

**ATTITUDE TOWARDS ATTENDING ONLINE CLASSES
AMONG STANDARD EIGHTH STUDENTS**

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ABSTRACT

Human learning starts from birth and continues until death. Learning may occur consciously or without conscious awareness. Learning is acquired from listening, reading books, having group discussions, and communicating with each other. Learning is basically an individual's performance. According to Crow and Crow 'Learning is the acquisition of knowledge and an attitude' [1]. Attitude is a person's approach to looking at something or their point of view on it. It might be defined as an individual's mental state that prepares him to react or cause him to behave in a pre-determined manner. Online learning is a broad term, which provides a complete description of various types of online learning adopting modern information and communication technology. Technology Acceptance Model helps in providing an overview of the behavior of students while using information technology [2]. This present study intended to find out levels and significant differences of attitudes towards attending online classes among standard eighth students with regards to the personal variables viz. gender, medium, residential area of the student, number of siblings, and devices used for online classes. This study was conducted with a sample size of 193 eighth standards pupils who studied in Government, Government aided and private schools at Thoothukudi district, Tamilnadu. The findings of this study show that three-fifth of the eighth-standard students have a moderate level of attitude towards attending online classes and there are no significant differences between the attitudes towards attending online classes among standard eighth students with regards to gender, residential area of the student, Number of siblings, and devices used for online classes except medium of instructions.

Keywords: Attitudes, Online learning, eighth-standard students.

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I. Introduction

Learning is the process of acquiring new understanding, knowledge, behaviours, skill, value, attitude, preferences. Positive and negative attitudes towards learning are valuable for the success of learning. As the learner is the first responsible one to create understanding and knowledge, it is pretty significant to know what kind of attitude he/she has towards learning. Attitude is described as a more or less consistent set of predispositions of opinion, interest, or purpose that involves anticipating a specific type of encounter and being prepared to respond appropriately. People's attitudes are a combination of their views and feelings towards events, specific concepts, or other people. Attitude is believed to be the consequence of a blend of values, beliefs, and opinions. Attitudes are frequently expressed using terms like opinion and belief [3].

II. Types of Attitude

The importance of attitudes and behaviours can be distinguished between four basic types. They are positive, negative, neutral, and sicken attitudes

- A. *Positive Attitude:*** One type of attitude in organisational behaviour is the positive attitude. One must realise how important it is to maintain a positive attitude in order to keep the work moving forward. It entails maintaining a cheerful attitude and thinking about the larger good regardless of the circumstances. A happy mind set has numerous advantages that positively influence our behaviours.

- B. *Negative Attitude:*** Everyone should strive to avoid having a negative attitude. People with a pessimistic mindset tend to overlook the positive aspects of life and focus solely on whether or not they succeed. They frequently find a way out of difficult situations by fleeing them. They frequently compare themselves to others and only see the defects in them. In other words, he is the polar opposite of someone who has a positive attitude.

- C. *Neutral Attitude:*** Another typical attitude is that of neutrality. That is a neutral mindset. There's no questioning in it. There isn't even a spark of optimism. People have a tendency to ignore challenges in their lives. They are waiting for someone else to solve their problems. They live a sedentary lifestyle and are rarely emotional.

D. Sikken Attitude: The sikken attitude is one of the most severe and unique types of attitude. The sikken attitude is capable of destroying any picture that is associated with a positive view. This is a more negative attitude, and it is quite dangerous. It frequently reflects the negativity of the mind [4].

III. Online Learning

E-learning is a computer-based educational tool or system that enables everyone to learn anywhere and at any time. It offers the ability to share material in all kinds of formats such as videos, slideshows, word documents, pdf, conduct webinars, and communicate with professors via chat. It provides the learners with the ability to fit learning around their lifestyle, effectively allowing even the busiest person to further a career and gain new qualifications. “E-learning may be taken as an electronically carried out learning facilitated and supported by the use of advanced learning technology particularly calling for the services of computers, network, and multimedia” [5]. An online class is a course conducted over the internet.

It encompasses a range of technology such as the World Wide Web, email chat, new groups, and text audio conferencing delivered over computer networks to impact education. It helps the learner to learn at their own pace, according to their own convenience. It requires plenty of resources and careful learning. Learners through e-learning schools are available to all. There are many online learning websites available to students of all ages. The sites offer short video lessons on thousands of topics and their programs allow to children to learn their own place.

Online classes help everyone to learn something and gain knowledge. It is an effective way for students to study; it has many advantages that help the students to learn through an online class. Students get the same quality of education sitting in their homes. Education may have many purposes online class help to fulfil them. It can offer a new opportunity for traditional learning. It is convenient and flexible and saves time and money for traveling. Students can gain knowledge by watching videos on any subject at any time. It is a great solution for students to study effectively.

In today’s world, each and every person wants digital life. An online class can help students to learn things visually because they can easily remember the things they have learned. Online classes are more beneficial than traditional education in some manner, through online class students can learn more things out of their syllabus, which became very useful for their future from learning a new language to build a website students learn everything from online classes or generally open

year-round and permit the students to learn at their own swiftness. This means that students can go through the video five to ten times if they require to learn the concept or they can skip it if they are familiar with the concept. It also improves the technical skill of the students. Most online courses need the development of new computer skills because of this; students can learn to handle different learning management systems and programs.

A. Synchronous and Asynchronous Online Classes

In today's e-learning environments the type of learning that place is generally divided into two categories synchronous and asynchronous. Examples of synchronous e-learning are online chat and video conferencing. Any learning tool that is in real-time such as instant messaging that allows students and teachers to ask and answer questions immediately is synchronous. Synchronous learning courses are able to interact with other students and their teachers during the lesson. The main benefits of synchronous learning are that it enables students to avoid a feeling of isolation since they are in communication with others throughout the learning process. Asynchronous learning can be carried out even when the students or teacher is offline. Coursework and communication delivered via the web, email, and messages posted on community forums are examples of asynchronous e-learning.

Asynchronous classroom can access lessons whenever it is convenient for them to log on to the internet. A synchronous classroom is one in which all students log onto the internet at the same time and use chat services or audio/video links to communicate with the instructor and each other. Asynchronous classes make it difficult to start a discussion right away. Students may feel pressured to receive a faster answer to their queries or contributions. Students may not sign in at the same time in a synchronous classroom. If their participation is required, the entire lesson may be disrupted. Lessons are always timed, ranging from 60 to 90 minutes. If everything has to be recapped, someone joining late diverts attention from the instruction. Time is valuable, and students may be charged an hourly cost for their access time.

B. Online Learning During the Pandemic

The Covid-19 pandemic started in December 2019 in Wuhan, China, and spread around the world rapidly within months. The pandemic affected all areas of life, including education. As the situation worsened, the global lockdown culminated in a lockdown of educational institutions. This

closing of schools, colleges, and universities resulted in a stressful event for educational administration with highly limited options [6].

The pandemic of COVID-19 caused several schools and colleges to remain temporarily closed. Face-to-face education has ended in numerous schools, universities, and colleges. This will have negative impacts on educational activities, as social distance is crucial at this stage. Educational agencies are trying to find alternative ways to manage this difficult circumstance [7]. This shutdown stimulated the growth of online educational activities so that there would be no interruption to education. Many faculties have been involved in how best to offer online course material, involve students, and perform evaluations [8].

C. Reasons for Encouraging Online Classes

Online Learning is encouraged due to the following reasons during the lockdown period for Covid-19. One can acquire knowledge by staying at home and can maintain social distancing. The outbreak of Covid-19 can be minimised due to social distancing. It offers highly effective learning environments. It offers complementary interactive support that allows students to study 2/7 and work at their own pace.

It offers flexible scheduling. It is available in any location, with an internet connection and students can attend using their devices (mobile, computers, tablets, etc.). Deals with real-time student monitoring as well as reporting. Improves the image of the institution by offering technological solutions that solve real problems” [9].

D. Platforms for Live-video Communication

There are many live-video communication platforms are available in the web, but some of the free online platforms are as listed below which can be used by learners of all categories.

- *Zoom* – Cloud platform for video and audio conferencing, collaboration, chat, and webinars.
- *Google Meet* – Video calls integrated with other Google’s G-Suite tools. Video meeting recordings, Screen sharing, join calls using Google Calendar.
- *Skype* – Video and audio calls with talk, chat and collaboration features. *Facebook Live*- is a great fit for businesses, influencers, or individuals who are looking to broadcast demos, and videos, or showcase their company culture while streaming live, followers on Facebook can comment and chat live, and schedule videos ahead of time to gain excitement.

- *YouTube Live*- It is a platform for demonstrating a product with live interaction, hosting an educational session to teach the audience with screen sharing or using a whiteboard, and having features with Location tags and advanced scheduling.
- *Uber Conference*- Unlimited Video and audio calls with talk, chat, and collaboration feature Free Conference is ideal for smaller teams or meetings, feature include Screen sharing, Document sharing, Text sharing, etc,
- *Dingtalk* – Communication platform that supports video conferencing, task and calendar management, attendance tracking, and instant messaging.
- *Lark* – Collaboration suite of interconnected tools, including chat, calendar, creation, and cloud storage, in Japanese, Korean, Italian and English.
- *Teams* – Chat, meet, call and collaboration features integrated with Microsoft Office software.
- *TrueConf Online*-HD video with Collaboration tools (screen sharing, remote desktop control, recorded calls, file transfer, and shared virtual whiteboard).
- *Slack Video Calls*- is good for teams looking for a supplementary video calling solution for small teams, features include individual calls and messenger services.
- *Lifesize Go*- No restrictions on meeting length, preferred for small group conversations [9].

E. Pros and Cons of Online Learning

It is flexible when issues of time and place are taken into consideration. Every student has the option of choosing the location and time that is most convenient for him or her. The adoption of e-learning gives institutions, as well as their students or learners, a great of freedom in terms of when and where learning information is delivered or received. E-learning improves the effectiveness of knowledge and qualifications by providing easy access to a vast amount of data. It can facilitate the formation of relationships between students through the usage of discussion forums. -learning helps to remove barriers to involvement, such as the fear of speaking with other students. E-learning saves money since it removes the need for students or learners to travel. It's also cost-effective because it provides learning chances to a large number of people without requiring a large number of buildings. E-learning helps to substitute for a lack of academic staff, such as instructors or teachers, facilitators, lab technicians, and so on. The use of e-Learning allows self-pacing. The asynchronous method, for example, allows each student to study at his or her own pace and speed, whether slow or fast. It, therefore, increases satisfaction and decreases stress.

To reduce such impacts, it is necessary to have a strong sense of inspiration as well as time management abilities. The e-learning approach may be less effective than the traditional style of learning in terms of clarifications, explanations, and interpretations.

The usage of face-to-face encounters with instructors or teachers makes the learning process easier. Inadequate selection talents, and the simplicity with which one can copy and paste, may lead to copyright and plagiarism in e-learning. E-learning may impair the role of institutions in socialisation as well as the role of instructors as educational process directors [10].

IV. Methodology Of The Study

Research methodology is a scientific and systematic way to resolve problems [11].

A research objective is a clear concise, declarative statement, which provides direction to investigate the variable under the study [12].

The objectives of this study are to find out the level and the significant difference between attitudes towards attending online classes among standard eighth students with regard to personal variables namely, gender, medium of instruction, residential area of the student, number of siblings, and device used for the online classes.

The investigators have adopted a survey method for this study. A scale on attitude towards online classes (19 items with 3-point rating scale) tool was used for this study. Sampling is the process of selecting a statistically representative sample of individuals from the population interest [13].

The investigators were selected 193 sample sizes by using a simple random sampling technique for the collection of data from pupils who studied eighth standard in Government, Government aided and private schools at Thoothukudi district in the academic year 2021-2022.

The data were collected through both online and face-to-face modes.

V. Data Analysis

“Data analysis is in short a method of putting facts and figures to solve the research problem” [14].

A. Level of attitude towards attending online classes among standard eighth students

Table 1 Level of attitude towards attending online classes among standard eighth students

Level of Attitude Towards Attending Online Classes					
Low		Moderate		High	
N	%	N	%	N	%
27	14.4	134	69	32	16.6

In the above table 1 indicates that three fifth of the eighth-standard students (69%) has moderate level of attitude towards attending online classes.

Table 2 Level of attitude towards attending online classes among standard eighth students with regard to personal variables

Personal variables	Category	Low N %	Moderate N %	High N %
Gender	Male	20 18.3	70 36.26	19 9.8
	Female	7 8.33	64 76.19	13 15.47
Medium	Tamil	10 12.04	59 71.08	14 16.86
	English	17 15.45	75 68.18	18 16.36
Residential area of the students	Rural	16 11.26	101 71.12	25 17.6
	Urban	11 21.5	33 64.70	7 13.72
Number of Siblings	No	0 0	8 100	0 0
	1	11 12.08	64 70.32	16 17.58
	2	6 11.53	36 69.23	10 19.23
	Above 2	10 22.22	26 57.77	6 13.33
Devices used for	Mobile phone	23 12.84	126 70.39	30 16.75

online classes	Personal Computer	1 33.33	2 66.66	0 0
	Lap top	0 0	1 100.00	0 0
	TV	3 30	5 50	2 20

In the above table 2 shows that three-fifths of the female, Tamil medium, rural students and all the students have there is no siblings and use laptop have a moderate level of attitude towards attending online class with regard to gender, medium, residential area of the student, number of siblings and device used for online classes.

B. Significance of difference in attitudes towards attending online classes among standard eighth students

Ho1: There is no Significant Difference in Attitude towards Attending Online Classes among Standard Eighth Students with regard to Gender.

Table 3 Significant of difference in attitude towards attending online classes with regard to gender

Gender	N	Mean	SD	t-value	p-value	Remarks
Male	109	59.87	13.183	0.995	0.321	NS
Female	84	61.69	11.629			

NS- Not Significant

In the above table 3, shows that since the p-value (= 0. 321) is greater than 0.05, the null hypothesis is accepted at 0.5% level of significance. It shows that there is no significant difference between attitude towards attending online classes with regard to gender.

Ho2: There is no Significant Difference in Attitude towards Attending Online Classes with regard to Medium.

Table 4 Significant of difference in attitude towards attending online classes with regard to medium

Medium	N	Mean	SD	T value	P value	Remarks
Tamil	83	63.16	8.322	2.43	0.016	S
English	110	58.78	14.703			

S - Significant

In the above table 4, since the p-value (= 0. 016) is lesser than 0.05, the null hypothesis is rejected at 0.5% level of significance. It shows that there is a significant difference between attitude towards attending online classes with regard to medium.

Ho3: There is no Significant Difference in Attitude towards Attending Online Classes with regards to Residential area of the students.

Table 5 Significant of difference in attitude towards attending online classes with regard to residential area of the students

Residential area of the students	N	Mean	SD	t-value	p-value	Remarks
Rural	142	58.88	12.24	1.456	0.147	NS
Urban	51	62.85	13.18			

NS – Not Significant

In the above table 5, since the p-value (= 0.147) is greater than 0.05, the null hypothesis is accepted at 0.5% level of significance. It shows that there is no significant difference between attitudes towards attending online classes with regard to the residential area of the student.

Ho4: There is no Significant Difference in Attitude towards Attending Online Classes with regards to Number of Siblings.

Table 6 Significant of difference in attitude towards attending online classes with regard to number of siblings

Number of Siblings (Source of variance)	Sum of square	df	Mean square	F-ratio	p-value	Remarks
Between Group	379.96	4	94.99	0.600	0.663	NS
Within Group	29768.81	188	158.35			
Total	30148.77	192				

NS – Not Significant

In the above table 6, since the p value (= 0. 663) is greater than 0.05 the null hypothesis is accepted at 0.5% level of significance. It shows that there is no significant difference between attitude towards attending online class with regard to Number of siblings.

Ho5: There is no Significant Difference in Attitude towards Attending Online classes with regard to Devices used for Online classes.

Table 7 Significant of difference in attitude towards attending online classes with regard to devices used for online classes

Number of Siblings (Source of variance)	Sum of square	df	Mean square	F-ratio	p-value	Remarks
Between Group	115.091	3	38.364	0.241	0.867	NS
Within Group	30033.68	189	158.908			
Total	30148.77	192				

NS – Not Significant

In above table 7, since the p-value (= 0. 867) is greater than 0.05, the null hypothesis is accepted at 0.5% level of significance. It shows that there is no significant difference between attitudes towards attending online classes with regard to Devices used for Online classes.

VI. Findings

The findings are the principal outcome of a research project: what the report found, exposed, or emphasized.

A. Level of Attitude towards Attending Online Classes

- 1) On the whole three fifths of the eighth-standard students has a moderate level of attitude towards attending online classes.
- 2) a) Three fourth of the female students had a moderate level of attitude toward attending online classes.
b) Less than half of the male students had a moderate level of attitude toward attending online classes.
- 3) a) Three fourth of the Tamil medium students had a moderate level of attitude toward attending online classes.
b) Three fifth of the English medium students had a moderate level of attitude toward attending online classes.

- 4) a) Three fourth of the rural residential area students have a moderate level of attitude toward attending online classes.
- b) Three fifth of the Urban residential area students had a moderate level of attitude toward attending online classes.
- 5) a) All the students who have no siblings had a moderate level of attitude toward attending online classes.
- b) Three fifth of the students who have one sibling had a moderate level of attitude toward attending online classes.
- c) Three fifth of the students who had two siblings have a moderate level of attitude towards attending online classes.
- d) More than half of the students who had more than two siblings had a moderate level of attitude toward attending online classes.
- 6) a) Three fifth of the students using mobile phones had a moderate level of attitude towards attending online classes.
- b) Three fifth of the students using personal Computers had a moderate level of attitude toward attending online classes.
- c) All the students using laptop had a moderate level of attitude toward attending online classes. d) More than half of the students using TV had a moderate level of attitude toward attending online classes.

B. Significance of Difference in Attitude towards Attending Online Class among Standard Eighth Students

- 1) There was no significant difference between attitudes towards attending online classes with regard to gender, the residential area of the student, Number of siblings, and the Devices used for Online classes.
- 2) There was a significant difference between attitudes towards attending online classes with regard to medium.

VII. Interpretation

The process of attributing meaning to the acquired data and deciding the conclusions, relevance, and consequences of the findings is known as data analysis and

interpretation. Tamil medium students have more attitudes toward attending online classes than English medium students. This may be due to the new mode of learning that creates interest among students, English medium students may have an opportunity to use electronic gadgets and also have an attitude toward using electronic gadgets.

VIII. Recommendation

Teachers have to monitor the students while teaching online. Teachers have to create an interest in learning online. Hours of taking a class are reduced for school students. Parents encourage the students while learning online. Frequent monitoring is needed by parents and grandparents when they learn online. Parents should be aware of their children while using electronic gadgets. Students have to abide by the instruction given by the teachers and parents. Students must have self-control while using electronic gadgets. Students can concentrate on outdoor games instead of using electronic gadgets.

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