



A Study on Attitude of College Students towards online education with Special Reference to Arunachal Pradesh

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Abstract

Technological evolutions have fast increased and the present society is depending on technology. Online education is one of the technology alternatives which are popularly known as online learning, e-learning, etc. Online education comprised the technologies and the internet which are used to access e-learning material, interact with the students, dealing the content, evaluate the student's academic achievement, acquire information, construct personal awareness, and produce from the education and experience.

The present study is concerned with the attitude of college students toward online education. Investigator has adopted the descriptive cum survey method and used the self-developed 5 points Likert scale and selected 100 samples through a random sampling technique from three government-funded higher educational institutions of Arunachal Pradesh.

Keywords: Attitude, Education, Online Education, and Higher education.

Introduction

Education is the process that systematizes the development of human beings and its leads to educating an individual as well as a society for a better life. The earlier and even today the present era advancement of society depends on the educational facilities which are enhanced for the development of an individual and the progress of society. Technology is one of the most important mechanisms of the present day and it is providing quality educational facilities in an educational institution including all the levels of education such as primary level, upper level as well as higher education.

Meanwhile, In the 21st century, technological growth has swiftly improved and society is reliant on information and communication technology because it has brought a change in the system of education which is

shifted from traditional to modern techniques of education through the assistance of technology and the internet. Technology is considered one of the important instruments to take quality education to higher educational institutions. Through the support of technology and internet the online learning has to lead new access to education with online participation, (Johnson 2014). Online education is one of the mode alternatives which are commonly known as online learning, e-learning, etc. The technologies and the internet are used to access e-learning material, interact with the learners, dealing the content, assess the student's academic achievement, get assistance during the classes, gain information and knowledge, and personal development from the experience.

Higher educational institutions have progressively encompassed online education to comprehend the different benefits of online teaching and learning such as, exchanging of information and cooperative and inclusive learning, improving the quality of education, educating to access online education and training, realizing the flexibility for time and environment, develop self-paced learning and the reason of educational services.

Online education is such a platform where the internet and technology are used in teaching and learning. It creates an environment for flexible transactional teaching-learning where the students and teacher both easily interact and participate anywhere in the online classes. Online education has delivered different types of teachings and materials through internet connectivity. "online education is taken over the internet" and information and communication technology is used to attainment of information and knowledge from any time and place it said that distance cannot be hampered for the gaining of knowledge and getting information and it easily get sources and materials from various websites and an online portal. Sarkar & Barman,(2022).

Hence, Online education is student's centric learning where the students can choose the subject as per their interest and learn according to their own pace through the use of different types of media and facilities of science and technology such as Projector, Whiteboards, and Wi-Fi. Other instructional materials like Videos, 3D animated modules, and activity-based learning. The students can better learn and retain through visualization and be able to get an opportunity to engage in learning experiences.

Significance of the study

Online education required technological advancement to enact teaching and learning digitally. Whereas online education is adopted and increased rapidly in developed countries but in developing countries like India it has been adopted as an alternative mode of education during the covid-19 pandemic. The state of Arunachal Pradesh has adopted online education as an alternative mode of education during the pandemic.

On the basis of the studies of related literature on the attitude of college students towards online education in higher educational institutions of Arunachal Pradesh but it was found that there was no study has been done so far. The present study carried out the perception of college students towards online education, find the problems of online education, improve online education, and suggest to the state government and stakeholders as well.

Objectives of the study

The present study has the following objectives:

1. To study the attitude of college students of higher educational institutions of Arunachal Pradesh towards online education.
2. To compare the attitude of college students of higher educational institutions of Arunachal Pradesh in relation to gender.

Hypothesis of the study

The following hypothesis was formulated to attain the objectives of the present study:

1. There is no significant difference in the attitude of college students of higher educational institutions in Arunachal Pradesh in relation to gender.

Method of the study

A survey method is adopted for final-year students of government-funded higher educational institutions of Arunachal Pradesh. Investigator has developed an attitude scale of 5 points Likert scale which consists of five areas and each area has some items. The first area has 2 positive and negative among 4 items, the second area has 6 positive and 2 negative items, and the total items are 8. The third area has 4 positive and 2 negative items from 6 items, the fourth area has 5 positive and 4 negatives and the total items was 9 and the fifth area has 3 positive and 2 negative items, and the total items was 5. Whereas the total item was 32 and the following question are negative 2, 4, 10, 11, 17, 18, 24, 25, 26, 27, and 31. The 100 final-year students were randomly selected and the attitude scale was administered and interacted with final-year students of the government-funded higher educational institution of Arunachal Pradesh. The data were collected and then analyzed through the SPSS and excel software to show the simple percentage for each category/question and t-test.

Population: The population of the present study is determined by the three government-funded higher educational institutions of Arunachal Pradesh.

Sample: Investigator has adopted a random sampling technique and selected 100 final-year students as a sample of the study.

Research tools: Attitude scale of 5 points Likert scale consisting of 32 items towards online education has been prepared to get the relevant information from the final year students of government-funded higher educational institutions of Arunachal Pradesh.

Data collection: In the present study attitude scale was distributed to the final year students and request them to fill out the scale then collected the data from them and analyzed it through the SPSS software and showed the simple percentage and Mean of each item and the dimension wise.

Result and interpretation of data

Objective 01: Objective one is analyzed based on each area and the maximum number of students who responded to the particular statement against the five points Likert scale i.e., Strongly Agree, Agree, Neutral, Disagree, and Strongly Disagree. The total number of respondents for the present study is 100. Hence, the value of students' response and their percentage at the same which is presented in Tables 02 to 06, and the interpretation of the Mean Score are based on table 01.

Table 01: Interpretation of Mean Scores for online education

Category	Response	Mean score	Interpretation
High	Strongly Agree	4.50-5.00	Strongly positive
	Agree	3.50-4.49	Positive
Medium	Neutral	2.50-3.49	Neutral
Low	Disagree	1.50-2.49	Negative
	Strongly Disagree	1.00-1.49	Strongly negative

Source: Adapted from Galti, A. (2017).

Table 02: Technological

The majority of 90% of college students used digital and online tools and platforms like WhatsApp etc for online classes and the Mean value is 4.34. 43% of college students have technological-related anxiety in using the online mode of learning with a Mean score of 3.12. 47% of students use Google to acquire e-materials for learning and the last 43% of students do not familiar with the technology tools and skills of online education the Mean value is 3.5.

S/n o	Statements	Students Response					Mean
		SA (%)	A (%)	N (%)	DA (%)	SDA (%)	
1.	I use digital and online tools and platforms like WhatsApp, YouTube, Google classroom for online classes.	49	41	5	5	0	4.34
2.	I have technology-related anxiety in using the online mode of learning.	14	29	24	21	12	3.12
3.	Google class helps to acquire e-materials for learning.	17	40	25	12	6	3.5
4.	I am not quite familiar with the technology tools and skills of online education.	7	36	31	20	6	3.18

Table 03: Online learning

The maximum 40% of college students actively participate in online classes with a Mean value is 3.2 which is neutral and the last 40% of students feel that Online classes enhance the isolation from classmates and peer groups with a Mean value is 3.4 significantly neutral.

		SA	A	N	DA	SDA	Mean
5.	Online education is more interesting than traditional/face-to-face learning.	6	7	11	35	41	2.02
6.	I actively participate in online classes.	11	29	37	15	8	3.2
7.	I enjoy the learning during the online classes.	9	21	23	27	20	2.72
8.	I actively interact with my teacher during the online classes.	8	22	26	29	15	2.79
9.	The online learning environment is friendly and cost-effective as it shares the knowledge and information among the peer group.	8	20	26	26	20	2.7
10.	I do not prefer the online mode of examination over the traditional and offline examination.	5	14	22	29	30	2.35
11.	Attending online classes from home and another place is very difficult.	8	10	14	28	40	2.18
12.	Online classes enhance the isolation from classmates and peer groups.	21	28	28	16	7	3.4

Table 04: Online learning materials

The maximum 48% of college students can easily access the e-materials and resources from the internet and learn independently with a Mean value is 3.39. 35% of students prefer to read e-materials and resources to hardcopy/printed materials. 44% of students feel that teachers do not provide e-materials and resources properly and its Mean value is 3 which is significantly neutral.

		SA	A	N	DA	SDA	Mean
13.	I can easily access the e-materials and resources from the internet and learn independently.	21	27	31	12	9	3.39
14.	I prefer to read e-materials and resources to hardcopy/printed materials.	15	29	24	18	14	3.13
15.	My institution has enough teaching-learning resources to carry out online education.	7	18	37	21	17	2.77
16.	Online learning materials and other e-materials are easier to revise than printed/hardcopy materials.	8	20	24	30	18	2.7
17.	Teachers do not provide e-materials and resources properly.	13	31	15	25	16	3
18.	It is difficult for me to use all the digital tools and e-resources of learning.	6	19	24	34	17	2.63

Table 05: Effective online education

23% of college students do not satisfy with online education with a Mean value is 2.32 again there is a positive and the last 11% of college students stated that Online education can never replace traditional teaching-learning" and the Mean value is 1.89 and it is positive.

		SA	A	N	DA	SDA	Mean
19.	I am well acquainted with online education.	8	15	40	28	9	2.85
20.	Online education enhances the student's academic performance.	3	12	25	38	22	2.36
21.	Online education supports the student-centric approach.	2	9	37	32	20	2.41
22.	I am psychologically and socially prepared for online education.	4	18	32	31	15	2.65
23.	Online education allows better communication between students and teachers during online classes.	2	8	20	39	31	2.11
24.	Online education lacks the motivation and encouragement from the teacher.	12	22	21	24	21	2.8
25.	Online education does not provide any quality education.	11	14	21	31	23	2.59
26.	Overall, I am not satisfied with online education.	7	16	13	30	34	2.32
27.	Online education can never replace traditional teaching-learning.	5	6	12	27	50	1.89

Table 06: Online teaching

The majority of college students 49% feel that teachers can take classes in online mode with a Mean of 3.3 which again falls in neutral. 45% of college students feel that teachers can use an appropriate method of teaching in online classes with a Mean value is 3.21.

		SA	A	N	DA	SDA	Mean
28.	Online teaching-learning is more learner-centric than traditional/face-to-face teaching-learning methods.	6	17	18	39	20	2.5
29.	Teachers can take classes in online mode.	10	39	29	15	7	3.3
30.	Teachers can use an appropriate method of teaching in online classes.	10	35	26	24	5	3.21
31.	Online mode of education does not improve my curricular activities like assignment, practical and projects.	5	21	16	29	29	2.44
32.	The online mode of teaching is suitable for co-curricular activities.	7	12	14	42	25	2.34

Objective 02: Comparison of the attitude of students of higher educational institutions in Arunachal Pradesh in relation to gender.

Table 02: Table shows the group attitude of students towards online education in relation to gender.

Hypothesis 01: There is no significant difference in the attitude of students of higher educational institutions in Arunachal Pradesh in relation to gender.

Group	Number	Mean	SD	Difference	SE _D	df	t-value	Remark
Boys	31	170.03	25.20	8.76	5.74	98	1.524	*No significant
Girls	69	161.27	27.15					

***Significant at .05 level of confidence**

Interpretation: Table 02 shows the attitude of students towards online education concerning gender. The computed t-value is 1.524 which is lesser than the table of t-test value (1.98) of df 98 at .05 level of significance. Therefore, the formulated hypothesis is not considered significant. Hence, there is no significant difference between the boy and girl students of government-funded higher educational institutions of Arunachal Pradesh towards online education. As per the concern of mean scores to gender, the boy students (170.3) of government-funded higher educational institutions had a bit more favorable attitude than the girl students (164.3) and it signifies that there is a chance of different attitudes towards online education.

Delimitation of the study

The present study is delimited and conducted in the government-funded higher educational institutions of Arunachal Pradesh and the study determined the attitude of college students toward online education.

Discussion

The present study was conducted to study the attitude of college students of government-funded higher educational institutions of Arunachal Pradesh towards online education. Since technological advancement made compelled to adopt online education in schools, colleges, and universities all over the world. The technical support needs to be updated as a strong technology setup makes the backbone of e-learning. **Jamil, Sethi & Ali, (2016)**. In this study, 21.87% of items were high, 62.5% of items were medium and 15.6% of items were low. As per the comparison of dimensions wise, in the dimension of "technological", there is no significant difference between boys and girls college students towards technology. The second dimension "online learning" is concerned with the table signified that it has been considered significant. The third dimension the t-value showed that there is no significance. The fourth dimension, again there has not been considered significant and the last fifth dimension is concerned again there is no significance but comparatively the table of mean scores of five dimensions found that the boy students of government-funded higher educational institutions of Arunachal Pradesh had a bit favorable attitude towards the online education. "52% of the college students had a positive attitude towards online education and 99% nursing students had positive towards online learning". **Gurung, Gaire & Dhungana, (2021)**.

Hence, in the comparison of the attitude of college students of higher educational institutions of Arunachal Pradesh to gender, the computed t-value is (1.524 < 1.98) of df 98 at 0.05 level of significance. Therefore, the

formulated hypothesis is not considered significant. Hence, there is no significant difference between the boy and girl college students of government-funded higher educational institutions of Arunachal Pradesh towards online education. As per the table of mean scores to gender, the boy college students of government-funded higher educational institutions had a bit more favorable attitude than the girl students and found that there is a chance of a different attitude towards online education.

Conclusion

The present study dealt with the attitude of college students of government-funded higher educational institutions of Arunachal Pradesh towards online education. Online education is a new venture which was very popular as an alternative mode of education during the pandemic crises all over the world. The light result found that the maximum number of college students had a favorable attitude towards online education and the comparatively gender-based result found that the boy students had a bit more favorable attitude than girl students of government-funded higher educational institutions of Arunachal Pradesh. As per the interaction and discussion with girl students, the reason found that girl students had busy and engaged in household work and other activities during online classes.

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