



A study of psychological well-being in relation to attitude towards E-Learning among Higher Secondary Students.

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Abstract

E-learning has emerged to be a prominent medium to transmit education during Corona Pandemic. Even developing countries where population is not in proportion to resources, E- learning played a vital role to cope up with the increasing needs of providing education. Despite of various benefits, E- learning would not be meaningful if the mental frame of the recipient is not positive. This is one of the key factors to make E-learning meaningful for them. This paper study about the Psychological Well-Being in relation to attitude of E-Learning among Higher Secondary Students. In the current research 100 students from two Schools of Higher Secondary, Prayagraj have been selected as a sample. E-Learning Research tool constructed by Dimple Rani and Psychological well-being by Devendra Singh Sisodia & Pooja Choudhary were being administered. The result of the study reveals that there is a positive and significant relationship exists between E-learning & psychological well-being of higher secondary students. Implementation of E-learning leads to a fundamental shift in learning styles. One can learn at one's own pace by choosing time as per one's convenience.

Key words: Attitude Towards E-learning, psychological Well-Being, Higher Secondary students

Introduction

The world has witnessed radical changes since the time Corona-19 Pandemic has been spread. At this point of emergency, Educational Institutions have been in the frontline confronting the consequences of lockdowns. Thus, in an effort to impart education to the pupils, e-learning were adopted as an alternate method for imparting education. It's been challenging for educators and learners to adjust to these virtual environments. Though e-learning was existed before, it wasn't generally practiced in the educational

institutions since many preferred traditional types of education. Ability to handle e-learning devices, technical issues and students' attitude towards e-learning played a crucial role for developing efficiency in e-learning. Hence an optimistic attitude regarding e-learning is an imperative factor for enhancing students' psychological well-being and develop one's potentialities to the maximum. This attitude of positivity towards the technological learning assists them to absorb information quickly and more efficiently than other techniques. Hence this style of learning not only creates the right environment for students enjoying their studies, but also it increases psychological well-being and social relationship in them by making students more effective in their work & study. Moreover, remote teaching is more reliant on the aptitude of pupils to self-learn. Hence, it is necessary to understand the students' mind set and their way of looking at this style of attaining knowledge, for the better effectiveness of their education. As we stand at this cross road of pandemic, there is absolute paucity of published literature regarding the specific aspects that influence e-learning attitude. Henceforth with the objective of bridging the knowledge gap, prospective cross-sectional research has been undertaken to evaluate the students' attitude regarding e-learning and the impact it has made on their psychological well-being.

Objectives of the study

Following are the major objectives of the present study

1. To explore the attitude towards e-learning & psychological well-being among Higher Secondary Students
2. To discover the correlation between the attitude of Higher Secondary Students regarding e-learning and the impact it has made on their psychological well-being.

Methodology

Descriptive survey method was used to study the Attitude of E-Learning & Psychological Well-Being of Higher Secondary Students.

Sample

All the Higher Secondary students of Prayagraj district are the population of this study. 100 sample of Higher Secondary students from two Schools of Prayagraj were randomly selected for the purpose this study. The sample distribution is given in Table

Tools used- the following tools were used to measure the variables of the study

Attitude towards e-learning

For the purpose of collecting data for the present study on 'attitude towards e-learning scale', research tool constructed by Dimpal Rani was administered. This scale consists of 65 items which are distributed into

four major components such as E- Learning interest, Usefulness, Ease of e-learning and E-learning confidence.

Psychological well-being Scale:

Research tool constructed by Sisodia D.S., & Choudhary P. had been administered for collecting data for the present study. This Scale consists of 50 items which are distrusted in five areas such as (a) Satisfaction, (b) Efficiency, (c) Sociability, (d) Mental Health and € Interpersonal Relations.

Analysis and Interpretation of the data-

Objective One:

To explore the attitude of e-learning & psychological well-being of Higher Secondary Students

Table:1

Interpretation of the attitude of e-learning Scale as per components

<u>Sl. No</u>	<u>Z Scores</u>	<u>Level of E-Learning</u>	<u>Grade</u>	<u>E-Learning Interest</u>	<u>Usefulness</u>	<u>Ease of E-Learning</u>	<u>E-Learning Confidence</u>
1	+2.01 and above	Extremely High	A	3	3	4	2
2	+1.26 to +2.00	High	B	5	6	4	5
3	+0.51 to 1.25	Above Average	C	6	7	10	9
4	-0.50 to +0.50	Average	D	42	45	43	42
5	-1.25 to -0.51	Below Average	E	29	20	34	33
6	-2.00 to -1.26	Low	F	11	14	2	5
7	-2.01 and above	Extremely Low	G	4	5	3	4
				100	100	100	100

Attitude Towards E-learning Scale has 4 dimensions: E-Learning Interest, Usefulness, Ease of E-learning and E-learning Confidence. Table 1 reveals the result of the components of e-learning. E-learning Interest exposes that there is 3% extreme high level of e-learning, 5% High, 6% above average 42% Average, 29% below average, 11% low and 4% extreme low. Usefulness reveals that 3% extreme high level of e-learning, 6% High, 7% above average 45% Average, 20% below average, 14% low and 5% extreme low. Ease of e-learning shows 4% extreme high level of e-learning, 4% High, 10% above average 43% Average, 34% below average, 2% low and 3% extreme low. E-learning confidence reveals that 2% extreme high level of e-learning, 5% High, 9% above average 42% Average, 33% below average, 5% low and 4% extreme low. Hence on the basis of the components it is revealed that e-learning interest 86%, usefulness 84% Ease of e-learning 82%, E-learning confidence 84% are average and below average. This designates that students do not possess a positive attitude towards e-learning.

Table 2

Interpretation of the attitude of e-learning Scale

SL. No	Range of Z Scores	Grade	Level of E-Learning	Number of students	Percentage of students
1	+2.01 and above	A	Extremely High	3	3%
2	+1.26 to +2.00	B	High	5	5%
3	+0.51 to 1.25	C	Above Average	8	8%
4	-0.50 to +0.50	D	Average	43	43%
5	-1.25 to -0.51	E	Below Average	29	29%
6	-2.00 to -1.26	F	Low	8	8%
7	-2.01 and above	G	Extremely Low	4	4%

As per the norms given in the manual of Attitude of e-learning scale, students were grouped into five categories. They are (1) Extremely High, (2) High, (3) Above Average, (4) Average and (5) Low for interpretations. The distribution of students done on the basis of this categories reveals (Table 2) that 4% students are having extremely low level of e-learning, 8 % responses show that there is Low Level of e-learning whereas 29% responses specify below average in e-learning. 43 % indicates average, 8% above average, 5% designates High and 3% specifies Extreme High attitude in E-learning. Hence it was found out that over all, the attitude of Higher Secondary students about e-learning is 84% average & below average. This specifies, the students do not possess high positive attitude towards e-learning.

Table 3**Interpretation of the Psychological Well-Being Scores as per components**

<u>Sl. No</u>	<u>Scores</u>	<u>Level of Psychological well-being</u>	<u>Satisfaction</u>	<u>Efficiency</u>	<u>Sociability</u>	<u>Mental Health</u>	<u>Interpersonal Relations</u>
1	10-12	Very Low	Nil	Nil	Nil	Nil	Nil
2	12-16	Low	17	24	29	32	28
3	16-43	Moderate	76	64	54	56	55
4	43-48	High	7	12	17	12	17
5	48-50	Very High	Nil	Nil	Nil	Nil	Nil
Total			100	100	100	100	100

Psychological well-being Scale has 5 components: Satisfaction, Efficiency, Sociability, Mental Health and Interpersonal Relations. The result of Satisfaction reveals that there is 17% low psychological well-being, 76% moderate and 7 High, Efficiency indicates 24% low, 64% Moderate and 12% High Psychological well-being, Sociability reveals 29% Low, 54% Moderate and 17% High, Mental Health shows 32% low, 56 Moderate and 12 High and Inter personal Relations reveals that 28% low, 55 Moderate and 17% high psychological well-being among Higher Secondary Students. Hence on the basis of the components it is revealed that level of satisfaction is 93% efficiency 88%, Sociability 83%, Mental Health 88% and Interpersonal Relations 83% moderate and below. This reveals that there is a danger of declining the sound psychological well-being of higher secondary Students.

Table 4**Interpretation of the Psychological Well-Being Scores**

<u>Sl. No</u>	<u>Scores</u>	<u>Level of Psychological well-being</u>	<u>Number of students</u>	<u>Percentage</u>
1	50-58	Very Low		Nil
2	58-83	Low	26	26%
3	83-217	Moderate	61	61%
4	217-242	High	13	13 %
5	242-250	Very High		Nil

The result received was grouped into different level of psychological well-being which is as follows: On the basis of percentile norms provided in the manual of psychological well-being Scale, the students were grouped into five groups, viz. Very High, High, Moderate, low and very Low for further interpretation. The distribution of students on the basis of psychological well-being is shown in Table 4 that 26% indicates low, 61% indicates moderate and 13% indicates high. Though the scores from 83-217 would represent normal

individuals with moderate well-being, the result exposes that there is a tendency of declining psychological well-being among of Higher Secondary Students.

Objective 2

To discover the correlation between the attitude of Higher Secondary Students regarding e-learning and the impact it has made on their psychological well-being.

Table: 5

Correlation between two variables

Variables	Mean	SD	N	Obtained 'r' Value	Significant level at 0.01 level	Result
E-Learning	209.77	31.75	100	0.61	0.25	There is Significant relationship between two variables
Psychological well-being	177.16	40.16	100			

From Table 5, it is revealed that the obtained 'r' value 0.61 is significant at 0.01 level. Hence, it shows that there is a significant relationship between e- learning and psychological well-being of higher secondary students.

Major Finding of the Research

1. The result specified that the attitude of students regarding e-learning is 'average'
2. The psychological well-being test disclosed that the psychological well being of the students is Moderate.
3. The outcome of Pearson's correlation administered on both variables reveals that there is a positive correlation exists between the attitude of e-learning and psychological well-being of Higher Secondary Students.

Educational Implications of the Research

It is well accepted fact that during the Covid – 19 pandemic the Educational Organisations highly depended on e-learning to impart the education due to long term lock down. This sudden swift from traditional face to face to learning to e-learning caused havoc in students. Lack of knowledge in using these devices, accessibility, interruption in the net, financial crisis to busy basic gadgets of e-learning, caused a lot of psychological problem in these children. This negative attitude made an adverse impact on students 'holistic

education'. Therefore, it is essential that they would be guided to use e-learning judiciously. Following points could be kept in mind while students engage themselves in e-learning

1. Present education system should cater e-learning along with conventional learning.
2. Create interest in students by conducting various on-line programmes and encourage them to take dynamic participation in e-learning
3. Orientation programmes would be given to the pupils to make them aware of the threats in excessive usage of e-learning devices and the benefit of using it judiciously
4. Encourage them to develop problem solving skill which is crucial in attaining success in life
5. School administration, Teachers and parents must monitor the students time to time to keep the students on right track while they handling e-learning devices

Conclusion- The present Study attempts to find out the relationship between e- learning and psychological well- being of higher secondary students. It has been found that there exists a positive relationship between two. There is great adaptability to the needs of the learner, more variety in learning experience. The greatest disadvantages is the absence of human touch and personality development of young ones. this aspect is missing in e- learning.

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