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A study of online learning in relation to emotional intelligence, attitude and academic achievement of secondary school students

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Abstract

The aim of present study is to study the students' participation in online learning, emotional intelligence, attitude and academic achievement of secondary school students with respect to gender. Data is collected using questionnaire and scales. The collected data have been analyzed and discussed in detail in the paper. The findings of the study conclude that there is difference in participation of students in online learning w.r.t. gender, there exist significant difference in emotional intelligence of secondary school students w.r.t. gender, there exist no significant difference in attitude of secondary school students w.r.t. gender and there exist no significant difference in academic achievement of secondary school students w.r.t. gender.

Keywords: Online learning, emotional intelligence, attitude, academic achievement

Introductions

Online learning is a type of Distance learning takes place over internet. It is an alternative to face to face traditional learning method. Online learning started in mid 1980s, since then it is more popular in COVID-19 pandemic. In India, the pandemic forced government and institutions to arrange online learning for students. In the time of pandemic all colleges and schools were closed, so face to face traditional leaning turned into virtual online learning. Online learning can be takes place synchronously and asynchronously. Synchronous learning takes place in real-time over internet ad asynchronous not takes place in real-time and they learn in their own time. There are some online learning platforms for students to enrol for online courses. Online learning platforms like Byju's, Vedantu, Unacademy and many more platforms are there for learning online. Online learning requires e-devices like smartphones, tabs, laptops etc., and most important thing is internet. Due to pandemic all market activities were closed, so this is quite difficult for students with poor economic background. Online learning effects on students' emotional intelligence, attitude and academic achievement. Due to new learning method, some students may come through eye pain, increasing eye sight and back pain etc., for continuously using e-devices and they may also came through frustration for unavailability of e-devices and poor internet connectivity at the time of online classes, so they may not participate in learning rigorously, so this automatically positively or negatively effects on students' emotions, attitude and academic achievement. The present study will help to know the students' participation in online learning, students' emotional intelligence, attitude and academic achievement.

Reviews of related literature

Muntajeeb, (2011) ^[3] A Critical Study of Effectiveness of Online Learning on Students' Achievement. This present study carried experimental design to study the effectiveness in learning of tenth grade students in Physics. The different online tools and learning environment from website 'Wiziq.com' was used for the study. A high score in achievement among students' taught and studied through online tools and online learning achievement was found through this research. Similarly achievement among students of F2F teaching was found to be low, this is because in F2F learning, collaborating and sharing of resources is limited to the walls of classroom, but online learning made it possible for learning, collaborating, and sharing of resources beyond four walls. Online learning environment provides features such as, user centre, user control and communication, and making teaching learning process learner centric.

Muhammad *et al*, (2016) [4] Emotional intelligence as Determinant of Readiness for Online Learning. Students’ performance in online learning environment associated with their readiness to adopt a digital learning approach. Traditional concept of readiness for online learning is connected with students’ competencies of using technology for learning purposes. We in this research however investigated psychometric aspects of students’ preparedness for online learning. Purpose of the activity was to examine students’ emotional intelligence as a determinant of their readiness for online learning. 432 learners enrolled in distance learning programs participated in the study. Wong and Law emotional intelligence scale (WLEIS) and online learning readiness scale (OLRS) were adapted to collect the require data. Regression coefficient portrays a large predictive contribution of students’ emotional intelligence in explaining variance in their readiness for e-learning.

Dr. Kuldeep Singh, (2021) [5] A study on secondary school students’ attitude towards online learning during covid-19. The aim of the present study is to study the attitude of secondary school students towards online learning in the covid-19 period in relation to their gender and locality. The study used a survey approach to determine attitude of 130 students towards online learning. Attitude towards e-learning scale developed by was used to collect the data. The findings of the study conclude that there exists no significant difference in attitude towards online learning with respect to gender. The findings of the study further reveal that locality has a significant effect on students’ attitude towards online learning. The findings of the study have been analysed and discussed in details in the paper.

Objectives of the study

The objectives of the study are as follows:

1. To study the participation of secondary school students in online learning w.r.t. gender.
2. To study the emotional intelligence of secondary school students w.r.t. gender.
3. To study the attitude of secondary school students w.r.t. gender.
4. To study the academic achievement of secondary school students w.r.t. gender.

Hypothesis of the study

1. There is difference in participation of secondary school students in online learning w.r.t. gender.
2. There exists no significant difference in emotional intelligence of secondary school students w.r.t. gender.
3. There exists no significant difference in attitude of secondary school students w.r.t. gender.
4. There exists no significant difference in academic achievement of secondary school students w.r.t. gender.

Design of the study

Method

Descriptive survey method was used to collect the data.

Sample

A sample of 800 secondary school students of Vijayapur district were randomly selected.

Tools Used

Online learning questionnaire constructed by researcher, attitude scale by Dimple Rani is adopted and this scale

consists of 65 items and the scale is five point scale (Strongly Agree, Agree, Undecided, Disagree, Strongly Disagree). Emotional intelligence scale by Dr. Arun Kumar Singh and Dr. Shruti Narain is adopted and this scale consists of 31 items and the scale is two point scale (Yes/No).

Statistical Techniques

Mean, percentage, standard deviation and t-test were used.

Data Analysis and Discussion of Result

1. Participation of Secondary School Students in Online Learning w.r.t. Gender

Table 1: Participation of Secondary School Students in Online Learning w.r.t. Gender

| Gender | Opinions | | | | Total |
|--------|----------|--------|-----|--------|-------|
| | Yes | % | No | % | |
| Boys | 243 | 58.55 | 172 | 41.44 | 415 |
| Girls | 214 | 55.58 | 171 | 44.41 | 385 |
| Total | 457 | 57.125 | 343 | 42.875 | 800 |

From the above table 58.55% of boys and 55.58% of girls participated rigorously in online learning. 41.44% of boys and 44.41% of girls are not participated rigorously and they took not so much interest in learning online because of some reasons like poor internet connectivity, home environment, shortage of e-devices during online classes. Totally 57.125% of secondary school students participated rigorously in online learning and 42.875% of secondary school students not participated rigorously in learning online. So here boys took little more interest and participated rigorously than girls.

2. Emotional Intelligence of Secondary School Students w.r.t. Gender

Table 2: Emotional Intelligence of Secondary School Students w.r.t.

| Gender | Frequency | Mean | S.D. | t-value | Significance level |
|--------|-----------|----------|---------|---------|--------------------|
| Boys | 415 | 21.59036 | 5.40254 | 3.91152 | Significant |
| Girls | 385 | 23.07591 | 5.32892 | | |

From the above table, mean of emotional intelligence of secondary school boys and girls are 21.59036 and 23.07591 respectively and the t-ratio is 3.91152. The t-ratio value is significant at 0.05 level of significance. So there is significant difference in emotional intelligence of secondary school boys and girls. So the hypothesis “There is no significant difference between Emotional Intelligence of secondary school boys and girls” is rejected. The mean value of secondary school girls is significantly more as compared to secondary school boys.

3. Attitude of Secondary School Students w.r.t. Gender

Table 3: Attitude of Secondary School Students w.r.t. Gender

| Gender | Frequency | Mean | S.D. | t-value | Significance level |
|--------|-----------|-----------|---------|---------|--------------------|
| Boys | 415 | 220.81325 | 33.6657 | 1.0092 | NS |
| Girls | 385 | 218.37013 | 34.7879 | | |

From the above table, mean of attitude of secondary school boys and girls are 220.81325 and 218.37013 respectively and the t-ratio value is 1.0092. The t-ratio value is not significant at 0.05 level of significance. So there is no

significant difference between attitude of secondary school boys and girls. So the hypothesis “There is no significant difference between Attitude of Secondary School Boys and Girls” is accepted. The mean value of secondary school boys is significantly more as compared to secondary school girls.

4. Academic Achievement of Secondary School Students w.r.t. Gender

Table 4: Academic Achievement of Secondary School Students w.r.t. Gender

| Gender | Frequency | Mean | S.D. | t-value | Significance level |
|--------|-----------|---------|----------|---------|--------------------|
| Boys | 415 | 76.8975 | 12.37376 | 1.16431 | NS |
| Girls | 385 | 77.9155 | 12.33722 | | |

From the above table, mean of academic achievement of secondary school boys and girls are 76.8975 and 77.9155 respectively and the t-ratio is 1.16431. The t-ratio value is not significant at 0.05 level of significance. So there is no significant difference between academic achievement of secondary school boys and girls. So the hypothesis “There is no significant difference between Academic Achievement of Secondary School Boys and Girls” is accepted. The mean value of secondary school girls is significantly more as compared to secondary school boys.

Results of the study

1. Secondary school boys took little more interest and participated rigorously than girls in online learning.
2. There is significant difference between emotional intelligence of secondary school boys and girls. Secondary school girls have more emotional intelligence than boys.
3. There is no significant difference between attitude of secondary school boys and girls. Secondary school boys shown more positive attitude than girls.
4. There is no significant difference between academic achievement of secondary school boys and girls. Secondary school girls’ achievement is little bit more than boys.

Conclusion

Based on the results of data analysis from the questionnaire and scales, it can be concluded that secondary school students taking more interest in learning online and they adjusting to new learning method may be some students not rigorously participated in online learning because of shortage of e-devices, poor internet connection, unfavorable home environment and may be some other reasons. There is difference in emotional intelligence of boys and girls, girls are good in understanding emotions and expressing their emotions than the boys. Most of students shown positive attitude towards online learning because of that there is no change in students’ academic achievement. So the students adjusting to new learning method and this one going to be future one.

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