ATTITUDE OF SCHOOL STUDENTS, TEACHERS AND PARENTS TOWARDS ONLINE TEACHING LEARNING PROCESS

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Abstract

The COVID-19 pandemic, a public health crisis of worldwide importance, announced by the World Health Organization (WHO) in January 2020 as an outbreak, has made distance education through the E-learning system an urgent and irreplaceable requirement. The present study aims to assess the attitude of school students, teachers & parents towards online teaching learning process. This is a questionnaire based, descriptive study. A total of 200 Students and Parents and 50 secondary school Teachers were randomly selected who were subjects of the survey using the convenience sampling method via questionnaires. An Attitude Scale employed contained 19 items for students, 20 items for Parents and 21 items for Teachers. The analysis of the quantitative data revealed that attitude of students and teachers w.r.t gender in online classes is comparable with df 48 and t- value of 0.4 and that of school parents w.r.t gender revealed df 198 with t-value of 3.4 indicating suggestive relationship. It was uncovered that female parents have more affirmative attitude towards online learning process as compared to male parents Conversely, reluctance to adopt e-learning on the part of parents could be accredited to lack of ICT facilities and online teaching skill, improper ICT training, notion of e-learning shall not be better in improving the quality of their instructional delivery and environmental factors. While result from qualitative data revealed that teachers and parents preferred classroom teaching over online teaching based on the motives like; classroom teaching being more authentic, comfortable and affordable. Students irrespective of the gender found online learning more engageable and vital for teaching and learning platform The findings from this study can be handy for the parents, school students and teachers while taking decision on adoption of e-learning.

Keywords: Online teaching, online learning, secondary education, Attitude

Introduction

Among non-traditional students, all those who wanted to continue work full time or raise their families, to them online graduations and courses have become popular in the past decade.

Online graduation and course programmed along with the school study, some of which are conducted using technologies which are in digital form, are provided via the online learning portal of the host university. The unexpected and forced transition from face-to-face to remote teaching has entailed a number of challenges and impediment but also opportunities that need to be examined. Existing literature points to an emergency remote teaching or eLearning and to difficulties associated with poor and weeks online teaching infrastructure, inexperience teachers, the information gap i.e., limited information and resources to all students and the complex environment at home. In addition, lack of mentoring and support and issues related to teachers" competencies in the use of digital instructional formats have also been identified.

Online learning has become a teaching method which is common due to the rapidness of technology and internet infrastructure enhancement (Pei & Wu, 2019; Wang et al., 2021). Online learning has led to pedagogy which is transformative that help universities overcome challenges regarding the shortage of faculty members, the increasing number of students, lack of teaching resources (Wang et al., 2021) and other issues (O' Shea et al., 2015). Online learning take various forms of education including the web, blogs, online discussion and many more. The COVID-19 pandemic has affected education and teacher education , in various ways. As a result of the closure of universities and schools, teachers and students had to rapidly adapt to remote teaching. Teacher education is no exception. Creating learning environments for student, teachers and doing their teacher education preparation and therein implied decisions, choices and revamping in order to meet not only the expectations of students but also the requirements of teacher education along with the parent satisfaction as well as the conditions in which both universities and schools had to operate (Flores and Gago2020).

In the past 2 decades, the Internet has grown from being nearly non-existent into the largest, most accessible database of information ever created in the history of mankind. It has changed the way people communicate shop, socialize, do business and think about knowledge and learning. Much more than just a new twist on distance learning, online schooling is changing the face of traditional classrooms and making education more accessible than ever before.

Digital based training whether it be web-based training, Internet based training, online training, e- learning (electronic learning), m-learning (mobile learning), computer-aided distance education - online education goes by many names and comes in a variety of styles, but at its core:

"Online education is electronically supported learning that relies on the Internet for teacher/student interaction and the distribution of class materials."

From this simple definition comes an almost infinite number of ways to teach and learn outside of traditional classrooms and away from college campuses. With online education, students can turn anywhere with Internet access and electricity into a classroom. It can include audio, video, text, animations, virtual training environments and live chats with professors. It's a rich learning environment with much more flexibility than a traditional classroom.

Review of Related Literature

Gamal and Aziz (2011) gave their study on the "The Perception of Students Regarding Online Learning Implementation in Egyptian Universities" The objectives. There was no significant variation in students' preferences regarding the higher education learning mode. Students prefer on-campus education because they are more familiar with it. **Suri and Sharma, 2013**; **Dhamija, 2014** studied in this how the attitude of people towards computer technology and online Learning was affected by gender. Male student's attitude towards computer technology and E-Learning did not differ with the female student's attitude towards computer technology and E-Learning. Hence, no significant relationship was found between genders and using the E-Learning form. **Petko (2015)** analyzed and researched on the External barriers have to be located beyond the teacher's person and can include, for example, a lack of technology-based infrastructure in schools (e.g., access to computers, the Internet, or specific software programs), time-based constraints (e.g., no time available to plan instruction with digital media), or a lack of technical or pedagogical support. **Behera et al., 2016**; **Joan, 2019** conducted study on the B.Ed. student-teacher's and mathematics education for teachers towards Online teaching learning. Major findings of the study revealed that there was significant difference between pre-post test scores for the experimental group in learning Mathematics. There was a significant difference in the post-test scores of the experimental and control group. The investigator concluded that the experimental group has higher scores and thus, e- content learning package on Mathematics education for prospective teachers is effective. **Sood and Singh (2020)** researched and analyzed on the online learning: Gender analysis in higher education in North India". Their study aimed to depict the genders" interest in online Learning in higher education in the northern part of India. It clearly indicated that the online learning patterns were not gender sensitive as far as the web-based learning style was concerned. Similarly, it was found that there was no significant gender sensitivity in the area of interest in software project management.

Rhema (2020) conducted a study on "Analysis of Student attitudes towards online learning: The Case of Engineering Students in Libya". Her study revealed that all the participating students had positive attitudes towards ICT and e-learning; they felt confident in using computers, enjoyed using ICTs in their studies, believed in the benefits of e-learning, and would be interested in studying courses that used e-learning. Students believed strongly that e-learning would give them the opportunity to acquire new knowledge and enhance their learning experiences. Students reported moderate enjoyment of using ICT for studies. The results showed that female and male students had positive attitudes towards technology. Male students felt more confident in using computers and enjoyed using ICT for their studies more than the female students, whereas female students believed stronger that e-learning enhanced their learning experience.

Studies in Abroad related to Online Teaching Learning

Kamarulzman et al. (2011) analyzed and interpretated the student's attitude towards Online-Learning in Malaysian Public University. Result of the study showed that students used Moodle in their learning process and it was very much useful and helpful. Student's experience in using Moodle had positive effects on their attitude towards adoption of Moodle. There was a positive resistance among students to use Moodle in the learning process. Students were motivated to use Moodle as it was effective and engaging. Engaged learning, learner-instruction match, familiar, lifestyle fit, personal control and augmented learning were the factors which motivated students to use Moodle.). Some of the researchers found that, there was a positive relationship between learner's satisfaction and the E-Learning attitude of 31 students. Effective computer technology and varieties of assessment methods increased student's motivation towards E-Learning. It was found out that there was a linear correlation between learner's attitude and involvement in e-mentoring. Students had a positive attitude towards e-mentoring. Student's autonomy in learning increased the engagement level of students in E-Learning and willingness to learn more. Students engaged effectively in the online classes if they thought that the information given by the mentor was more useful.**Arianespace, 2012**; **Omar et al., 2012**; **Rhema and Miliszewska, 2014**. **Mulwa and Kyalo (2013)** found and revealed in their study that school's readiness to adopt e-learning did not influenced by the attitude of principal towards the readiness to adopt e-learning. Teacher's attitude did not influence readiness to adopt e-learning in schools. Student's negative attitude towards eLearning had a negative impact on readiness to adopt e-learning and positive attitude towards e-learning had a positive impact on readiness to adopt e-learning. It can be concluded form the result of the study that the student's

attitude towards technology and E-Learning was positive. There were no significant differences in student's attitude based on gender, location, age and year of study. There was a significant correlation between student's attitude towards technology and access to technology, technology usages, skill in technology and level of satisfaction with technology **Cakir and Solak (2015)** conducted a study on the attitude of Turkish foreign language learners towards E-Learning through technology acceptance model. technology and to find out the role of different factors in a learner's academic achievement. **Ogunnowo, 2016; Zabadi and Alawi, 2016**; **Ullah et al., 2017; Dookhan, 2018** studied and found that the attitude of computer science students towards online Learning in Nigeria. Findings of the study revealed that eighty five percent of the students had computer experience and a positive attitude towards E-Learning. Students were aware about the benefits of E-Learning. E-Learning was flexible and cost effective. . It can be concluded from the study that that student's attitude towards E-Learning was highly positive. The attitudes of students towards E-Learning differed on the basis of gender, usage of technology and skills. Male student's attitude towards E-Learning was higher than female student's attitude towards E-Learning. It was found out that students had a positive attitude towards E-Learning. Analysis of the impact of E-Learning and impact of traditional learning on student's performance and attitude. Significant differences were found between the attitude of student's attend online classes and classes with traditional methods towards online Learning. Students who were attaining online classes had high positive attitude than students who were attaining face-to-face classes towards E-Learning. E-Learning provides better academic performance than face to face learning in higher educational institutions**. Elfaki et al., 2019 and Oktem, 2020** studied the attitude of physical education and sports education students towards E-Learning. The result of the study revealed that there were no significant differences on the basis of gender towards E-Learning tendency and E-Learning avoidance**. Subedi et al., 2020 and Meiran, 2020** studied and found that the impact of online-Learning during COVID-19 pandemic among nursing students and teachers in Nepal was found in their study. The findings of the study revealed that the majority of the respondents had positive attitude towards E-Learning. Problems faced by the teachers and students during online class were slow internet access, lack of knowledge regarding use of medias, irregularity of student's joining and leaving the class, lack of interaction with students, unavailability of study materials, headache and electricity problems. There was a significant association of attitude and problems or activities of students and teachers in-relation to selected demographic variables.

Rationale and Context of the Study

Science and technology have been tough in each and every part and path of human beings and it has a great role in the development of human being, it may be education, economics, social, political, etc. At multiple learning activities. The demand of the Online Learning has increased due to COVID-19 pandemic. Attitude of students towards Online-Learning determines use of E-Learning resources, student's participation and involvement in the Online Learning process Majority of the parents who viewed technology and digital exposure negatively also preferred lessons in school as "they complain of increased screen time for children"(.https://www.isas.nus.edu.sg/papers/education-during-the-covid-19-pandemic-in-india/ - _ftn13) Aftermath, teachers have also complained that they were unable to build a "rapport with the children" as they usually do in classroom teaching whereas many students, especially in the rural areas have not received online learning material due to poor connectivity and lack of access to digital devices owing to and making an urge to conduct a study in order to determine the repercussions of online teaching learning process on the school students, teachers and parents. A retrospective review of related literature showed that numerous studies have been conducted on attitudes of students towards Online-Learning all over the world. Findings revealed positive attitudes of respondents towards E-Learning (Dhamija, 2014;Kar et al., 2014;Rhema & Miliszewska, 2014; Cakir & Solak, 2015; Ogunnowo, 2016;Zabadi and Alawi, 2016; Elnoor et al., 2017; Konwar, 2017; Thakkar & Joshi, 2017; Dookhan, 2018; 38 Pathak et al., 2019; Periasamy, 2019; Nachimuthu, 2020, Subedi et al., 2020), neutral attitude of students towards Online-Learning (Dhas, 2017; Fouzdar & Behera, 2017; Khan, 2017, Sao et al., 2018), different levels in attitudes of respondents towards E-Learning (Saroha, 2013; Behera et al., 2016; Gupta & Sharma, 2018). A number of studies have been conducted to study the attitude of students at different levels of education. A number of research have been conducted on attitude of senior secondary school students (Basumatary, 2018; Gupta & Sharma, 2018), postgraduate students (Elnoor et al., 2017; Fouzdar & Behera, 2017) and student-teachers (Behera et al., 2016; Sao et al., 2018; Periasamy, 2019; Nachimuthu, 2020) towards Online-Learning. From the above analysis the findings reveals that a few studies have been conducted to assess the attitude of students towards online-Learning at undergraduate level, which have had great impact during COVID-19 period. A little number of studies has been conducted in Punjab. Therefore, it is the need of the hour to know the attitude of school students, parents and teachers towards Online-Learning. It assumes that Online-Learning has been replaced in absence of physical classroom teaching and students collectively getting benefit of

learning facilities in their suitable situation, place and time. Thus, the present study has been undertaken by the investigator.

Statement of the Problem

The following statement of the problem is formulated for the research:

"ATTITUDE OF SCHOOL STUDENTS, TEACHERS AND PARENTS TOWARDS ONLINE TEACHING LEARNING PROCESS"

Delimitations of the Study

The following delimitations of the problem have been formulated:

1. This study was done on C.B.S.E, P.S.E.B AND I.C.S.E affiliated 10 Private schools of Amritsar city.

2. This study was confined to school teachers, parents and school students of the chosen private schools of Amritsar city.

3. The students for the research were among 9th and 10th class only.

4. The parents undertaken for the research were of the students of class 9th and 10th only.

Objectives

The following objectives have been formulated for the investigation process**:**

1. This study aimed to examine the attitude of school students, school teachers, and parents towards online teaching process

2. To explore the perception of school students towards online teaching with respect to their gender.

3. To study the attitude of parents with respect to their gender to access their attitude towards online teaching process.

4. To study the attitude of teachers towards online teaching learning process wrt. their gender.

Hypotheses

The following Hypotheses are formulated to test the achievement of the objectives:

1. There is no significant difference in the attitude of school students w.r .t gender towards online teaching & learning process.

2. There is no significant difference in the attitude of parents towards online teaching learning process w.r.t. Occupation.

3. There is no significant difference in the attitude of teachers towards online teachings wrt. their teaching learning process and Teaching subject.

Method of the Study

Design of the Study

This is a descriptive, questionnaire-based, Study design. Self-made questionnaire was used to collect data for the study, which was prepared by the investigator and was implemented on a web-based platform to facilitate completion and collection of data.

Tools

Self-designed tool in the form of questionnaire inculcating in it various issues related to online teaching was covered in the form of close -ended questions; prepared by the investigator. Three tools in form of questionnaire were prepared separately for the teachers, parents and the students to assess the attitude towards the online teaching learning process.

Statistical Techniques

Descriptive data was expressed as frequencies and percentages. T-test and the One-Way ANOVA were used, to identify the difference in the attitude of students, parents and teachers towards online teaching.

Sample and Sampling Procedure

Sample Size

A sample of 10 private schools among 54 present private schools of Amritsar city was selected. The schools were selected using Random sampling technique. Out of these 50 teachers, 200 parents and 200 students were randomly selected from the selected private schools. Students selected for research comprised of class 9 th and 10th students. Parents selected for the research Purpose was also that of class 9 th and 10th students.

Analysis and Interpretation

The analysis and interpretation of the conducted research depicting the attitude of school students, teachers and parents towards online teaching is as follow**:**

Significant Difference between Mean Scores of Attitudes of Secondary School Teachers, Parents and Students W.R.T to Their Genrder towards Online Teaching Learning Process.
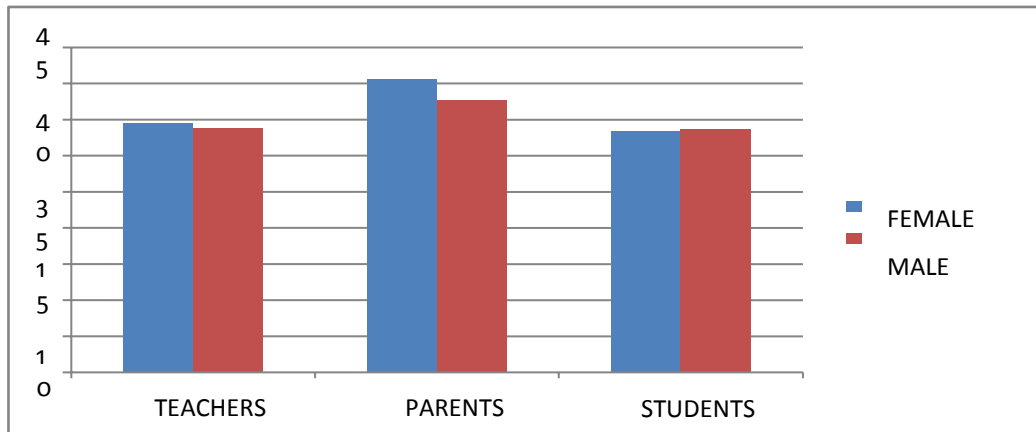
To test the significant difference between mean scores of attitudes of secondary school teachers, parents and students towards online teaching learning process. t-test has been conducted and result has been presented below in the Table1:

Table 1: Calculation of T-Ratio of Attitude of Mean Scores of Secondary School Teachers, Parents and Students towards Online Teaching Learning Process W.R.T to Their Gender

STAKE HOLDER	GENDER	N	MEAN	S.D	df	t-value	significant/non-significant
TEACHERS	FEMALE	36	34.444	4.474	48	**0.4**(0.4<1.96)	Non-significant
	MALE	14	33.857	4.129			
PARENTS	FEMALE	112	40.558	6.266	198	**3.4**(3.4>1.96)	Significant
	MALE	88	37.674	5.632			
STUDENTS	FEMALE	92	33.465	3.082	198	**1.0**(1.0<1.96)	Non-significant
	MALE	84	33.626	3.451			

- The table 1 reveals that the mean score of female and male teachers are 34.444 & 33.857 respectively. The calculated t-value is 0.4, which is smaller than table value and thus it is statistically not significant even at the 0.05 level of confidence. Hence the Hypothesis, *"There is no significant difference in the attitude of teachers (male & female) towards online teachings learning process"; which indicates that Hypothesis is not rejected.*

- The mean score of female and male Parents are 40.558 & 37.674 respectively. The calculated t- value is 3.4, which is greater than table value and thus it is statistically significant at the 0.05 level of confidence. Hence the Hypothesis, *"There is no significant difference in the attitude b/w male and female parents on the scores of their attitude towards online teaching learning process"* is rejected. The review of their means reveals that female parents perceive positive attitude towards online teaching learning process is comparison to male parents. The reason could be that female parents can have check on the report of her child and the participation of her child in school activities.

- The mean score of female and male students are 33.465 & 33. 626respectively.The calculated t-value is 1.02 which is smaller than table value and thus it is statistically not significant at 0.05 level of confidence. Hence the Hypothesis," *There is no significant difference in the attitude of students wrt. Gender in online classes"* is accepted. The present result indicates that there is no difference in the attitude of boys & girls towards online teaching learning Process.

To show the difference of mean scores of attitudes of secondary school teacher, parents and students towards online teaching learning process the graphical representation is given below in Figure 1

The above constructed bar graph depicts the difference between the mean scores of the attitude of secondary school students, parents and teachers towards online teaching learning process. It has been found that teachers and students w.r.t gender have positive attitude towards online reaching learning process, whereas female parent as compared to male parent is more likely to be positively inclined towards online teaching learning process of their child.

Findings of the Study and Discussion

The main findings of the study can be summarized as below:

- There is no significant difference in the attitude of boys & girls school students towards online teaching & learning process. The students w.r.t gender; have developed positive and techno-friendly environment with the online teaching learning process.

- Female parents have better attitude towards online learning process than male parents. Probability for this can be that ; fathers mostly do not attend the education related needs of the students of secondary education whereas mothers are directly linked with children in the teaching learning process indicating a more positive attitude..

- There is no significant difference in the attitude of teachers towards online teachings w.r.t Gender as both have positive attitude towards online learning. It was found that initially teachers found it difficult to incorporate themselves into the technological environment and to cope up with the barriers of the same but with the passage of time, they found it easy breezing.

- After going through the analysis of the data and results of the study, it can be said that majority of school students and teachers have positive level of E-Learning attitude in COVID era. The findings of the present study match with the findings of Ogunnowo,

2016; Zabadi and Alawi, 2016; Ullah et al., 2017; Dookhan, 2018. Khan, 2018; Sond and Tyagi, 2019; Patel, 2020 found in their study and analyzed that the school teachers have neutral and rationalized effect in relation to their gender towards Online teaching learning process. It was analyzed and interpreted form the data that female parent is more likely to adapt to online teaching learning environment than male parent linking to the studies and finding Of the Gilat et al., 2017; Brooks et al., 2020; Bubb and jones, 2020; Lau and Lee, 2021.

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