A Field Study Report on
Assessment of Attitude to The Online Mode of Teaching Learning Among The Students of A Selected College in West Bengal.

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ABSTRACT: *Sudden outbreak of the Covid19 pandemic has tremendously shaken the traditional educational system in India and consequently all the educational institutions resorted to online mode of teaching learning as a viable alternative to the classroom teaching. On this backdrop a survey was conducted on 237 undergraduate college students to assess attitude towards online mode of learning with the purpose of modifying the new system to make it more learner friendly. Findings revealed favourable attitude among 80% of the respondents. Chi-value showed no significant association between attitude and sex ($\chi^2$1.24at df=1, at 0.05 level of significance) or between attitude and programmes.*

Keywords: *Attitude, online, teaching, learning, classroom.*

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AIMS: To assess the overall attitude of the students to the online mode of teaching learning so that identifying the problem areas the system can be improved.

OBJECTIVES:

1. To assess the attitude of the subjects towards online mode of teaching learning.
2. To compare the semester wise attitude score of the subjects.
3. To compare the gender wise attitude score of the subjects.

BACKGROUND: Human civilization has been going through the toughest of the crises faced so far. Under this Covid19 pandemic situation, all of a sudden both the teachers and the students find themselves in a completely different mode of teaching learning system. It is a real challenge before them to adapt to this entirely new system as it demands different knowledge and positive attitude. For the last two years or so they are trying to come to terms with these changing aspects of the educational system of our society. To make this online mode of teaching learning more student friendly and more effective, this attitude survey has been undertaken among the undergraduate students of Sree Chaitanya Mahavidyalaya, Habra, North 24 PGS.

Review of Literature: To gain a broad background knowledge and understanding of the research problem, the review of literature has been carried out in the present study.

A study conducted by Graff M. in 2003 on cognitive style and attitudes towards using online learning and assessment methods revealed that attitudes toward computer-assisted learning were not related to performance on each of the online methods employed, whereas some relationships were noted between cognitive styles and online learning and assessment. Evaluation feedback from participants indicated that each online task was rated positively. (Graff, 2003)

A survey was carried out by Akimanimpaye F in 2012 to assess the attitude of 213 undergraduate nursing students towards e-learning and to find out if any existing demographical factors impact on the students' use of e-learning. The study findings revealed that males and females differed significantly in terms of satisfaction levels [at 5% level, $t(55) = -2.263$, $p = 0.028$]. However, when specific demographic variables with two outcome levels (age group, computer facility at home, computer training experience and prior e-learning experience) are considered, there was no statistically significant difference (from the sample t-test) in learner satisfaction between these age groups. The results indicate that learner satisfaction is positively

correlated with e-learning course flexibility (r =0.253, p <0.001), computer technology (r =0.236, p <0.001), Diversity in assessment (r = 0.159, p <0.05), Perceived interaction with others (r = 0.346, p <0.001). (Akimanimpaye, n.d.)

Chapman MK conducted a cross-case analysis in 2015 on transitional experiences of undergraduate and graduate students new to online learning. The researcher used purposeful sampling that included two first year college students and two first year graduate students who had taken an online course. Findings indicate that regardless of certain background experiences, each participant emerged from the transition as a new self who is more self-aware and prepared to handle challenges encountered in online and face-to-face classroom environments. The findings also indicate that professors teaching online college courses need to be aware of the significance of high level support needed for online students to maintain a successful transition into online learning environment. Higher education administrators should consider the option of having college students take online courses early in their collegiate career to strengthen their self-sufficiency with the hope of increasing overall retention. (Chapman, n.d.)

A study carried out by Livingston-Matherly D in 2016 on learning empathy online versus face to face to find out if learning about empathy online can be as effective as learning about empathy face-to-face by analysing the test results of both groups of students online and face-to-face. The results from the from the pre-test and post-test indicated that the online students were more knowledgeable of empathy with the subject material, empathy, than the face-to-face students, however, the face-to-face students increased their knowledge of the subject material, empathy, at a higher percentage than the online students. The survey showed very similar views between both sets of students in that the majority of the students felt that learning empathy face-to-face would be more conducive. Both online and face-to-face students increased their knowledge in this study.(Livingston-Matherly, n.d.)

Yee RCS conducted a study on perceptions of online learning in an Australian University in 2011 to identify the kinds of challenges encountered by the international students and how they actually cope with online learning. The researcher used a modified Online Learning Environment Survey (OLES) instrument and focus group interviews to collect quantitative and qualitative data. The findings revealed that there were few differences between the international Asian students from Malaysia and Australian students with regard to their perceptions of online learning. Another important finding was that online learning was most effective when included within blended learning environments. It also indicated that the quality of the blended online learning environment could be improved by (1) establishing and maintaining a sense

of learning community, (2) enhancing the self-motivation of students, and (3) professional development of lecturers/tutors, unit coordinators and learning support personnel. (Yee, 2015).

Materials and Method

Research Approach: Quantitative approach has been adopted in this study.

Research Design: A Descriptive study design is appropriate for the study.

Population: The under graduate students of Sree Chaitanya Mahavidyalaya, Habra, North 24 PGS.

Sample: 237 under graduate students from the said college who were willing to respond to the questionnaire.

Sampling Technique: Non-probability convenient sampling technique has been adopted due to lack of time.

Sample Size: 237 under graduate students.

Data Collection Tool and Technique: A5 point Likert Scale was developed to measure the attitude of the students, and through a google form this questionnaire comprising 20 items was served to the subjects with the help of a google link.

Plan for Data Analysis: The collected data were analysed with the help of descriptive and inferential statistics based on the objective of the study.
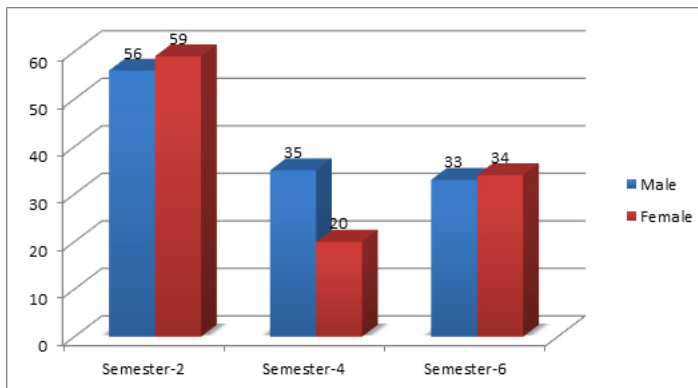
Analysis and Interpretation

Section–1: Sample Characteristics

Table 1: Distribution of the Subjects – Course wise, Semester wise and Gender wise.

SEM-6	B.A.	B.COM.	B.SC.	TOTAL
M	7	24	2	33
F	24	9	1	34
TOTAL	31	33	3	67
SEM-4	**B.A.**	**B.COM.**	**B.SC.**	**TOTAL**
M	14	20	1	35
F	12	1	7	20
TOTAL	26	21	8	55
SEM-2	**B.A.**	**B.COM.**	**B.SC.**	**TOTAL**
M	27	27	2	56
F	45	8	6	59

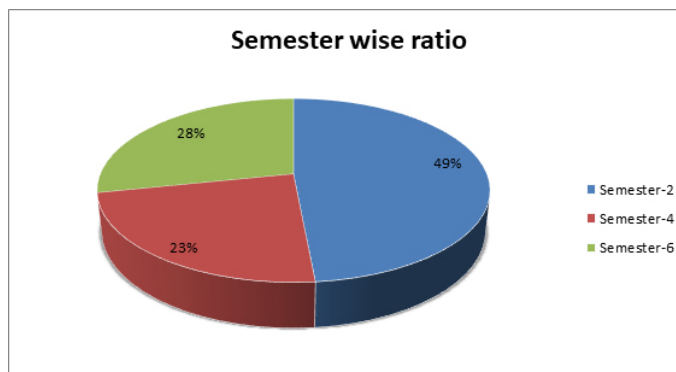| TOTAL	72	35	8	115
Male = 124, Female = 113, n= 237				

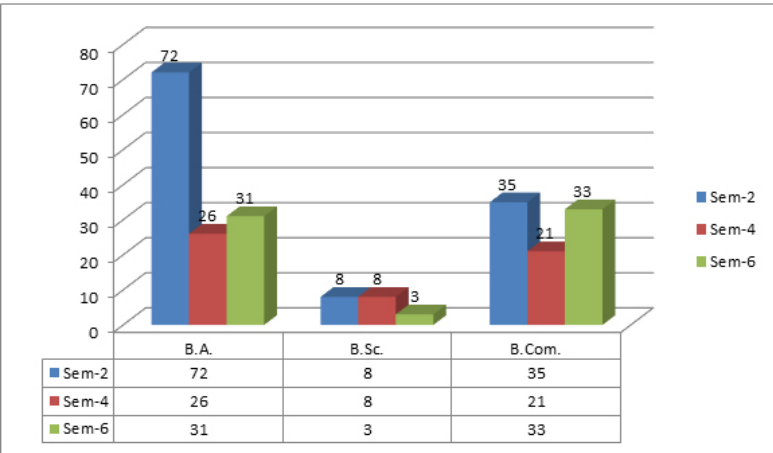**Figure 1: Distribution of the subjects by semester and sex.   N = 237**

The above table and figure depict that the majority of the respondents belong to Semester-2, i.e., 115 (49%) whereas 55 subjects, i.e., 23% are from Semester-4 and 67 (i.e., 28%) are from Semester-6.

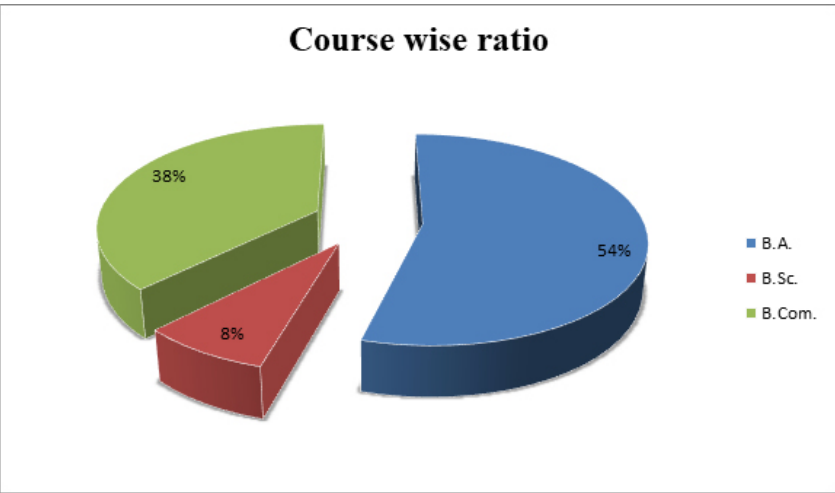**Figure-2:Semester wise distribution of the subjects. n = 237**

Out of the 115 respondents of semester-2, 56 are male and 59 female. Likewise respondents from semester-4 (55) comprise of 35 male and 20 female students whereas there are 33 male and 34 female respondents from semester-6.
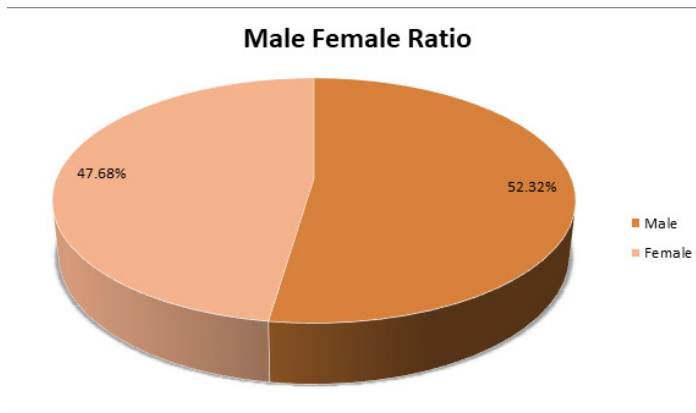
Figure 3: Course wise distribution of the subjects   n = 237

	B.A.	B.Sc.	B.Com.
Sem-2	72	8	35
Sem-4	26	8	21
Sem-6	31	3	33

When we consider the samples by the courses they are undergoing, it can be seen from the above figure that majority of the respondents are from B.A. course, i.e., 129 (54%), and the minimum number of respondents, i.e., 19 (8%) are from B.Sc. course, whereas a good number of the samples i.e., 89 (38%) are from B.Com. course.

Figure 4: Course wise distribution of the samples. n = 237

Course wise ratio

Figure 5: Distribution of the subjects according to gender ratio. n = 237

The above figure shows that out of 237 samples there are 124 (52.32%) male and 113 (47.68%) female respondents.

Section-2: Findings related to attitude of the samples towards online mode of teaching learning.

Table 2: Frequency distribution of the attitude scores: n = 237

Frequency Distribution of the Attitude Scores		
Class Intervals	**Frequency**	**Cumulative Frequency**
43-49	7	7
50-56	7	14
57-63	45	59
64-70	35	94
71-77	41	135
78-84	54	189
85-91	15	204
92-98	13	217
99-105	20	237
	n= 237	

The above Table No.2 shows the frequency distribution of the attitude score of the 237 respondents.

Table3: Range , Mean, Median & Standard Deviation of the obtained attitude scores of the samples towards online mode of teaching learning. **n = 237**

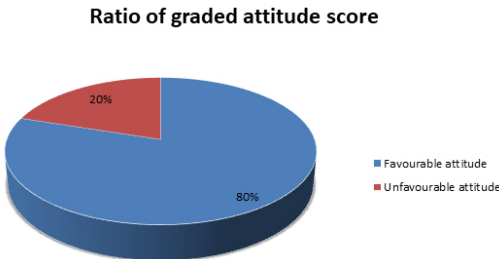| Variable	Range of Possible score	Range of Obtained Score	Mean	Median	Standard Deviation
Attitude Score	20 - 100	43 - 100	74.67	74.68	13.6

The Table no.3 depicts that in the 5 point Likert scale comprising 20 items, the minimum possible score is 20 and the maximum possible score is 100. Thus the range of the possible score is 20-100. But the actual obtained score ranges from 43 to 100, it means none of the respondents scores below 43. The Mean of the attitude scores is 74.67 whereas the Median is 74.68. As there is negligible difference between the Mean and the Median, it indicates the good symmetry of the distribution. The dispersion of the attitude scores could be understood by its Standard Deviation which is 13.6.

Table 4: Distribution of the attitude scores by frequency, percentage and grading

n =237

Attitude Score	Grading	Frequency	Percentage
≤60 (≤60%)	Unfavourable/ Negative	47	20%
>60 (>60%)	Favourable/ Positive	190	80%

The Table no. 4 shows that attitude score of majority of the subjects (80%) is well above 60 (as >60% is the Favourable/Positive attitude score)whereas only 20% of the subjects scores less than or equal to 60 (≤60% score indicates the Unfavourable/Negative attitude) on the scale. The Figure no.6 clearly depicts that 80% of the samples holdpositive attitude to online

Figure 6: Distribution of graded attitude score by percentage

Ratio of graded attitude score

mode of teaching learning.

Section-3: Findings regarding association between attitude and selected variables like semesters, sex etc.

Table 5: Chi-value showing association between attitude score and selected variables (Different Programmes/Semesters)

Group	Unfavourable ≤60	Favourable >60	Total	χ^2	Inference
Sem-6	14(15.93)	53(51.07)	67		Not
Sem-4	15(13.07)	40(41.93)	55	0.67	Significant
Total	29	93	122		
Sem-6	14(11.78)	53(55.22)	67		Not
Sem-2	18(20.22)	97(94.78)	115	0.8	Significant
Total	32	150	182		
Sem-4	15(10.68)	40(44.32)	55		Not
Sem-2	18(22.32)	97(92.68)	115	3.21	Significant
Total	33	137	170		

$$\chi^2=(1)\ 3.841,\ P>0.05\ level$$

The Table no.5 shows that Chi-square value computed at df (1) between attitude score and Programmes (i.e., Semester-6 and Semester-4 , Semester-6 and Semester-2, Semester-4 and Semester-2) the subjects are undergoing are 0.67, 0.8 and 3.21 respectively which are not significant at 0.05 level of significance. Thus it can be interpreted that there is no significant association between attitude and different programmes or semesters the subjects are pursuing presently.

Table 6: Chi-value showing association between attitude score and selected variables (Sex)

Group	unfavourable≤60	Favourable >60	Total	χ^2	Inference
Male	28(24.59)	96(99.41)	124		Not
Female	19(22.41)	94(90.59)	113	1.24	Significant
Total	47	190	237		

$$\chi^2=(1)\ 3.841,\ P>0.05\ level$$

Here from Table no.6 it is evident that Chi-value shows no significant association between attitude and sex as obtained chi-value χ^2 (1.24) is smaller than the table value of χ^2 at 0.05

level of significance. As the calculated χ^2 values are less than the tabulated χ^2 value, the null hypothesis is accepted. Thus it can be said that the obtained attitude score is not influenced by the selected variables like different programmes (Semesters) or sex.

Discussion

Section-1: The major findings regarding the characteristic features of the samples may be discussed in the following way.

Firstly, the majority of the subjects are from Semester-2 (115, i.e., 49%) and the minimum number of subjects comes from Semester-4 (23%).

Secondly, the majority of the respondents come from B.A. course (54%), whereas only 8% of the respondents come from B.Sc. course.

Thirdly, there is no major imbalance in the sex wise composition of the samples as there are 52.32 % male and 47.68% female respondents.

Section-2: The significant findings related to attitude of the respondents towards online mode of teaching learning may be summarized in the following manner.

Firstly, the obtained attitude score of 237 respondents ranges from 43 to 100 whereas the possible score ranges from 20 to 100.

Secondly, the Mean and the Median (74.67 and 74.68 respectively) of the distribution of attitude scores indicate the symmetry of it. But the Standard Deviation (SD) has been measured as 13.6 so it can be said that the data are a little dispersed.

Thirdly and most importantly, the result of the survey has revealed that majority of the students (80%) holds positive or favourable attitude towards the online mode teaching learning. This result is supported by a study conducted by RebekkaRistenFransiskaSinaga and Reza Pustika in 2021 where the study result demonstrated positive attitude of the students towards English online learning.(*Sinaga* n.d.)

The findings of the present study and other such studies show that the undergraduate students have favourable attitude towards online mode of teaching learning.

Section-3: Findings related to the association between attitude and other selected variables may be summarized in the following way.

Firstly, the findings of this study reveal that there is no significant association between attitude score and the programmes (semesters 2,4 and 6 of B.A., B.Sc, B.Com) the U.G. students are

undergoing at 0.05 level of significance (χ^2= 0.67, 0.8, 3.31 at df = 1).

Secondly, unlike the findings of a study conducted by Akimanimpaye F in 2012 where males and females significantly differed in their attitude to e-learning ([at 5% level, t(55) = -2.263, p =0.028], here no association has been found between attitude score and sex of the samples at 0.05 level of significance (χ^2 = 1.24 at df = 1).

It can be concluded that the positive attitude of the undergraduate students to online mode of teaching learning is not influenced by their gender or the programmes they are pursuing.

Conclusion: The present study has important implications in the field of education. The online mode of teaching learning has its wide acceptance among the undergraduate college students and in future the traditional class room teaching may be supplanted by this mode because of its various advantages. It indicates a revolution in the field of education. Irrespective of their courses, programmes and gender status, the majority of the students hold favourable attitude to the online mode.

At the same time, it must be accepted that the study has limited generalizability as non-probability sampling technique was adopted and the sample size was not large enough.

This type of more study with larger sample is recommended by the researcher as this can bring technological revolution in the field of education.

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