifying the causes of the attitudes and applying this knowledge to effect change. Both the instructor and the student will benefit from understanding about the students' attitudes towards language (Nal et al., 2000). Because students are unfamiliar with online English learning, it is believed necessary to explore their perspectives on it. This is important to determine whether the transition to online education affects their English language acquisition.

2. Need and Significance of the study

Positively orientated students are more likely to ask for assistance when required, do tasks on time, and engage in class discussions. This proactive approach improves subject comprehension and retention. A constructive attitude fosters a willingness to explore and question, leading to deeper learning and the

development of critical thinking skills. Students who are open to online learning are more likely to explore diverse educational resources, such as online courses, webinars, and digital libraries. This exploration can stimulate creativity and innovation in their approach to learning. A positive attitude allows students to take advantage of the flexibility that online learning offers, such as personalized learning paths and self-paced study, which can enhance creativity and independent thinking. Students that have a favourable attitude towards online learning are more likely to take advantage of online educational possibilities, regardless of their geographic location or financial level. This can assist to close the gap between pupils with various levels of access to traditional educational resources. A positive attitude towards online learning can also help to create a more inclusive educational environment in which students with varying learning needs and preferences can succeed. In conclusion, instilling a good attitude towards online learning in high school students is critical for their academic achievement, personal development, and preparedness for future educational and professional difficulties. It allows them to take full use of the opportunities that online learning provides while also supporting their growth as autonomous, resilient, and lifelong learners.

3. Review of Related Studies

Sandeep Talluri (2023) examined the use of information and communication technology, e-learning is a strategy to facilitate and improve learning. The current study sought to investigate B.Ed. student teacher attitudes towards online learning. The research involves 50 male and 50 female secondary school teachers from the Guntur area of Andhra Pradesh. The study's sample consisted of 100 B.Ed. student instructors picked at random. The researcher designed a questionnaire to measure how B.Ed student teachers perceive e-learning. The data revealed that there is a significant attitude disparity among B.Ed student teachers.

During COVID-19, Prakasha et al. (2022) investigated how college students felt about e-learning and their academic performance. In the current study, 840 students from a reputable university were given an e-learning attitude measure to see if they had a favourable or avoidant attitude towards it. The study found no association between academic accomplishment of undergraduate students and e-learning attitude, however there was a minor positive correlation for postgraduate students. Girls outperformed guys in terms of success and have a more optimistic outlook on online learning. Boys had a tendency to avoid online learning. However, socioeconomic status (SES) had an influence on academic achievement rather than students' attitudes towards e-learning. As e-learning is expected to grow more popular in the future, stakeholders must give more opportunities for people to have a positive attitude towards it, according to the study's conclusions.

Erdel (2022) investigated EFL students' attitudes towards e-learning in post-pandemic hybrid education. According to the study's findings, students were generally positive about their online course experiences and attitudes towards e-learning. The year of study had a higher influence on students' enjoyment than their gender or perceived L2 ability, with junior and preparatory year students expressing the highest levels of satisfaction. In terms of learner attitudes, sophomores and juniors held more favourable opinions than students at other levels, and male students held significantly more positive attitudes towards e-learning than female students. The findings showed a statistically significant relationship between attitudes towards e-learning and satisfaction with online courses.

Diana Ruth G. Hablo (2021) studied junior high school students at Pedro t. Mendiola sr. Memorial National High School's attitudes towards online English learning, their satisfaction with the virtual English learning environment, and their English competence. The level of student satisfaction with the use of virtual learning environments is highly connected to the student's attitude towards online English education. Students' attitudes towards online English training and ability in the language are highly connected. According to the study's findings, students' attitudes towards online English learning and enjoyment of utilising a virtual English learning environment are predictors of their ability to speak and write in English.

4. Variables

Attitude towards Online Learning is a dependent variable and independent variables include Gender, Types of School, and Location.

5. Objectives of the Study

The study's aims are as follows.

1. Examine the impact of gender on high school students' attitudes towards online learning.
2. Examine how the type of school affects high school students' attitudes towards online learning.
3. Investigate the impact of location on high school students' attitudes towards online learning.

6. Hypotheses of the Study

1. High school students' attitudes towards online learning do not differ significantly by gender.
2. High school students' attitudes towards online learning remain consistent regardless of school type.
3. High school students have similar attitudes about online learning regardless of their location.

7. Design of the Study

Method

Normative survey method was adopted for this study

Population and Sample: The study's population consists of 15 high school students from the Kallakurichi district. A total of 697 high school pupils were randomly chosen.

Sampling Technique

For the present study, the stratified random sampling method was used in this study.

Tools Used:

S. Saranya and Guide Dr. S. Venkataraman developed and validated an attitude towards online learning scale (2020). Data was collected using attitude scales towards online learning scale. The scale's 33 items are divided into five categories: strongly agree, agree, undecided, disagree, and strongly disagree. Both positive and negative terms earned varying ratings. One stencil key is used to score positive words and another to score negative ones. In the categories of Strongly Agree, Agree, Undecided, Disagree, and Strongly Disagree, a positive item has weights of 5, 4, 3, 2, and 1. The results for Strongly Disagree, Disagree, Undecided, Agree, and Strongly Agree on the negative question were 1, 2, 3, 4, and 5.

8. Data Analysis

The data collected were analysed quantitatively with a single correlation because the relationship variables were measured.

6.1 Attitudes towards online learning

Table 1: High School Students' Attitudes Towards Online Learning

Variable	Low		Moderate		High	
	N	%	N	%	N	%
Attitude towards Online Learning	202	29.00	318	45.60	177	25.40

Results on high school students' attitudes towards online learning are shown in the above table. The majority of students (n = 318, or 45.60%) had a moderately positive attitude towards it, while a small percentage (n = 177, or 25.40%) had a high positive attitude, and others (n = 202, or 29.00%) had a low positive attitude.

6.2 Significant Difference in Attitude Towards Online Learning

H01: High school students' attitudes towards online learning do not change significantly based on gender.

Table 2: Significant Differences in Attitudes Towards Online Learning among High School Students Based on Gender

Variable	Gender	N	Mean	SD	t-value	p-value
Attitude towards Online Learning	Boys	273	118.94	22.688	0.165	0.869
	Girls	424	119.24	23.234		

Table 2 displays the mean attitude scores of high school students towards online learning based on gender, with a t-value of 0.165 (p<0.869), indicating no significant difference at the 0.05 level of significance. As a consequence, high school students' opinions towards online learning do not change based on gender.

H02: There is no significant variation in attitude towards online learning among high school students based on their location.

Table 3: Significant difference in attitude towards online learning among high school students with regard to their locality

Variable	Locality of the Student	N	Mean	SD	t-value	p-value
Attitude towards Online Learning	Rural	434	119.40	23.620	3.410	0.002
	Urban	263	128.66	29.990		

*-indicates significant at 5% level

The t-values for the mean scores for attitude towards online learning among high school students in relation to location are 3.410 ($p > 0.002$) and significant at the 0.05 level of significance, as shown in Table 3. As a result, opinions towards online learning among high school students vary significantly by area. In terms of attitude towards online learning mean scores, urban students ($M=128.66$) outperformed their peers. Furthermore, rural students' attitudes towards online learning may be influenced by a lack of technological tools such as computers, tablets, and cellphones. Most rural parents have limited technology means and are unable to afford cellphones, laptops, and other electronic devices.

H03: There is no significant variation in attitude towards online learning among high school students based on their kind of school.

Table 4: Significant difference in attitude towards online learning among high school students with respect to their kind of school

Variable	Type of School	N	M	SD	F-value	p-value
Attitude towards Online Learning	Government	221	119.36	23.699	3.331	0.019*
	Aided	292	116.67	20.545		
	Private	184	129.96	25.968		
	Total	697	119.12	23.005		

*-indicates significant at 5%

The F-values 3.331 ($p > 0.019$) for the mean scores for high school students' attitudes towards online learning in relation to location are significant at the 0.05 level of significance, as indicated in Table 4 above. As a result, opinions towards online learning among high school students vary significantly by area. In terms of mean views towards online learning, private school students ($M=129.96$) outperformed aided ($M=116.67$) and government school students ($M=119.36$). Furthermore, government and aided school students have a negative attitude towards online learning since they are unfamiliar with digital learning and online learning technologies. Compared to other types of schools, some private schools have more technology resources.

9. Discussion

The current study found that there was no gender difference in students' attitudes towards online learning, with females being more positive. According to the relevant research, there are inconsistent findings concerning how gender influences student happiness (Harvey et al. 2017). In contrast to the current findings, Akbulut (2008) discovered no gender differences in thoughts on CALL. When Lee, Yeung, and Ip (2016) investigated the impacts of gender, age, and learning styles on the use of technology in EFL learning, they discovered no evidence of a gender influence. Srichanyachon (2013) investigated how Thai EFL students felt about online learning, but found no evidence of gender differences in views. Additional research in the literature supports the findings of the current investigation. For example, Ekici (2021) arrived at the same conclusion: male students had higher positive views towards e-learning. Furthermore, his study focused on student experiences during the pandemic, making it more relevant to the current study's breadth and learning contexts than previous studies.

10. Recommendations

Here are some recommendations:

- ❖ Use multimedia resources, such as videos, quizzes, and interactive simulations, to make learning more engaging and incorporate game-like elements such as badges, leaderboards, and challenges to motivate students.

- ❖ Offer basic training sessions on how to navigate online platforms effectively and ensure all students have access to necessary devices and stable internet connections. Provide assistance or alternatives for those who face technical challenges.
- ❖ Use a variety of teaching methods (videos, readings, interactive exercises) to meet diverse learner preferences.
- ❖ Combine online learning with offline activities to provide a more holistic learning experience and encourage students to engage in hands-on projects that complement online lessons, fostering practical application of knowledge.
- ❖ Educate students on responsible online behaviour, including digital etiquette and cybersecurity.

11. Conclusion

The study's major findings show that there is a considerable difference between students living in rural and urban regions; gender has no significant impact on these students' views towards online learning. There is still much work to be done when it comes to the successful use of information and communication technology, as seen by the current findings, which demonstrate an unsatisfactory level of learner satisfaction and slightly positive attitudes towards online learning. The new system's efficacy remains controversial, despite the fact that computer-era practices enabled students, teachers/instructors, and even parents to get acquainted with technology-integrated education. However, the unease that almost everyone felt throughout the computer era as a result of the abrupt and unanticipated transition may no longer exist. Teachers can assist students in remote regions comprehend the benefits of online education. It is critical to increase parental involvement in online education, especially among rural parents. During the school closure, governments must give financial support to underprivileged parents so that they may purchase the technological equipment essential for online learning. Students' attitudes about online learning need to alter right now since technology is an essential component of many aspects of modern life, notably education.

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