



Perception of Undergraduate Students towards Online Classes during Covid-19 Pandemic

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ABSTRACT

In order to the effective inclusion of ICT in the teaching-learning process, the attitude of students and teachers are required. The purpose of this study was to determine the attitude of undergraduate students towards online classess. A self-developed attitude scale was used to collect the data. The sample consisted of 120 Secndry undergraduate students of Baripada, Odisha. Results provided evidence that urban and female parents have a positive attitude towards online classes.

Keywords: Attitude, Post-graduate students, online classes

Introduction

Online classes culture is seen as essential to the future of undergraduate education and the facilitation of lifelong learning. Online classes is used by almost schools of the world during this pandemic. It is now in practice to teach school and undergraduate students. Several studies reveal that students using Online classes facilities mostly show higher learning gains than those who do not use them. It provides quicker and easier access to more extensive and current information. Undergraduate students are part of higher education in India. Their contribution to society and nations is much valuable, so that is most important to create the right perception among them about Online classes.

A research study carried out by Thakkar & Joshi (2017) found the differences in attitude towards online classes between the gender, locality, and caste category. Differences in attitude were found between the college students towards online classes with regard to gender and locality Konwar (2017). Further, Khirade (2017) found that there is no significant difference among the male and female students in their level of Attitude towards Online classes at the graduate level.

Zabadi (2016) indicated that UBT participants' own a high standard on attitude towards Online classes and their attitude results are significantly vary with their gender, technology usage, and skills. Ogunnowo (2016) revealed that a large majority of students (91%) have positive perceptions about Online classes. Sepahpanah et.al (2015) showed that the students have suitable attitudes towards the use of the Internet in education. In general, it was found that students have a positive attitude towards the use of the internet. Adewole (2014) showed that students have a positive attitude towards online classes because they find the system easy to use and useful for their coursework. Also, attitude influences the intention to use an online classes system.

Kar et.al (2014) revealed that students have a high attitude towards online classes and their attitude scores did not differ significantly with their personal variables such as gender, stream of study, and residence. Therefore to know the exact technological scenario in the field of education particularly by undergraduate students, the investigator is interested to undertake a study on the attitude of undergraduate students towards Online classes.

Objectives of The Study

1. To collect the views of undergraduate students towards the use of Online classes.
2. To study the significant difference in the attitude of undergraduate students towards Online classes with regard to gender.
3. To study the significant difference in the attitude of undergraduate students with arts and science stream towards online classes.
4. To study the significant difference in the attitude of undergraduate students towards Online classes with regard to locality.

Hypotheses

1. **H₀₁**: There is no significant difference in attitude towards Online classes between male and female undergraduate students.
2. **H₀₂**: There is no significant difference in attitude towards Online classes between Arts and Science undergraduate students.
3. **H₀₃**: There is no significant difference in attitude towards Online classes between urban and rural undergraduate students.

Methodology

Taking into consideration the nature of study the investigator adopted a descriptive research design to explore the facts related to the different dimensions of the study regarding attitude of undergraduate students of MSCB University towards Online classes. Online classes attitude scale, as developed by the Investigators is used for the present study. All subjects were asked to respond and their responses were guaranteed to be confidential. In the present study, the researcher followed a random sampling method in order to select the sample. The total sample of 120 Undergraduate students were selected as the sample of the study.

Tool Used

In this present study, the investigator used the descriptive method. For the collection of data, the Study Online classes attitude scale, as developed by the investigator is used. This is a five-point Likert type scale consists of 35 items having both positive and negative types. The scale is a five-point scale viz. Strongly Agree, Agree, Undecided, Disagree, and Strongly Disagree. The reliability of the tool was calculated by the test-retest method by administrating upon a group of students (N=30). The coefficient of reliability was calculated and came out to be 0.88 which shows that this tool is highly reliable. The questionnaire forms also include questions covering demographic characteristics of students such as age, stream of study, and residential background. In this study, the face validity and content validity of the scale were ensured through consultation with faculty members of the undergraduate of education, North Orissa University. The scale is a five-point scale viz. Strongly Agree, Agree, Undecided, Disagree, and Strongly Disagree. Scoring was done separately for the positive and negative terms. Two stencil keys are used for scoring, one for positive terms and one for negative terms. A positive item carries the weights of 5, 4, 3, 2, 1 respectively for the categories of Strongly Agree, Agree, Undecided, Disagree, and Strongly Disagree. The negative item is scored 5, 4, 3, 2, 1 respectively for the Strongly Disagree, Disagree, Undecided, Agree, Strongly Agree.

Table-1

Significance of difference between the attitude of boys and girls Undergraduate students towards Online classes

Groups	N	Mean	S.D.	t-value	Sig. Level
Boys	50	117.78	4.99	2.39	.05
Girls	70	120.75	5.61		

It is revealed from Table-1, that the mean attitude scores of boys and girls undergraduate students towards Online classes is 117.78 and 120.75 with SD 4.99 and 5.61 respectively. The t-ratio between the two groups was found to be 2.39, which is greater than the table value at the .05 level and significant at this level. There is a significant difference between male and female post-graduate students' attitudes towards online classes.

Thus the null hypothesis H₀₁ i.e. there is no significant of difference in attitude towards Online classes between male and female undergraduate students are rejected.

Table-2

Significance of difference between the attitude of science and arts undergraduate students towards Online classes

Groups	N	Mean	S.D.	t-value	Sig. Level
Science	55	128.69	5.62	0.21	N.S.
Arts	65	128.28	5.10		

It is revealed from the Table-2, that the mean of attitude scores of science and arts undergraduate students towards Online classes is 128.69 and 128.28 with SD 5.62 and 5.10 respectively. The "t-ratio" between the two groups was found to be 0.21, which is less than tabulated value of t-ratio for df=28 is 2.05 at 0.05 level and 2.76 at 0.01 level, which show that it is not significant at both level. This means that there is no significant difference between science and arts post graduate students' attitude towards Online classes.

Thus the null hypothesis H₀₂ i.e. there is no significant difference in attitude towards Online classes between science and arts undergraduate students is **accepted**.

Table-3

(Significance of difference between the attitude of rural and urban undergraduate students towards Online classes)

Groups	N	Mean	S.D.	t-value	Sig. Level
Rural	45	126.10	4.87	2.67	.01
Urban	75	129.70	5.23		

It is revealed from the table-3, that the mean of attitude scores for the resident of rural and urban undergraduate students towards Online classes is 126.1 and 129.7 with SD 4.87 and 5.23 respectively. The "t-ratio" between the two groups was found to be 1.86, which is greater than the table value, so it is significant at both the level of significance. This means that there is no significant difference between rural and urban post-graduate students' attitudes towards Online classes. Thus, the **null hypothesis H₀₃** i.e. there is no significant difference in attitude towards Online classes between rural and urban undergraduate students is rejected.

Discussion and conclusion

As the findings of the study revealed that female and urban students had a positive attitude towards online classes, it is needed to develop a positive attitude among male and rural students. It provides greater access to learning and provides greater diversification to learning. Online classes is a sub-set of flexible teaching and learning that seeks to provide greater access to learning for all students. The integrated Online classes platform is considered to be a good way to support teaching and learning activities based on knowledge management. Many institutions implement an Online classes environment to meet the changing needs of learners.

From the above findings and discussion, it can be revealed that the attitude of undergraduate students towards Online classes is independent with regard to gender, residence, and stream of study. Therefore, the present study suggests a greater probability on online classes that they will accept it. As the attitude towards Online classes has been found to be very high for all groups, it is expected that university students will use Online classes strategies for their work like creating visual presentations, presenting written work, and researching topics. They are more effective at working independently as a result of Online classes, and a similar proportion said that learners were better able to work at their own pace. From this, we can conclude with confidence that university students are ready to take various courses conducted through online mode.

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