CHANGING ATTITUDE OF COLLEGE S TUDENTS TOWARDS ONLINE EDUCATION AT DELTA REGION

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Abstract

Providing quality curriculum and programmes within an institution is extremely important in shaping students. Thanks to technological advancements, online education in India has gained popularity over the last few years. In the last few years, many students and professionals have joined various online learning platforms to improve their skills. The main aim of the study was to assess the adoption of virtual classes and how it transform the attitudes of college students in both positive and negative aspects. The study targeted 200 responses, out of 183 responses were received, eight responses were incomplete. The study found that the online mode of education can be highly effective alternative medium for matured self disciplined students, it appropriate the learning environment for more independent than traditional learner.

Key words: virtual class, impart learning

INTRODUCTION

Online Education is the employment of technology to aid and enhance learning. It can be as simple as Higher educational students watching a video documentary in class or as complex as an entire University course provided online. Since the days of television and overhead projectors in classrooms, e-learning has grown to include interactive computer games, 3D simulation, video and telephone calls, and online discussion groups with students from around the world in real-time.With technological advances, Few decades before E-learning has limited possibilities. After Covid -19 it was familiar and possible to reach for all learners even from primary level to Higher education.The COVID-19 pandemic has had a significant impact on our daily lives. It has changed our society in many ways, but perhaps the most significant impact it has had on higher education is the rapid and widespread adoption of e-learning.

Needless to say, the lockdown has hugely affect the education system as well. The Corona virus pandemic has forced higher education institutions to transition from traditional face-to-face to online teaching, with both teachers and students placed under mandatory lockdown. However the online teaching/learning constitutes a serious challenges that both college teachers and students have to face, as it necessarily requires the adoption of different new teaching/learning strategies to attain effective academic outcomes, imposing a virtual learning world which involves from the students' part an online access to lectures and information, and on the teacher's side the adoption of a new teaching approach to deliver the curriculum content, new means of evaluation of students' personal skills and learning experience.

The purpose of this study is to assess students' perceptions and attitude towards virtual learning and how it leads to behavioral changes among college students. This survey is based on primary data collected from students who are going to pursue their degrees. Structured questionnaire will be distributed to the students of various colleges at delta region.

OBJECTIVES OF THE STUDY

➤ To study the socio demographic characteristics of the respondents.

➤ To examine the interest and expectations of respondents towards their learning

➤ To access the levels of students attitude towards online education

➤ To measure how the online education change their regular pattern of behaviour

IMPORTANCE OF ONLINE EDUCATION

Nowadays E-learning is the need of the hour, helps effective time management and motivates students to do their work independently. E-learning provides access to unlimited resources anytime anywhere while making it affordable too. Online learning will equip the students society to become independent learners before they make their way into the real world. Students get an opportunities to explore new learning applications and platforms during the class, which will help them to develop new skills and capabilities accelerating their growth trajectory. Online learning environments offer more flexibility than traditional classroom environments. Online learning platforms can also provide more diverse student populations as students prepare to work in the 21st century.The survey focused the positive and negative impact on students attitude in term of learning motivation, learning achievement and learning engagement.

LITERATURE REVIEW

International Status:

According to the trends noted by AACSB researchers, many people likely reevaluated their career trajectories after the world went into lockdown in 2020. After COVID struck, the association gathered data that showed a substantial increase in the number of students who enrolled in online master's programs in 2020–21. Before COVID emerged during the 2019–20 academic year, AACSB had actually measured a slowdown in growth for online

master's enrollments. However, enrollments in online programs grew dramatically, by **158 percent,** for the 2020-21 academic year:

Graph-1 –Students Enrollment in Online
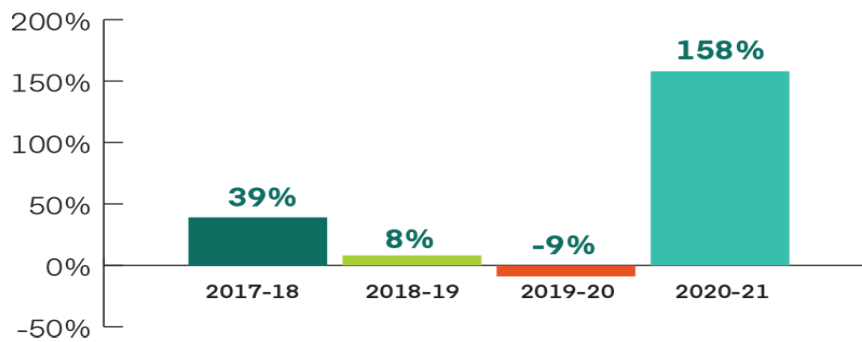
(G.W. ALLPORT)-2018

"Attitude is a mental and neutral state of readiness organised through experience , exerting or directive or dynamic influence upon individual's response to all objects and situations with which it is related

According to <u>Raes et al. (2019)</u>,

The flexibility of a blended -or hybrid- learning environment encourages more students to show up to class when they otherwise would have taken a sick day, or would not have been able to attend due to home demands. It also equalizes learning opportunities for underrepresented groups, and more comprehensive support with two modes of interaction. On the other hand, hybrid learning can cause more strain on the instructor who may have to adapt their teaching designs for the demands of this unique format while maintaining the same standards (**<u>Bülow, 2022</u>**).

Due to the nature of class, some students can feel more distant to the instructor and to each other, and in many cases active class participation was difficult in hybrid learning environments. Although **Bulow's review (2022)** focused on the challenges and opportunities of designing effective hybrid learning environments for the teacher, it follows that students participating in different environments will also need to adapt to foster effective active participation environments that encompass both local and remote learners.

2.3 Importance of the proposed project

The pandemic has brought about dramatic changes in education, evidenced most clearly by the increase in e-learning. It has prompted higher institutions around the globe to relocate traditional classes to online classes. Government and other educational institutions designed policies for online learning at university level to be implemented in the education field, but due to lack of knowledge about ground realities, the policies are not achieving the desired results. Various researches were conducted on various dimensions of online learning, such as barriers and influence of online learning on students' academic performance, but the least study was conducted on students' attitude towards online learning.

This study revealed the attitudes & behavioral changes of college students . The study focused on exploring the relationship between college students' attitudes towards technology acceptance, with a special reference to online learning at delta region.

Methodology

The study examined the effects of E-learning on students' interest and learning. The present study was empirical in nature. Convenient sampling technique was used for the collection of data from the respondents. This research design was opted due to the exploration of various ideas, notions and thoughts of respondent of the study. This research study followed standard ethical protocol.

Instrument for Data Collection

In the process of sample selection 175 respondents were selected from various Colleges located at delta region. Pretested Structured Questionnaire was used as a research tool for data collection. Questionnaire developed and constructed on 5 point likert scale from strongly agree to strongly disagree and comprised of various items. Collected raw data were analyzed through SPSS Percentage analysis Rank Analysis and Chi-square is used.

Analysis and Interpretation

Table-1-Personal traits of the Respondents

S.no	Details of the Respondents	Factor	Frequency	Percentage
1.	Gender	Male	66	37.71
		Female	109	62.28
2.	Nature of institution	Government	65	37.14
		PVT/Aided	20	11.42
		Self financing	90	51.42
3.	Programme	Arts	99	56.57
		Science	57	32.57
		Others	19	10.85

Table -1 shows that the profile of the respondents. Majority(62.28%) of the respondents were female. Most (51.42%) of the respondents were from self financing colleges. Maximum(56.57%)of the respondents were doing arts degree.

Reason for Preferring Online Education

Table -2- Reason for Preferring Online Education

S.no	Statement	Response level	Frequency	Percentage
1.	Reduced gender disparities	Strongly Agree	93	53.14
		Agree	40	22.85
		Neutral	12	6.85
		Disagree	18	10.28
		Strongly Disagree	12	6.85
2.	Chance to learn from anywhere	Strongly Agree	103	58.85
		Agree	22	12.57
		Neutral	20	11.42
		Disagree	12	6.85
		Strongly Disagree	18	10.28
3.	Promote technical knowledge	Strongly Agree	18	10.28
		Agree	90	51.42
		Neutral	37	21.14
		Disagree	17	9.71
		Strongly Disagree	13	7.42
4.	No boundaries of age for learn	Strongly Agree	28	16
		Agree	100	57.14
		Neutral	27	15.42
		Disagree	8	4.57
		Strongly Disagree	12	6.85
5.	Promote independent learning	Strongly Agree	102	58.28
		Agree	38	21.71
		Neutral	16	9.14
		Disagree	10	5.71
		Strongly disagree	09	5.14
6.	Comfortable for reading than text book	Strongly Agree	19	10.85
		Agree	89	50.85
		Neutral	47	26.85
		Disagree	7	4.00
		Strongly disagree	13	7.42

Table -2 shows that there were several reasons were listed and the respondents were asked to make their choices on a 5 point scale (strongly agree- strongly disagree). Majority(53.14%) of the respondents are strongly agreed that e-learning reduced gender disparities. 58% of the respondents strongly agreed that its a Chance to learn

anywhere is the most accepted reason for preferring online learning. 51.42% of them agreed it promotes technical knowledge. 57.14% of them agreed no boundaries of age for learn. 58.28% of them strongly agreed to promote independent learning. 50.85% of the respondent were agreed comfortable for reading than text book.

Ranking of online learning benefits apart from curriculum

Table-3- Ranking of online learning benefits apart from curriculum

S.no	statement	Rank	Frequency	Percentage
1.	Chance to learn NPTEL ,SWAYAM ,MOOC	4	14	08.00
2.	Doing part time job	1	53	30.28
3.	Academic flexibility	3	37	21.14
4.	Enhance technical knowledge	6	10	05.71
5.	Career advancement opportunities	5	12	06.85
6.	Enhanced time management skills	2	49	28.00

Table-3 shows that the benefit derived from online learning apart from curriculum were ranked. The maximum(30.28%) of the respondents were viewed first priority for doing part time job

Negative impact of online learning

Table-4- Negative impact of online learning

S.no	Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly disagree
1.	Lack of ethical attitude	61(34.85%)	43(24.57%)	34(19.42%)	24(13.71%)	13(7.42%)
2.	Leads to social isolation	59(33.71%)	38(21.71%)	29(16.57%)	32(18.28%)	17(9.71%)
3.	Procrastination	62(35.42%)	39(22.28%)	23(13.14%)	37(21.14%)	14(8%)
4.	Chances to distractions	39(22.28%)	70(40%)	26(14.85%)	29(16.57%)	11(6.28%)
5.	Electronic means of annoying	49(28%)	53(30.28%)	32(18.28%)	26(14.85%)	15(8.57%)
6.	Not suitable for all courses	44(25.14%)	62(35.42%)	37(21.14%)	21(12%)	11(6.28)

Table-4 shows that negative impact of e-learning. Maximum(40%) of the respondents were agreed that its chance for distractions.

List of uncivil behavior of students after familiar of online education system

Table-5- List of uncivil behavior of students after familiar of online education system

S.no	Statement	Rank	Frequency	Percentage
1.	Arriving late & Leaving early	1	53	30.28
2.	Not paying attention	3	39	22.28
3.	Coming unprepared	4	33	18.85
4.	Submitting late assignment	5	22	12.57
5.	Disrupting class class by talking to others	2	19	10.85
6.	Sleeping	6	7	4.00
7.	Coping in examination	7	2	1.14

Recommendations and Conclusion

➢ The study observed that the benefits of virtual classes were less as compared to expected benefits. The main reason behind it is casual attitude of the students due to lesser monitoring

➢ Lack of professional environment is the main drawback of virtual learning. To overcome these challenges HEIs should organize awareness and training programme

➢ Lack of awareness is the most important reason for non adoption of virtual learning. Students belong to urban areas were well focused towards their career. Before completion of their graduation they were completed more number of online courses.

In the competitive world online learning is greeted. Even though we are relieving from covid-19 the negative shadow of online classes cannot be removed. Transition from traditional learning to online learning not only promote the students knowledge and skill and also change their attitudes towards uncivil behavior. This deviation creates lack of response, irrespective behavior, unethical issues etc. Educational institution must develop various interventions focused on mentoring coaching, and training and development of students. General code of conduct and classroom policy should be properly created in consultation with various stakeholders.

This study has several limitations. This study does not distinguish the validity and reliability of results between social and engineering studies programs. Therefore, for further research, it is possible to add a larger number of samples to provide more comprehensive results and distinguish the validity and reliability of students from social studies and engineering programs. It is because the courses are different.

In addition, to test the hypothesis on the proposed conceptual model, it is possible to distinguish students' level of performance in social studies and engineering programs using the multigroup analysis method.

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