



ATTITUDE OF CLASS-XII STUDENTS TOWARDS ONLINE TEACHING-LEARNING

¹Ritu Sarkar, ²P.C. Lalrinzuali

¹Assistant Professor, ²Scholar

¹Department of Education,

¹Assam Don Bosco University, Guwahati, Inida

Abstract: Pre-Primary education, Primary education, Secondary education (lower secondary and upper secondary), and Higher education are the four phases of education. After pre-primary and primary school, secondary education is the third and most essential level of education, preparing pupils for the world of labour. During covid-19, teaching and learning took a 360-degree turn. While Online education offers time and space savings, as well as cost-effectiveness and flexibility, students' attitudes, motivation, and interest plays an important part in achieving a beneficial outcome. This study tries to find out the attitude of class XII students school towards online teaching during the pandemic. The study shows that there is difference in the mean value with regards to government and private school, locality(urban and rural), gender (male and female) , stream (arts and science) of Class XII students towards online teaching and learning.

IndexTerms – Online teaching-learning, Covid -19 pandemic

I. INTRODUCTION

Online learning has become the most widely used and accepted method of advancing academics at reputable educational institutions across the world. During the pandemic teaching-learning process were hampered throughout the world. The closure of educational institutions in Aizawl, Mizoram, has caused widespread concern among students and educators. However, the teaching profession has been experimenting with new ways to communicate with students while remaining focused on the content. Online learning served as fascinating and dynamic supplement to the traditional classroom. During covid-19 circumstance, Aizawl, Mizoram schools and upper secondary education have immediately moved to virtual courses, online homework submissions, and teacher-student interactions.

The online teaching-learning technique is changing the way how students learn. The term "classroom" is no longer connected with a certain location and time. Though students can initiate their own learning anywhere and at any time. With the help of internet learning became an easy access; their attitude toward online learning is a critical factor in the learning environment supported by online learning tools. People's attitudes relate to what they think and feel about, and how they behave toward an attitude object. Strong attitudes can guide behaviour and positive attitudes towards learning can contribute to the effective employment of learning strategies (Maio & Haddock, 2009).

2. REVIEW OF RELATED LITERATURE

Konwar (2017), in her study, "Attitude of College Students towards E-learning with Special Reference to North Lakhimpur of Lakhimpur District, Assam", the study revealed that the college students have positive attitudes towards e-learning; it has revealed that the attitude of college students towards e-learning is independent with regard to gender and locality. It has also been found that the students who has used e-learning as learning strategy they have got high marks or percentage than the less user of e-learning strategy.

Forsyth, Yovkova and Aleksieva (2018) in their study, "Factors Affecting Students' Attitudes Towards Online Learning – The Case of Sofia University", found out that one of the factors that could seriously affect students' attitudes and perspectives to online learning and distance education is their skills and experience in using technologies. Lack of skills can lead to technological barriers which cause increase of anxiety and demotivation for online learning and vice versa, good skills and confidence in working with digital technologies could create positive attitudes towards the introduction of online learning.

Unger and Meiran (2020) in their study, "Student Attitudes towards Online Education during the COVID-19 Viral Outbreak of 2020: Distance Learning in a Time of Social Distance", shows that students displayed a wide range of responses, with most expressing anxiety toward online learning, disappointment regarding graduation ceremony, and online learning being different than standard in-class learning.

Bhaumik, Priyadarshini (2020), in their study, "E-readiness of Senior Secondary School Learners to Online Learning Transition amid Covid-19 Lockdown", their findings suggests that access to digital devices and internet is still an issue with about 30-40% of the learners.

3. OBJECTIVE

- i. To study the difference between the attitude mean score of class XII students of government and private students towards online teaching-learning.
- ii. To find out the difference between the attitude mean score of class XII students belonging to urban and rural area towards online teaching-learning.
- iii. To study the difference between the attitude mean score of class XII girls' and boys' students towards online teaching-learning during Covid-19.
- iv. To study the difference between the attitude mean score of class XII students belonging to arts and science stream towards online teaching- learning during covid-19.

v. 4. HYPOTHESES

- i. There is no significant difference in the attitude mean scores between the government and private schools of Class XII students towards online teaching and learning.
- ii. There is no significant difference in the attitude mean scores between the class XII students belonging to urban and rural areas.
- iii. There is no significant difference in the attitude mean scores among class XII girls' and boys' students towards online teaching-learning during Covid-19.
- iv. There is no significant difference in the attitude mean scores among class XII students belonging to arts and science stream towards online teaching-learning during covid-19.

5. DELIMITATION OF THE STUDY

- i. The study is delimited to only Chaltlang, Aizawl district of Mizoram.
- ii. The study is delimited to only Class XII students.
- iii. The study is delimited to variables like gender (male/ female), locality (urban/rural), type of school (government/ private), stream (arts/science).

6. METHODOLOGY

Methodology plays a vital role in the successful completion of the research work. It refers to series of items to be adopted that a researcher has to follow whether qualitative research or quantitative research. It decides about the method to be used which the researcher has to adopt according to the study.

The systematic, theoretical analysis of the procedures used in a field of research is known as methodology. It entails a theoretical examination of a corpus of techniques and concepts linked with a field of study.

6.1 Method

Descriptive cum normative survey method for investigation was adopted for the present study.

6.1 Population

Population includes the entire population of the present study in which the researcher select a particular place, institutions, group of people in a selected study.

The study population comprises class XII students studying in State Government and Private Unaided Schools in Chaltlang, Aizawl, namely, Govt. Chaltlang Higher Secondary School (State Government school) and Mount Carmel Higher Secondary School (Private Unaided).

- Govt. Chaltlang Higher Secondary School, the total no. of the population= 261
- Mount Carmel Higher Secondary School, the total no. of the population= 309

Table 1: Class XII students studying in Govt. Chaltlang Higher Secondary School (State Government)

Sr. No.	Name of School	Address	Stream	Class-XII		Total
				Boys	Girls	
1.	Mount Carmel Higher Secondary School	Chaltlang	Arts	42	65	107
			Science	98	104	202
			Total	140	169	309

Table 2: Class XII students studying in Mount Carmel Higher Secondary School (Private Unaided)

Sr. No.	Name of School	Address	Stream	Class-XII		Total
				Boys	Girls	
1.	Govt. Chaltlang Higher Secondary School	Chaltlang	Arts	113	97	210
			Science	22	29	51
			Total	135	126	261

6.2

Sample

In the research study, there may be large population which is not possible to study. Therefore, we need to take a sample and the sample should be the representative of the entire population. In this research study the researcher take 25% of the total population for the sample size.

Table 3: Total number of sample in Govt. Chaltlang Higher Secondary School (State Government) and Mount Carmel Higher Secondary School (Private Unaided)

Sr. No.	Name of the School	Address	Stream	Class-xii		Total
				Boys	Girls	
1.	Govt. Chaltlang Higher Secondary School	Chaltlang	Arts	28	24	65
			Science	6	7	
			Total	34	31	
2.	Mount Carmel Higher Secondary School	Chaltlang	Arts	11	16	77
			Science	24	26	
			Total	35	42	
			Total		142	

6.3 Tools to be used in the study

The tool for the present study was designed by the researcher keeping in view Likert Scale to measure students' attitudes, opinions, or perceptions towards online teaching-learning. The subject choose response to a specific question or statement by choosing from the option which typically includes "strongly agree," "agree", "neutral," "disagree," and "strongly disagree." Often, the categories of response are coded numerically, in which case the numerical values must be defined for that specific study, such as 4=strongly agree, 3=agree, 0=neutral, 2=disagree, 1=strongly disagree for positive statements, the code will be reversed for the negative statement. The reliability was the scale was found out to be 0.714 using SPSS.

6.4 Statistical tools

For data analysis various statistical techniques depending on the nature of the data. Such as mean, median, mode, standard division, t-test was used.

7. RESULTS AND DISCUSSION

Analyse means categorizing, ordering, manipulating and summarizing of the data to obtain answer to search questions. the purpose of analysis is to reduce data to intelligible and interpretable form so that the relations of research problem can be studied and tested.

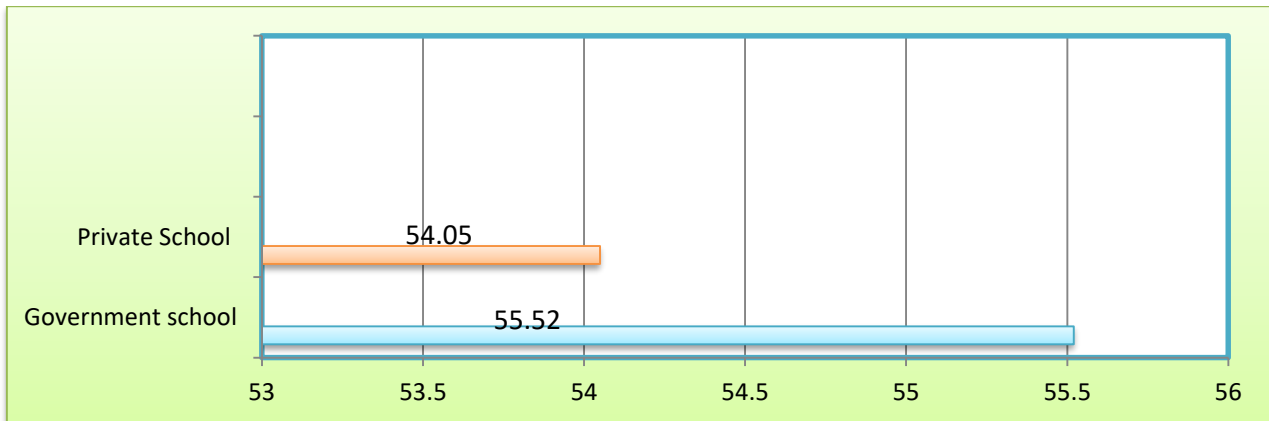
Interpretation of data is also an important feature. it needs to be done in a skilled and systematic manner. interpretation when done properly provides an insight about the topic being dealt with. it provides a means for generating awareness and also gives ample scope to the investigator to increase his knowledge and enhance his research abilities.

Objective 1: To study the difference between the attitude mean score of class XII students of government and private students towards online teaching-learning.

Table 4: Mean difference between Attitude of Government and Private Secondary School Students

Types of School	N	Mean	S.D.	S.E	df	't' value	Level of Significance (.01)
Government	65	55.52	13.41	2.68	140	0.53	NS
Private	77	54.05	18.42				

df=140 at .01=2.61 and .05=1.98



Graph 1: Graphical representation of mean difference between Attitude of Government and Private Secondary School Students

The above table 4 shows the mean difference between attitude of government and private secondary school students it was found that the 't' value was 0.53. The above graph 1 shows the graphical representation of mean difference between attitude of government and private secondary school students, the mean value of government secondary class XII students was found to be 55.52 and the mean value of private secondary class XII students was found to be 54.05. The standard error was found to be 2.68.

Hypothesis 1: There is no significant difference in the attitude mean scores between the government and private schools of Class XII students towards online teaching and learning.

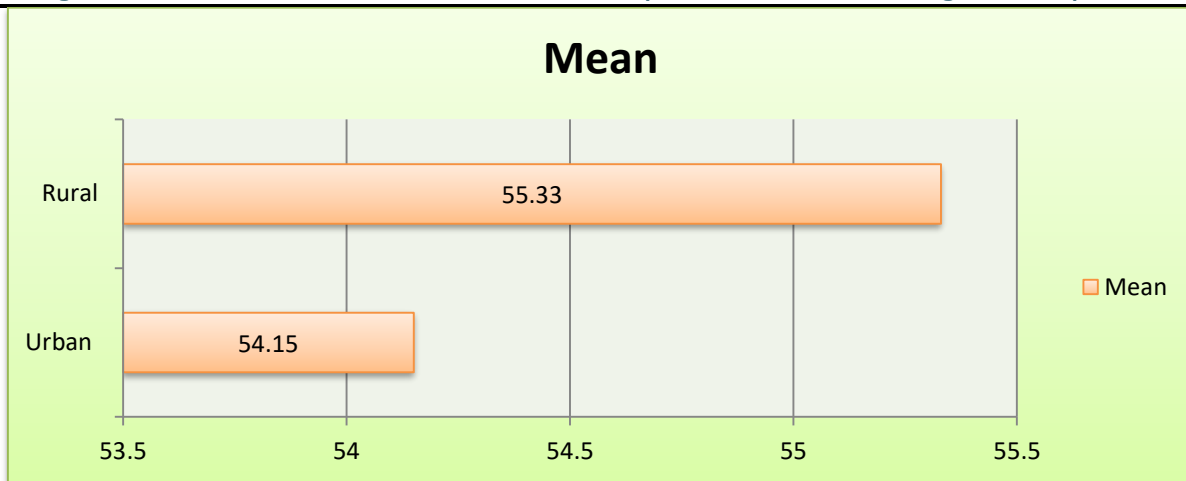
For the mean difference between attitude of Government and private secondary school students, the t-value in the above table was found to be 0.53, which indicates that the attitude between govt. and private secondary school students is not significant at 0.01 level of significance. Hence, the Hypothesis 1 which states that **there is no significant difference in the attitude mean scores between the government and private schools of Class XII students towards online teaching and learning**, is retained which means it is not rejected. But the mean value of government secondary class XII students (55.52) indicates that government secondary class XII students have good/sound attitude towards online teaching than that of class XII students belonging to private school.

Objective 2: To find out the difference between the attitude mean score of class XII students belonging to urban and rural area towards online teaching-learning.

Table 5: Mean difference between Attitude of Urban and Rural Secondary School Students

Types of Locality	N	Mean	S.D.	S.E.	df	't' value	Level of Significance (.01)
Urban	73	54.15	16.12	2.74	140	0.43	NS
Rural	69	55.33	16.55				

df=140 at .01=2.61 and .05=1.98



Graph 2: Graphical representation of mean difference between Attitude of Urban and Rural Secondary School Students

The above table 5 shows the mean difference between attitude mean score of urban and rural secondary school students. It was found out that the ‘t’ value was 0.43. The above graph 2 shows the graphical representation of mean difference between attitude of urban and rural secondary school students, the mean value of the students belonging to urban was found to be 54.15 and the mean value of students belonging to rural was found to be 55.33. The standard error was found to be 2.74.

Hypothesis 2: There is no significant difference in the attitude mean scores between class XII students belonging to urban and rural areas.

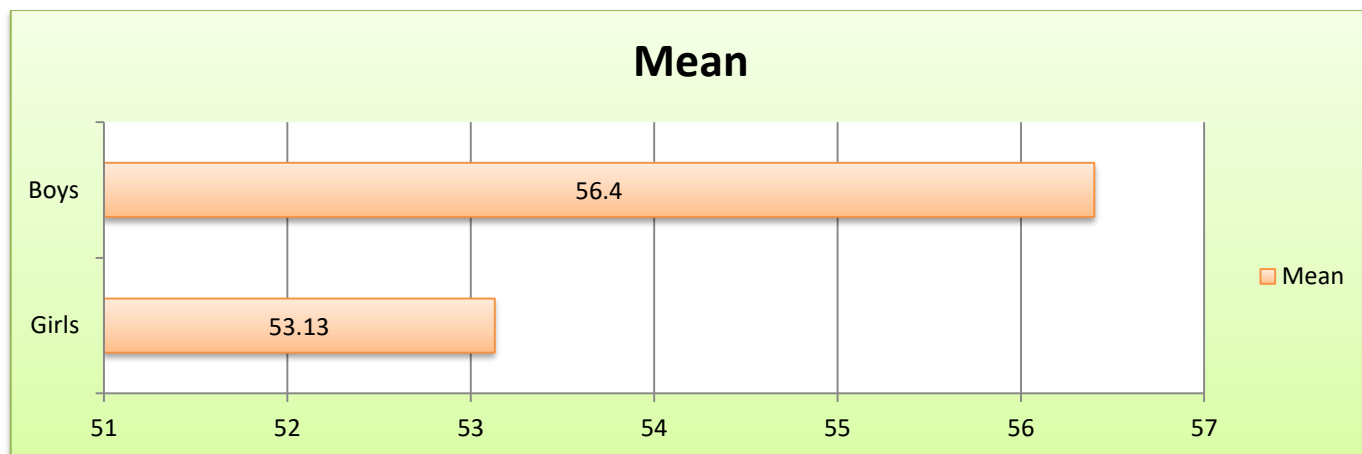
For the mean difference between attitude of Urban and Rural secondary school students, the t-value in the above table was found to be 0.43, which indicates that the attitude between the secondary school students belonging to urban and rural areas is not significant at 0.01 level of significance. Hence, the Hypothesis 2 which states that **there is no significant difference in the attitude mean scores between class XII students belonging to urban and rural areas**, is retained which means it is not rejected. But the mean value of class XII students belonging to rural areas (55.33) indicates that class XII students belonging to rural areas have good/sound attitude towards online teaching than that of class XII students belonging to urban areas.

Objective 3: To study the difference between the attitude mean score of class XII girls’ and boys’ students towards online teaching-learning during Covid-19.

Table 6: Mean difference between Attitude of Girls’ and Boys’ Secondary School Students

Gender	N	Mean	S.D.	S.E.	df	‘t’ value	Level of Significance (.01)
Girls	73	53.13	15.94	2.73	140	1.19	NS
Boys	69	56.4	16.59				

df=140 at .01=2.61 and .05=1.98



Graph 3: Graphical representation of mean difference between Attitude of Girls' and Boys' Secondary School Students

The above table 6 showing the mean difference between attitude of boys' and girls' secondary school students it was found that the 't' value was 1.19. The above graph 3 showing the graphical representation of mean difference between attitude of boys' and girls' secondary school students, the mean value of the boys' was found to be 56.4 and the mean value of girls' was found to be 53.13. The standard error was found to be 2.73.

Hypothesis 3: There is no significant difference in the attitude mean scores among class XII girls' and boys' students towards online teaching-learning during Covid-19.

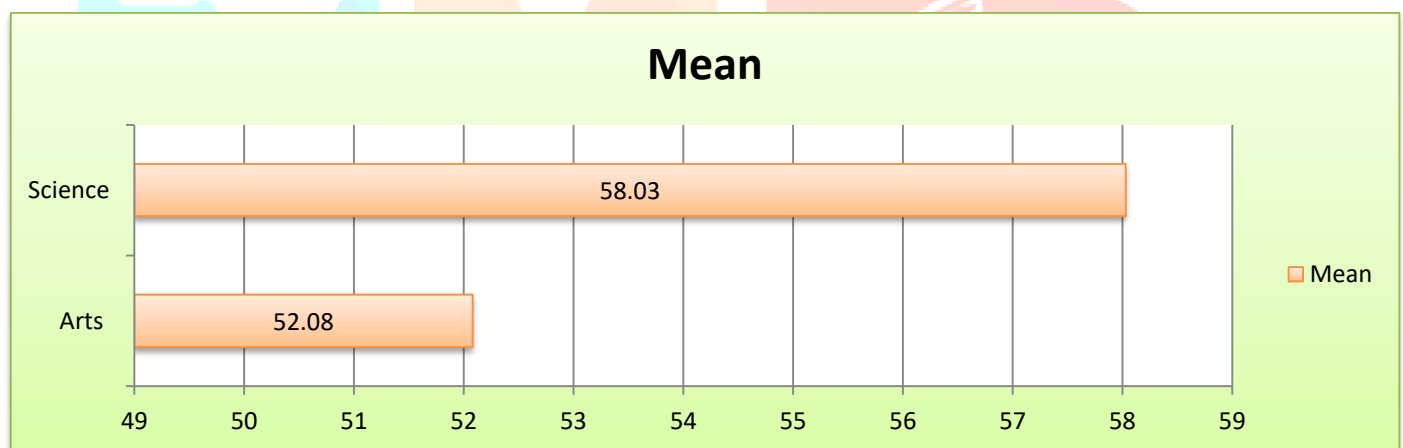
For the mean difference between attitude of secondary school students boys' and girls', the t-value in the above table was found to be 1.19, which indicates that the attitude between boys' and girls' secondary school students is not significant at 0.01 level of significance. Hence, the Hypothesis 3 which states that **there is no significant difference in the attitude mean scores among the class XII girls' and boys' students towards online teaching-learning during Covid-19**, is retained which means it is not rejected. But the mean value of class XII boys' students (56.4) indicates that class XII boys' students have good/sound attitude towards online teaching than that of class XII girls' students.

Objective 4: To study the difference between the attitude mean score of Class XII students belonging to arts and science stream towards online teaching- learning during covid-19.

Table 7: Mean difference between Attitude of Arts and Science Secondary School Students

Stream	N	Mean	S.D.	S.E.	df	't' value	Level of Significance (.01)
Arts	79	52.08	16.60	2.68	140	2.19	NS
Science	63	58.03	15.37				

df=140 at .01=2.61 and .05=1.98



Graph 9: Graphical representation of mean difference between Attitude of Arts and Science Secondary School Students

The above table 7 shows the mean difference between attitude of arts and science secondary school students it was found that the 't' value was 2.19. The above graph 9 shows the graphical representation of mean difference between attitude of arts and science secondary school students, the mean value of arts students was found to be 52.08 and the mean value of science students was found to be 58.03. The standard error was found to be 2.68.

Hypothesis 4: There is no significant difference in the attitude mean scores among class XII students belonging to arts and science stream towards online teaching-learning during Covid-19.

For the mean difference between attitude of Arts and Science secondary school students, the t-value in the above table was found to be 2.19, which indicates that the attitude between the secondary school arts and science students is not significant at 0.01 level of significance. Hence, the Hypothesis 4 which states that **there is no significant difference in the attitude mean scores among class XII students' belonging to arts and science stream** is retained which means it is not rejected. But the mean value of class XII science students (58.03) indicates that class XII science students have good/sound attitude towards online teaching than that of class XII arts students.

8. Conclusion

The present study was conducted to find out the attitude of class XII students towards online teaching-learning during covid-19 pandemic in Chaltlang, Aizawl, Mizoram. The study found out that all the students are interested in online learning and revealed that they all have a good/sound attitude towards online teaching-learning during the covid-19 pandemic. It could therefore be stated that the online teaching-learning incorporated into the students during online learning had contributed a positive impact in the online learning attitudes of the students. The findings revealed no significant difference in the attitude towards online teaching-learning between the government and private schools; between the students from urban and rural areas; between the girls' and boys' students, and between the students of arts and science stream. The science stream students (58.03%) however exhibited higher attitudes towards online teaching-learning than the arts stream students (52.08%) although the difference was not significant. The boys' students (56.4%) showed a higher mean score than the girls' students (53.13%); but the difference was not significant. The students studying in government schools (55.52%) showed a higher mean score than the students studying in private schools (54.05%); but the difference was not significant and the students from rural areas (55.33%) showed a higher mean score than the students from the urban areas (54.15%); also the difference was not significant.

REFERENCES

- Bhaumik, R., & Priyadarshini, A. (2020). E-readiness of senior secondary school learners to online learning transition amid COVID-19 lockdown. *Asian Journal of Distance Education*, 15:1, 244-256, 2020
- Forsyth, R. P., Yovkova, B., & Aleksieva, L. (2018). Factors Affecting Students' Attitudes Towards Online Learning – The Case of Sofia University. *AIP Publishing, AIP Conference Proceedings 2048, 020025 (2018)*. Retrieved from aip.scitation.org/doi/pdf/10.1063/1.5082043
- Konwar, I. H. (2017). A Study on Attitude of College Students towards E-Learning with Special Reference to North Lakhimpur of Lakhimpur District, Assam. *International Journal of Information Science and Education*, 4(1): 2231-1262. Research India Publications. Retrieved from <http://www.ripublication.com>
- Maio, G., & Haddock, G. (2009). *The psychology of attitudes and attitude change*. London: SAGE Publications
- Unger, S., & Meiran, W. (2020). Student Attitudes Towards Online Education during the COVID-19 Viral Outbreak of 2020: Distance Learning in a Time of Social Distance. September 2020, *International Journal of Technology in Education and Science (IJTES)* 4(4):256-266.