



# ATTITUDE TOWARDS ONLINE LEARNING IN RELATION TO STUDY HABITS OF HIGHER SECONDARY STUDENTS

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## Abstract

The rapid integration of digital technologies in secondary education has transformed students' learning environments and academic behaviors. The present study investigated the relationship between attitude towards online learning and study habits among higher secondary students. A survey research design was adopted, and a sample of 902 students was selected using stratified random sampling. Data were collected using the Attitude Towards Online Learning Scale (ATOLS) and a Study Habits Tool developed and validated by the investigators. Descriptive statistics, independent samples t-test, Pearson's product-moment correlation, and simple linear regression were employed for data analysis. The findings indicated that students demonstrated an average level of attitude towards online learning and study habits. A significant gender difference was observed in attitude towards online learning,  $t(900) = 4.60, p < .01$ . A moderate positive and significant relationship was found between attitude towards online learning and study habits,  $r(900) = .42, p < .01$ . Regression analysis revealed that attitude towards online learning significantly predicted study habits, accounting for 17.64% of the variance. The findings underscore the importance of fostering positive digital learning attitudes to enhance structured study behaviors in technology-mediated educational contexts.

**Keywords:** attitude towards online learning, study habits, higher secondary students, digital learning, correlation

## Introduction

The rapid expansion of digital technology has significantly transformed contemporary educational practices, particularly at the secondary level. The increasing adoption of online and blended learning platforms has reshaped traditional classroom instruction and placed greater responsibility on learners to regulate their own academic activities. In online environments, students are required to demonstrate autonomy, technological adaptability, time management, and sustained motivation.

Attitude towards online learning plays a crucial role in determining students' adjustment to digital educational settings. Attitude represents a psychological disposition that includes cognitive beliefs, emotional responses, and behavioral intentions toward a specific experience. According to the Technology Acceptance Model (Davis, 1989), perceived usefulness and perceived ease of use influence individuals' acceptance of technology. Similarly, self-regulated learning theory (Zimmerman, 2002) suggests that learners' beliefs and motivational orientations shape their strategic learning behaviors.

Study habits refer to systematic and consistent academic practices such as time management, goal setting, note-taking, concentration, and revision. Effective study habits are strongly associated with academic success, particularly in learning contexts that require independent engagement. In online learning environments, where direct supervision is minimal, disciplined study behaviors become even more critical.

Although previous research has examined online learning satisfaction and academic achievement, limited attention has been given to understanding how attitude towards online learning relates to study habits among higher secondary students. Therefore, the present study seeks to examine this relationship and provide empirical evidence to support digital learning adaptation at the higher secondary level.

### **Need and Significance of the Study**

Higher secondary education represents a crucial stage in students' academic development, as it prepares them for higher education and competitive examinations. The increasing integration of digital technologies into school education has made online learning an essential instructional modality. However, students' adaptation to technology-mediated environments depends not only on access to digital resources but also on their psychological dispositions and academic behaviors. Attitude towards online learning may influence students' engagement, motivation, and persistence, while study habits reflect structured learning practices that contribute directly to academic success. Examining these variables simultaneously is important for understanding how digital perceptions translate into disciplined academic behaviors. Despite growing research on online learning outcomes, limited empirical attention has been directed toward the relationship between attitude towards online learning and study habits at the higher secondary level. Therefore, the present study provides valuable evidence for educators and policymakers seeking to enhance digital engagement and promote effective study practices in technology-driven educational contexts.

### **Objectives of the Study**

1. To find out the level of attitude towards online learning of higher secondary students.
2. To find out the level of study habits of higher secondary students.
3. To find out whether there is a significant difference in attitude towards online learning of higher secondary students with respect to selected demographic variables.
4. To find out whether there is a significant difference in study habits of higher secondary students with respect to selected demographic variables.
5. To find out whether there is a significant relationship between attitude towards online learning and study habits of higher secondary students.

### **Hypotheses of the Study**

1. The level of attitude towards online learning of higher secondary students is high.
2. The level of study habits of higher secondary students is high.
3. There is no significant difference in attitude towards online learning of higher secondary students with respect to selected demographic variables.
4. There is no significant difference in study habits of higher secondary students with respect to selected demographic variables.
5. There is no significant relationship between attitude towards online learning and study habits of higher secondary students.

### **Methodology**

#### **Research Design**

The normative survey method was adopted for the study.

#### **Sample**

The sample consisted of 902 higher secondary students selected through stratified random sampling technique.

#### **Tools Used for the Study**

- ❖ Attitude towards online learning was measured using the Attitude Towards Online Learning Scale (ATOLS) (2021), constructed and validated by the investigator under the guidance of the research supervisor.
- ❖ Study habits were assessed using the Study Habits Tool (SHT) (2021) developed and validated by the investigator.

#### **Statistical Techniques**

The data were analyzed using appropriate statistical techniques including mean and standard deviation for descriptive analysis, independent samples t-test to examine differences between groups, Pearson's product-moment correlation to determine the relationship between variables, and simple linear regression to assess the predictive influence of attitude towards online learning on study habits. Level of significance was fixed at 0.05.

#### **Analysis and Interpretation of Data**

##### **Descriptive Analysis**

**Hypothesis – 1**

The level of attitude towards online learning among higher secondary students is high.

**Table – 1**

Mean and Standard Deviation scores of Attitude towards Online Learning among Higher Secondary Students

Variable	N	M	SD
Attitude towards Online Learning	902	143.62	9.18

The mean score of attitude towards online learning is found to be 143.62 with a standard deviation of 9.18. The obtained mean score lies between the range of 135 and 152, indicating an average level. Hence, the hypothesis is rejected and it is concluded that the level of attitude towards online learning of higher secondary students is average.

**Hypothesis – 2**

The level of study habits of higher secondary students is high.

**Table – 2**

Mean and Standard Deviation scores of Study Habits of Higher Secondary Students

Variable	N	Mean	SD
Study Habits	902	167.84	12.36

The mean score of study habits is found to be **167.84** with a standard deviation of **12.36**. The obtained mean score lies between the range of **155 and 180**, indicating an average level. Hence, Hypothesis – 2 is rejected and it is concluded that the level of study habits of higher secondary students is average.

**Hypothesis – 3**

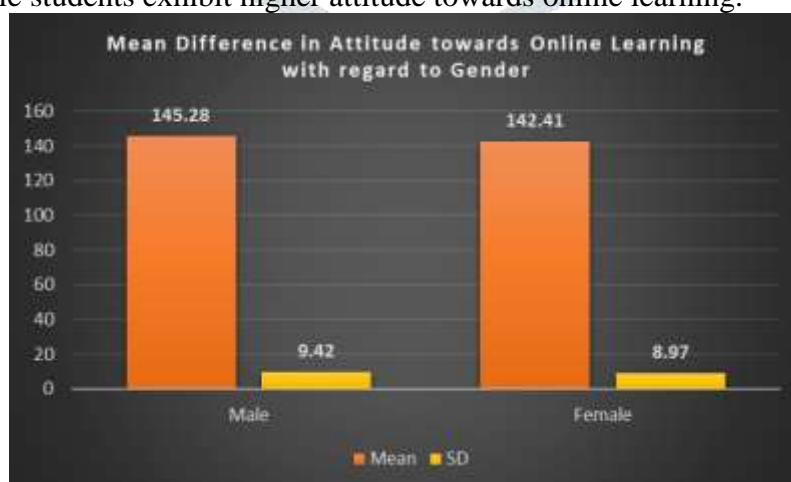
There is no significant difference in attitude towards online learning of higher secondary students with respect to selected demographic variables.

**Table – 3.1**

Mean Difference in Attitude towards Online Learning with regard to Gender

Variable	Sub-Samples	N	Mean	SD	Cr Value	Level of Significance
Attitude towards Online Learning	Male	378	145.28	9.42	4.6	Significant
	Female	524	142.41	8.97		

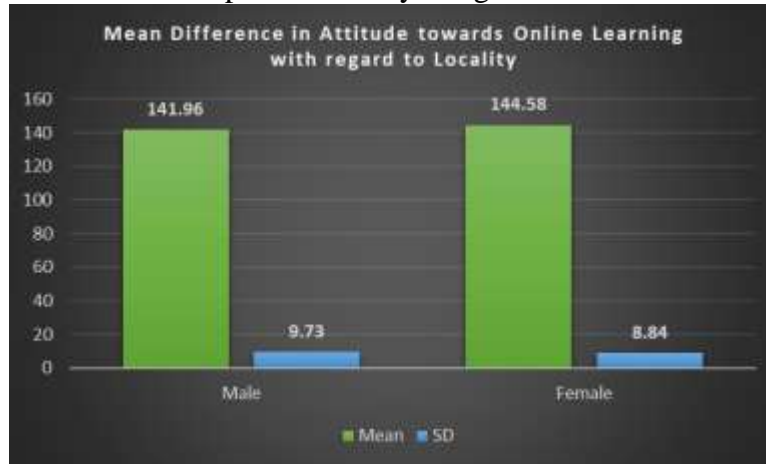
The calculated critical ratio value with respect to gender is significant at 0.05 level. Hence, the hypothesis is rejected for gender. Male students exhibit higher attitude towards online learning.

**Table 3.2**

## Mean Difference in Attitude towards Online Learning with regard to Locality

Variable	Sub-Samples	N	Mean	SD	Cr Value	Level of Significance
Attitude towards Online Learning	Rural	336	141.96	9.73	3.84	Significant
	Urban	566	144.58	8.84		

The calculated critical ratio value with respect to locality is significant. Urban students show higher attitude.



**Table 3.3**

## ANOVA Results for Attitude towards Online Learning with regard to Type of School Management

Source of Variation	Sum of Squares	Df	Mean Square	F Value	Significance
Between Groups	182.64	2	91.32	1.12	Not Significant
Within Groups	73245.8	899	81.47		
Total	73428.4	901			

The obtained F value is not significant. Hence, there is no significant difference with respect to school management. Thus, Hypothesis – 3 is partially rejected.

**Hypothesis – 4**

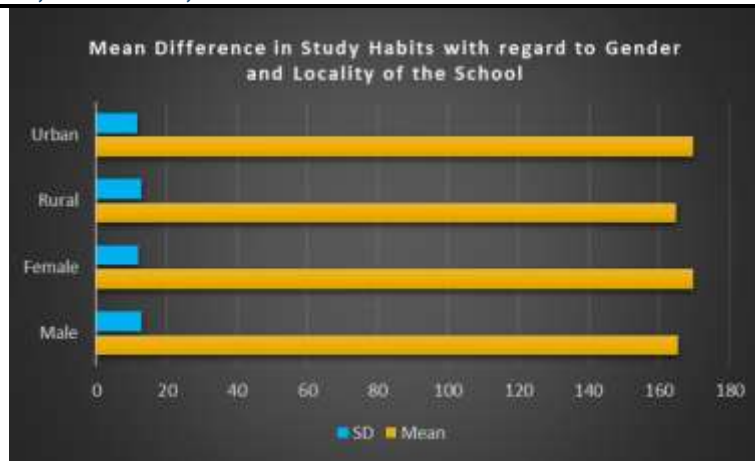
There is no significant difference in study habits of higher secondary students with respect to selected demographic variables.

**Table 4.1**

## Mean Difference in Study Habits with regard to Gender and Locality of the School

Variable	Sub-Samples	N	Mean	SD	Cr Value	Level of Significance
Study Habits	Male	378	165.42	12.74	3.18	Significant
	Female	524	169.61	11.82		
Study Habits	Rural	336	164.88	12.93	4.26	Significant
	Urban	566	169.58	11.67		

The calculated critical ratio values with respect to gender and locality of the school are found to be significant at 0.05 level. Hence, the hypothesis is rejected for these variables. Female students and urban school students demonstrate comparatively higher levels of study habits.

**Table 4.2**

ANOVA Results for Study Habits with regard to Type of School Management

Source of Variation	Sum of Squares	Df	Mean Square	F Value	Significance
Between Groups	318.42	2	159.21	1.36	Not Significant
Within Groups	105412.6	899	117.26		
Total	105731	901			

The obtained F value is found to be 1.36, which is lesser than the table value 3.00 at 0.05 level of significance. Hence, the hypothesis is accepted with respect to type of school management. It is concluded that there is no significant difference in study habits of higher secondary students with respect to type of school management.

**Hypothesis – 5**

There is no significant relationship between attitude towards online learning and study habits of higher secondary students.

**Table-5**

Coefficient of Correlation between Attitude towards Online Learning and Study Habits

Variables	N	r Value	Remark
Attitude and Study Habits	902	0.42**	Significant

The coefficient of correlation is 0.42, which is significant at 0.01 level.

Hence, the hypothesis is rejected and it is concluded that there exists a positive and significant relationship between attitude towards online learning and study habits of higher secondary students.

**Major Findings of the Study**

1. Higher secondary students possess an average level of attitude towards online learning.
2. Higher secondary students exhibit an average level of study habits.
3. A significant gender difference exists in attitude towards online learning.
4. No significant difference is observed with respect to school management.
5. A moderate positive and significant relationship exists between attitude towards online learning and study habits.
6. Attitude towards online learning significantly predicts study habits.

**Educational Implications**

The findings of the present study have important implications for teachers, school administrators and educational planners.

Since the level of attitude towards online learning is found to be average, efforts should be made to enhance students' engagement in digital learning environments. Teachers may incorporate interactive teaching strategies such as multimedia presentations, collaborative activities, online discussions and formative assessments to sustain students' interest and motivation. The average level of study habits indicates the need for systematic guidance in developing effective learning strategies. Teachers should explicitly train students in time management, note-taking skills, goal setting, revision techniques and self-monitoring practices. Integrating

structured study skill sessions within the curriculum can help students improve their academic discipline. The significant differences observed with respect to gender and locality suggest that targeted interventions are necessary. Additional support and motivation may be provided to female students in enhancing their confidence towards online learning, while rural students may require improved technological access and structured academic guidance to strengthen both their attitude and study habits.

Educational institutions should organize orientation programmes to familiarize students with effective online learning practices. Parents should also be sensitized to create a supportive home learning environment that encourages disciplined study routines and positive digital engagement. Finally, since attitude towards online learning is positively related to study habits, strengthening students' perceptions and confidence in online education can indirectly promote better study behaviours. Developing positive digital attitudes will contribute to improved academic performance and long-term learning readiness.

### Conclusion

The present study establishes that attitude towards online learning plays a significant role in shaping study habits of higher secondary students. Developing favorable perceptions towards digital education can enhance self-regulated learning behaviors and academic preparedness in technology-mediated environments.

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