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A STUDY OF AWARENESS ABOUT ONLINE TEACHING AND LEARNING PROCESS AMONG SECONDARY SCHOOL STUDENTS

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Abstract: The present study aimed to study awareness of online teaching learning process among secondary school students. The hypotheses were formed. To collect data simple random method was followed. The respondents are students studying in 8th 9th 10th standard in belagavi district. The total number of sample is 120. The data collected through questionnaire which was constructed and standardized following likert five point scale has 35 items. The reliability is checked by cronbach method. Validation done in six level. For analyzing data, statistic techniques namely mean, Standard deviation and t-test were applied. The study reveals that there is significant difference in male and female students understanding of online teaching and learning.. (t-value 0.347 < 0.05). It means female students are higher with regard to awareness of online teaching. male students show low performance in concept understanding and attentiveness. So male students need to be guided to concentrate on subject concepts. The study also reveals that calculated t-value of Kannada and English medium students understanding of online teaching is 0.431. (t-value 0.431 < 0.05) So the hypothesis is rejected. It means that English medium school students shows high awareness about online teaching as compare to Kannada medium students. The study says that there is significant difference in Gov and Private school. (t-value 0.358 < 0.05) The private school students are shows higher performance with regard to awareness of online teaching learning process. The present study reveals that there is significant difference in rural and urban school. (t-value 0.157 < 0.05). It means that the urban school students are shown higher performance in understanding of online teaching learning process.

IndexTerms: Attentiveness, Awareness, concepts, concentrate, performance.

I. INTRODUCTION

In education system teaching is going on with different ways. Teachers are struggling to reach students with different teaching concepts through online. For college students online teaching is easy to digest the lessons but high school students are unable to understand lessons. Government is providing different educational guidelines, educational institutions also following guidelines according to their convince but innocent adolescent children are suffering in learning domain. Online teaching has a component like teacher's involvement Students involvement and Parents involvement. In education field teaching has become very complicated. Many teachers are handicap in computer knowledge and many rural students and parents are not aware about online computer and mobile operation. So these are peek time for research and find the solution for this problem. So the present paper tries to focus on online teaching learning process.

II. Reviews

MERLOT Journal of Online Learning and Teaching on 4th December 2013 'It can Be Taught: Explorations into Teaching the Foundations for Multicultural Effectiveness in an Online course' By Randall.E.Osborne, Professor, Department of Psychology Texas State University, San Marcos, TX 78666 USA, and Paul Kriese, Professor of Political Science, Department of Arts and Culture, Indiana University East Richmond, IN 47374 USA and John.M.Davis, Professor, Department of Psychology, Texas State University, San Marcos, TX 78666 USA

Abstract

Connections are drawn between the development of intercultural sensitivity, interpersonal skills, critical thinking and multicultural effectiveness. A case is made that fostering particular critical thinking skills in courses enhances interpersonal skills, and that enhanced interpersonal skills facilitate movement along Bennett's proposed continuum of development of intercultural sensitivity. As a result of these changes students should become more multiculturally effective. Discussion centers on how to integrate these qualities (e.g. critical thinking, intercultural sensitivity and interpersonal skills) and facilitate them in course (especially online courses). a call for research on how to test these assumptions with experiences beyond the classroom is introduced.

'Students Experiences in Online Courses. A Qualitative Research Synthesis' by Stephanie.J. Blackmon and Claire Major, The University of Alabama. **Abstract:** As online learning continues to grow, it is important to investigate student's overall experiences in online learning environments. Understanding student's perspectives on their online classes or programs moves beyond the sole question of student satisfaction to more nuanced questions about how factors inside and outside of the classroom impact the online classroom. This qualitative research synthesis explored student's experiences with online learning. For example some students were satisfied with their

online courses but still struggled with balancing online courses and work responsibilities. Other students found that enrolling in an online program related to their jobs was very beneficial.

In the '2013 survey of Online Learning' conducted by Babson Survey Research Group, revealed that the number of higher education students enrolled in at least one online course was above 7.1 million, approximately 33 percent of higher education students (Babson Study, 2014). The number of online course enrollments increased by roughly 411,000 students from the fall 2012 term to the fall 2013 534m (Babson, 2014). Responses from 2,800 academic leaders where online learning recorded and ninety percent of the participants 'believe that it is likely or very likely that a majority of all higher education students will be taking at least one online course in five years' time' (Babson, 2014, p.1). the expansion of online courses and enrollment in elementary, high school and higher education continues to rapidly expand with no signs of slowing.

III. Objectives

1. To study the online teaching learning process of secondary school students.
2. To study gender differences of secondary school students with respect to awareness about online teaching and learning.
3. To study types of management of secondary school student awareness about online teaching and learning.
4. To study the medium of instruction and rural and urban area secondary school student's awareness about online teaching and learning.

IV. Hypotheses

1. There is no significant difference between male and female students of secondary school with respect awareness of online teaching and learning
2. There is no significant difference between medium of education of secondary school students with respect to awareness about online teaching and learning
3. There is no significant difference private and government secondary school students with respect to awareness about online teaching and learning
4. There is no significant difference between rural and urban secondary school students with respect to awareness of online teaching and learning

V. Methodology

The present study focus on online teaching and learning process. Total 120 students studying in 8th 9th 10th from Belgaum district in Karnataka state are acted as respondents. Simple random method was applied to collect data. The data collected through questionnaire which was constructed and standardized following likert five point scale has 35 items. The reliability is checked by cronbacha method. Validation done in six level. Many rural area students those who were unable to respond through online. The researcher visited to students home with full precautions wearing mask and gloves and fully sanitared. Many parents responded rudely. The researcher tries to convince the parents and students and took them in confidence. The chance is given to reject to respond to questioner. The researcher has not forced anybody to take part in research. The respondents responded with their own interested samples are considered for study. For analyzing data, statistic techniques namely mean, Standard deviation and t-test were applied

VI. Data Analysis

Table 1: There is no significant difference between male and female students of secondary school with respect to awareness about online teaching

Medium	n	Mean	SD	t-value	Results
Male	60	85	22	0.347	Sig
Female	60	89	16		

Table 1: Reveals that the There is significant difference in male and female students understanding of online teaching and learning. Hence the null hypothesis is rejected. (t-value 0.347 < 0.05). It means female students are higher in understanding level of online teaching.

Figure 1: Mean, SD and t-values of secondary school students in relation to male female understanding of online teaching

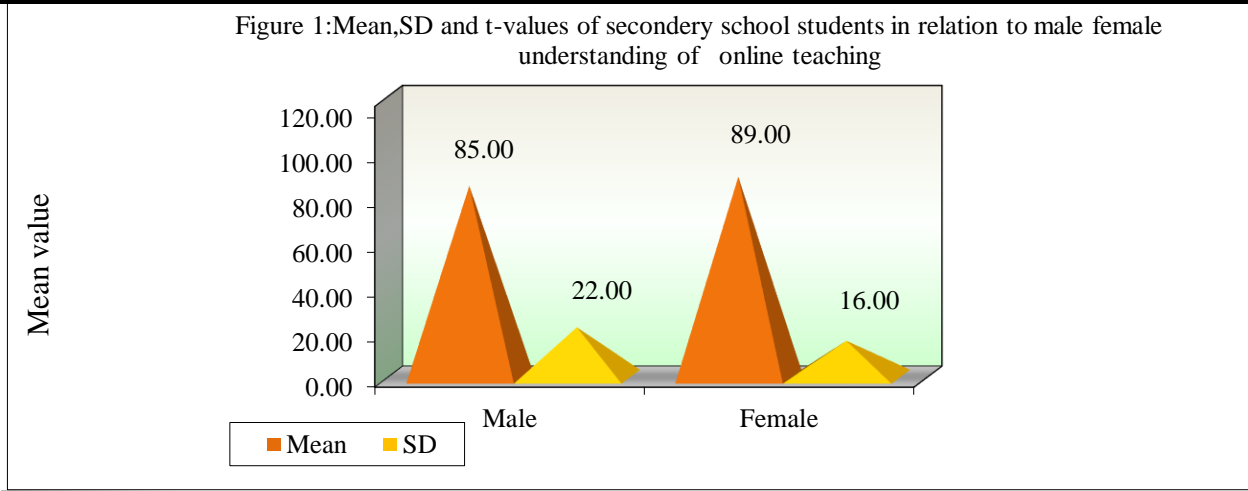


Table 2: There is no significant difference in medium of instruction in understanding of online teaching

Type	N	Mean	SD	t-value	Results
Kannada	60	78	23.74	0.431	Sig
English	60	87	18.03		

Table 2 reveals that calculated t-value of Kannada and English medium students understanding of online teaching is 0.431. (t-value $0.431 < 0.05$) So the hypothesis is rejected. It means that English medium school students shows high awareness about online teaching as compare to Kannada medium students.

Figure 2: Mean, SD and t-values of secondary school students in relation to medium of instruction

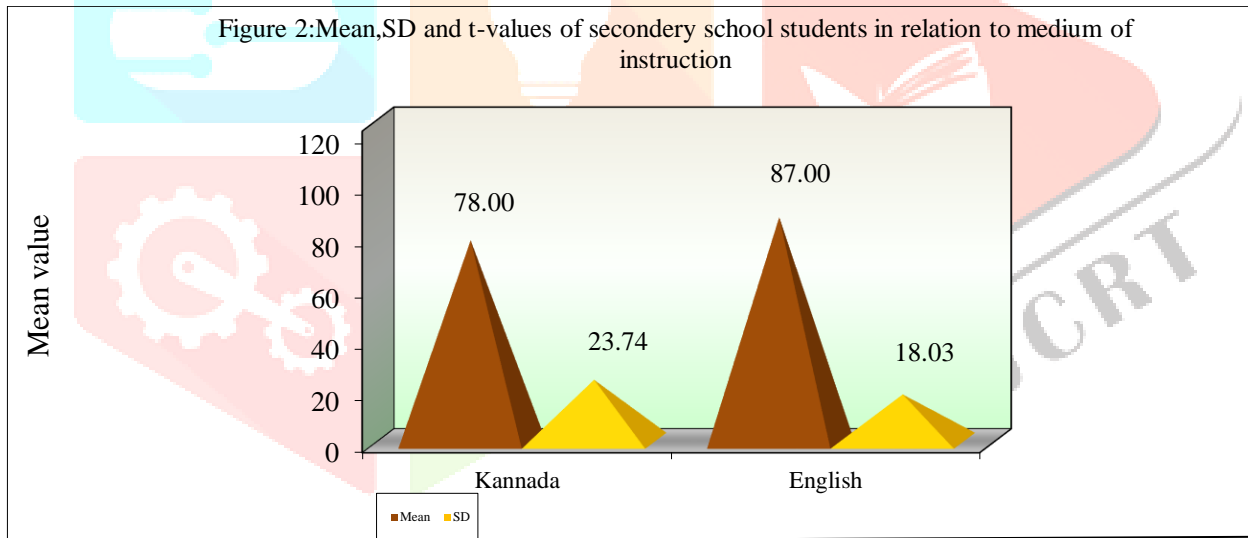


Table 3: There is no significant difference between Government and private secondary school student's understanding of online teaching

Nativity	N	Mean	SD	t-value	Results
Gov	60	69	21.40	0.358	Sig
Private	60	80	22.5		

Table 3 reveals that there is significant difference in Gov and Private school. (t-value 0.358<0.05) It means the null hypothesis is rejected. The private school students are shows higher performance with regard to awareness of online teaching learning process.

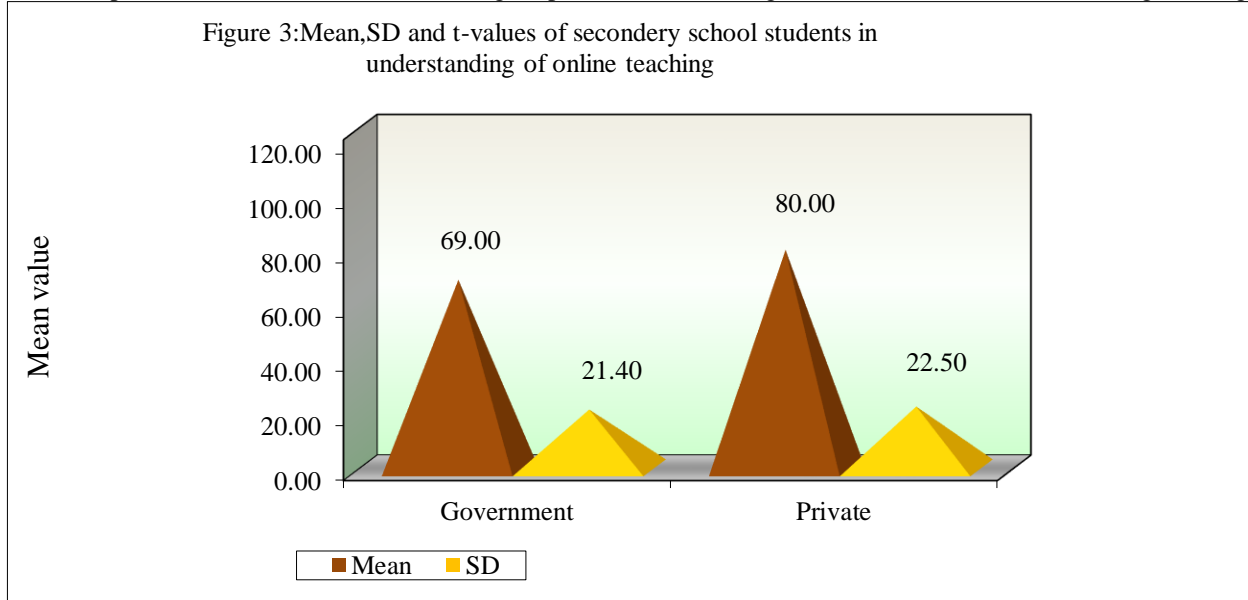
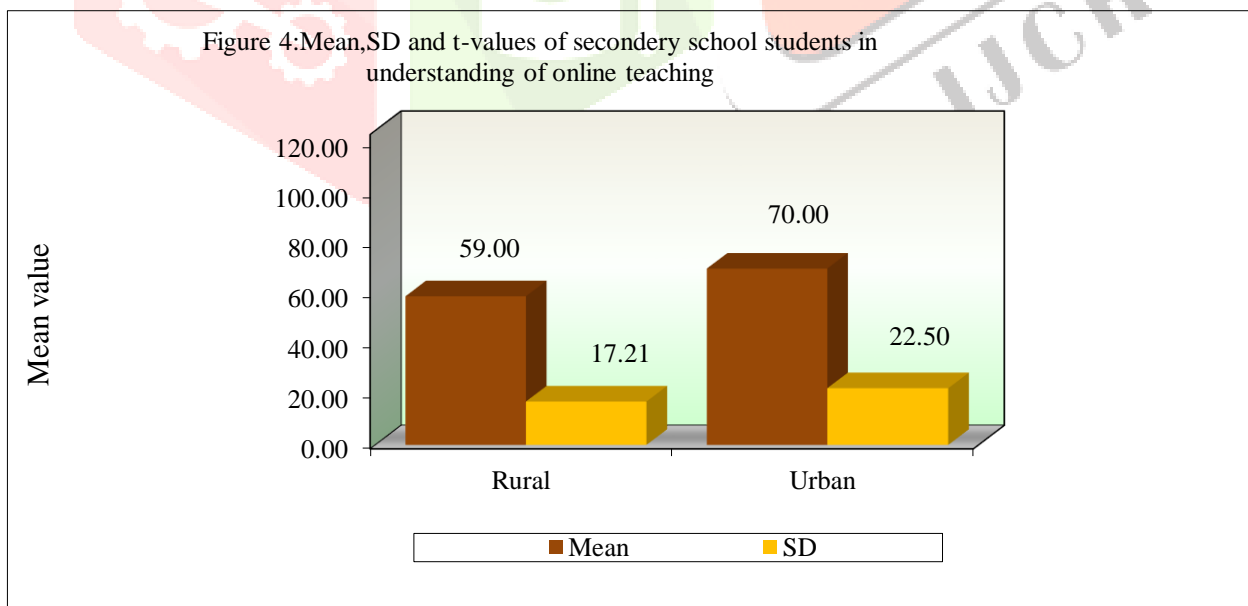


Table 4: There is no significant difference between rural and urban secondary school student’s understanding of online teaching

Nativity	N	Mean	SD	t-value	Results
Rural	60	59	17.21	0.157	Sig
Urban	60	70	22.50		

Table 4 reveals that there is significant difference in rural and urban school. It means the null hypothesis is rejected (t-value 0.157<0.05). The urban school students are shows higher performance in understanding of online teaching.



The figure 4 shows urban students show high performance as compare to rural students with respect to online learning. Online learning appeals to diverse populations of students with ranging academic needs that traditional education classes are deficient or incapable of meeting. The demand of online courses is derived from a push “to provide quality education to all students, regardless of location and time” (Chaney, 2010,p.21).The need for flexible learning environments for potential learners who are hospitalized have phobia linked to school environments, are single parents, have been expelled are dropouts seeking to gain diploma and many others specific cases have led to a growth in the amount of distance learning courses and programs that are offered (chaney,2010) .Online learning has the potential to create educational opportunities for individual who may have faced unsurpassable barriers prior to the expansion of online educational programs.

4th hypothesis 'There is no significant difference between rural and urban students with respect to understanding of online teaching and learning' rejected and reveals that rural area students faced many problems like not able to buy mobile or computer and computer illiterates. Many students faced network problem and also faced problem of concept clarity of subject and unable to get teachers affection and care. As slow learner need encouragement and affection and reinforcement and interaction comments like good very good while learning. But in online teaching these are not reached to students. Especially rural area slow learners suffered heavily.

VII.Results and Discussions

1. The present study reveals that female students are higher in awareness of online teaching as they scored high in the area self regulation, attentiveness. Where as male students show low performance in 'concept understanding' and 'attentiveness'. So male students need to be guided to concentrate on subject concepts.

2. English medium school students shows high awareness of online teaching as compare to Kannada medium students. They scored high in the area 'self interest', 'self motivation', 'parents involvement'. Where as kannada medium students weak in operationg mobile and labtop ,unable to get opportunity to use mobile poor in 'self regulation'.

3. The private school students are shows higher performance with regard to awareness of online teaching. The private school students scored high in the area 'parents involvement' 'shown better performance in mobile or labtop operation and 'self regulation'. The government schools students poor in mobile/labtop operation and parents involvement, shown less awareness about online teaching and learning process. Many students were very poor in financial matter as they were unable buy mobile and also not aware about mobile operation,

4. The urban school students are shown higher performance in understanding of online teaching. The urban students shown better performance in 'self regulation' and 'self interest', and operation of mobile or tab and rural area students very poor in 'self regulation' and 'self interest' and 'mobile operation'. Many students shared their problems like unable to buy mobile and network problem, and parents non cooperation. The study reveals that rural area children need to be cater by government or authorities with free mobile or labtop and financial support as well as educational support.

VIII.Conclusion

The online teaching and learning stategy is applicable to only urban students. The rural area students are unable to reach the educational goal. Through online teaching its is difficult for teacher to guide slow learner and everage learner. The machine or mobile or lab will never come to student and pat his back and encourage. So online teching deprived students to get love and affection of teacher so for high school level online teaching is not fruitful.

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