



AN EFFECT OF ATTITUDE TOWARDS ONLINE TEACHING (EDUCATION) ON THE ACADEMIC ACHIEVEMENT OF B.A VI SEMESTER STUDENT'S STUDYING IN DHARWAD DISTRICT

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Abstract:

This paper presents empirical evidence on the links between Online Teaching (Education) and Academic Achievement of B.A. VI Semester students studying in Dharwad District of Karnataka State. It describes how attitude towards Online Teaching may directly or indirectly impact on students' achievements. Major objectives of this research paper are: 1. To investigate the relationship between attitude towards Online Teaching and academic achievement of B.A. VI Semester students 2. To investigate the relationship between attitude towards Online Teaching and academic achievement of Male and Female, Rural and Urban and High and Low socio economics status of B.A. VI Semester students. Sampling technique: The sample included 200 B.A. VI Semester Students of Dharwad District were selected for the study by the purposive random sampling technique, Method: Research paper is basically descriptive and analytical in nature and is based on both primary and secondary data according to the need of this study. Tools and Techniques Used: 1) Achievement Test 2) Socio-Economic Status scale by Kalkkar 3) "Student attitude towards Online teaching" - Scale constructed by Researcher keeping in view of different components of Online teaching were used for data collection. The Karl- Pearson's correlation coefficient technique was adopted for data analysis. Findings-There is a positive significant relationship between. Attitude towards Online teaching and academic achievement of B.A. VI Semester student's studying in Dharwad District.

Key Words: Online Teaching, Academic achievement, Attitude. Socio-Economic Status

Introduction:

Novel Corona virus (COVID-19) pandemic has significantly disrupted every aspect of human life. As the COVID-19 spread across the globe, alarm bells are sounding in the education sector. The Covid-19 pandemic has forced schools and colleges to shut down temporarily and is causing havoc in the education system. According to a report of the Ministry of Human Resource Development, Government of India conducted a survey on higher education and observed that there are 993 universities, 39931 Colleges and 10725 Stand Alone Institutions listed on their portal, which contribute to education. These institutions further reflect the student density of India as the total enrolments in higher education every year are nearly 37.4 million, reflecting the expanding horizons of the education industry. The sector was

seen catching pace by the passing day until Corona virus impacted the country intensely. The switch to online education has been ensuring that students suffer no loss of studies and their progress is being tracked simultaneously with timely evaluation. It is probably a first for India to experiment with the education system and make a paradigm shift to the virtual world, blending classrooms with online teaching and learning.

A) Online Teaching:

Online teaching and Learning is the most popular form of distance education today. The presentation or teaching of course syllabus or syllabi through a computer system. Learning takes place through the explicit use of technology and computer net working systems.

Online teaching is the process of instruction in an online, virtual or networked, environment in which



teacher and students participate from separate physical locations. It provides opportunities to access and share information more easily and readily.

B) Academic Achievement:

Academic achievement refers to the Student’s knowledge, attainment and skill developed in the subjects who are assessed by the authorities with the help of achievement tests; in the form of examination.

C) Attitude:

Attitude is the underlying way we think, feel and act - how we react to the world around us. It determines the quality and effectiveness of all of our thinking, emotions and behaviour ... and, thereby, the positive or negative consequences of that behaviour.

D) Socio Economic status:

Good defined Socio-Economic Status as the Background or the Environment, indicative of both Social and Economic Status of an individual or groups”.

Need and Importance the Study:

The present study aims to investigate the Effect of Attitude towards Online Teaching on the academic achievement of B.A.VI Semester students studying in Dharwad District. It attempts to shows the effect of attitude towards Online Teaching on the academic achievement of students.

Review of Related Literature:

1. In order to understand the Student attitude towards online teaching, the Study conducted in India and Abroad has been studied.

Statement of Problem:

“An Effect of attitude towards Online Teaching (Education) on the Academic Achievement of B.A VI Semester Student’s studying in Dharwad District.”

Objectives of Study:

1. To investigate the relationship between attitude towards online teaching and academic achievement of B.A.VI Semester students.

2. To investigate the relationship between attitude towards online teaching and academic achievement of Male and Female and High and Low socio economic status of B.A.VI Semester students.

Hypothesis: The null hypotheses were set up for the present study.

Design of the Study:

- Method: Research paper is basically descriptive and analytical in nature and is based on both primary and secondary data according to the need of this study.
- Sample: 200 B.A.VI Semester Students were selected randomly for the present study.
- Data gathering tools: The tests used in the present study are as follows
 1. Achievement Test
 2. Socio-Economic Status scale by Kalkkar.
 3. Students attitude scale (constructed by Researcher keeping in view of different components of online teaching.
- Data collection procedure: Copies of Socio-Economic Status scale developed by Kalkkar and Students attitude Scale developed and standardized by the investigator were administered to the Degree College students studying in different colleges in Dharwad district (Through Google form). The filled in data from B.A. VI Semester students have been collected by the investigator. The responses were given by the B.A. VI Semester students were relevant to the subject. Prior to the administration of the different tools (Through Google form) the permission from the Principals of all the selected degree colleges were taken for the collection of data.
- Statistical techniques: 1. Mean, Standard Deviation and Correlation analysis

Analysis and Interpretation of Data:

Simple Correlation:

➤ Hypothesis: 1. There is no significant relationship between academic achievement and attitude towards online teaching and its dimensions.



Variables	Correlation between academic achievement scores of students			
	r-value	t-value	p-value	Signi
Total attitude scores towards online teaching	0.9063	42.7872	0.0001	S
Attitude towards Internet Connection and expenditure	0.8784	36.6618	0.0001	S
Attitude towards e-resources	0.8578	33.3000	0.0001	S
Attitude towards Clear expectation, Quality assignments and Time management.	0.7520	22.7610	0.0001	S

To achieve this hypothesis, the Karl Pearson's correlation coefficient method was applied and the results are presented in the following table.

Table: 1. Results of correlation coefficient between academic achievement and attitude scores towards online teaching and its dimensions
From the results of the above table, it can be seen that,

- A significant and positive correlation was observed between academic achievement of students with total attitude scores towards online teaching ($r=0.9063$, $p<0.05$) at 5% level of significance, attitude scores towards Internet Connection and expenditure ($r=0.8784$, $p<0.05$) at 5% level of significance, attitude scores towards e-resources ($r=0.8578$, $p<0.05$) at 5% level of significance, attitude scores towards Clear expectation, Quality assignments and Time management ($r=0.7520$, $p<0.05$) at 5% level of significance. Hence, the null hypothesis is rejected. It means that, the academic achievement and total attitude scores towards online teaching are dependent on each other.
- Hypothesis:2. There is no significant relationship between academic achievement and attitude towards online teaching of male students of B.A VI Semester and its dimensions.

Table:2. Results of correlation coefficient between academic achievement and attitude towards online teaching of male students of B.A

VI Semester and its dimensions

Variables	Correlation between academic achievement scores of male students			
	r-value	t-value	p-value	Signi.
Total attitude scores towards online teaching	0.8808	25.5055	0.0001	S
Attitude towards Internet Connection and expenditure	0.8512	22.2417	0.0001	S
Attitude towards e-resources	0.8715	24.3619	0.0001	S
Attitude towards Clear expectation, Quality assignments and Time management.	0.7013	13.4905	0.0001	S

From the results of the above table, it can be seen that,

- A significant and positive correlation was observed between academic achievement of male students of B.A.VI Semester with total attitude scores towards online teaching ($r=0.8808$, $p<0.05$) at 5% level of significance, attitude scores towards online teaching ($r=0.8512$, $p<0.05$) at 5% level of significance, attitude scores towards Internet Connection and expenditure ($r=0.8715$, $p<0.05$) at 5% level of significance and attitude scores towards e-resources ($r=0.7013$, $p<0.05$) at 5% level of significance. Hence, the null hypothesis is rejected. It means that, the academic achievement and total attitude scores towards online teaching and attitude scores towards Internet Connection and expenditure, e-resources and Clear expectation, Quality assignments and Time management of male students of B.A. VI Semester are dependent on each other.
- Hypothesis:3. There is no significant relationship between academic achievement and attitude scores towards online teaching of female students of B.A. VI Semester and its dimensions.

Table:3. Results of correlation coefficient between academic achievement and attitude scores towards online teaching of female students of B.A. VI Semester and its dimensions



Variables	Correlation between academic achievement scores of female students			
	r-value	t-value	p-value	Signi.
Total attitude scores towards online teaching	0.9212	34.1542	0.0001	S
Attitude towards Internet Connection and expenditure	0.8937	28.7239	0.0001	S
Attitude towards e-resources	0.8522	23.4907	0.0001	S
Attitude towards Clear expectation, Quality assignments and Time management.	0.7789	17.9127	0.0001	S

From the results of the above table, it can be seen that,

- A significant and positive correlation was observed between academic achievement of female students of B.A. VI Semester with total attitude scores towards online teaching ($r=0.9212$, $p<0.05$) at 5% level of significance, attitude scores towards Internet Connection and expenditure ($r=0.8937$, $p<0.05$) at 5% level of significance, attitude scores towards e-resources ($r=0.8522$, $p<0.05$) at 5% level of significance and attitude scores towards Clear expectation, Quality assignments and Time management ($r=0.7789$, $p<0.05$) at 5% level of significance. Hence, the null hypothesis is rejected. It means that, the academic achievement and total attitude scores towards online teaching and Internet Connection and expenditure, e-resources and Clear expectation, Quality assignments and Time management of female students of B.A. VI Semester are dependent on each other.

➤ Hypothesis:4. There is no significant relationship between academic achievement and attitude scores towards online teaching of urban B.A. VI Semester students and its dimensions.

Table:4. Results of correlation coefficient between academic achievement and attitude scores towards online teaching of urban B.A. VI Semester students and its dimensions

Variables	Correlation between academic achievement scores of urban B.A. VI Semester students			
	r-value	t-value	p-value	Signi.
Total attitude scores towards online teaching	0.9336	37.6615	0.0001	S
Attitude towards Internet Connection and expenditure	0.9008	29.9860	0.0001	S
Attitude towards e-resources	0.8722	25.7725	0.0001	S
Attitude towards Clear expectation, Quality assignments and Time management.	0.7477	16.2802	0.0001	S

From the results of the above table, it can be seen that,

- A significant and positive correlation was observed between academic achievement of urban B.A. VI Semester with total attitude scores towards online teaching ($r=0.9336$, $p<0.05$) at 5% level of significance, attitude scores towards Internet Connection and expenditure ($r=0.9008$, $p<0.05$) at 5% level of significance, attitude scores towards e-resources ($r=0.8722$, $p<0.05$) at 5% level of significance and attitude scores towards Clear expectation, Quality assignments and Time management ($r=0.7477$, $p<0.05$) at 5% level of significance. Hence, the null hypothesis is rejected. It means that, the academic achievement and total attitude scores towards online teaching and Internet Connection and expenditure, e-resources and Clear expectation, Quality assignments and Time management of urban B.A. VI Semester are dependent on each other.

➤ Hypothesis: 5. There is no significant relationship between academic achievement and attitude scores towards online teaching of rural B.A. VI Semester students and its dimensions.

Table: 5. Results of correlation coefficient between academic achievement and attitude scores towards online teaching of rural B.A. VI Semester students and its dimensions



Variables	Correlation between academic achievement scores of rural B.A. VI Semester students			
	r-value	t-value	p-value	Signi.
Total attitude scores towards online teaching	0.9121	30.4196	0.0001	S
Attitude towards Internet Connection and expenditure	0.8854	26.0542	0.0001	S
Attitude towards e-resources	0.8620	23.2580	0.0001	S
Attitude towards Clear expectation, Quality assignments and Time management.	0.8010	18.2942	0.0001	S

From the results of the above table, it can be seen that,

- A significant and positive correlation was observed between academic achievement of rural B.A. VI Semester students with total attitude scores towards online teaching ($r=0.9121$, $p<0.05$) at 5% level of significance and attitude scores towards Internet Connection and expenditure ($r=0.8854$, $p<0.05$) at 5% level of significance, attitude scores towards e-resources ($r=0.8620$, $p<0.05$) at 5% level of significance and attitude scores towards Clear expectation, Quality assignments and Time management ($r=0.8010$, $p<0.05$) at 5% level of significance. Hence, the null hypothesis is rejected. It means that, the academic achievement and total attitude scores towards online teaching and Internet Connection and expenditure, e-resources and Clear expectation, Quality assignments and Time management of rural B.A. VI Semester students are dependent on each other.

➤ Hypothesis: 6. There is no significant relationship between academic achievement and attitude scores towards online teaching of student's with high socio economic status and its dimensions.

Table: 6. Results of correlation coefficient between academic achievement and attitude scores of student's with high socio economic status towards online teaching and its dimensions

Variables	Correlation between academic achievement scores of students of B.A. VI Semester high socio economic status			
	r-value	t-value	p-value	Signi.
Total attitude scores towards online teaching	0.8948	29.9983	0.0001	S
Attitude towards Internet Connection and expenditure	0.8754	27.1032	0.0001	S
Attitude towards e-resources	0.8521	24.3696	0.0001	S
Attitude towards Clear expectation, Quality assignments and Time management.	0.6681	13.4386	0.0001	S

From the results of the above table, it can be seen that,

- A significant and positive correlation was observed between academic achievement of B.A. VI Semester students with high SES with total attitude scores towards online teaching ($r=0.8948$, $p<0.05$) at 5% level of significance and attitude scores towards Internet Connection and expenditure ($r=0.8754$, $p<0.05$) at 5% level of significance, attitude scores towards e-resources ($r=0.8521$, $p<0.05$) at 5% level of significance and attitude scores towards Clear expectation, Quality assignments and Time management ($r=0.6681$, $p<0.05$) at 5% level of significance. Hence, the null hypothesis is rejected. It means that, the academic achievement and total attitude scores towards online teaching and Internet Connection and expenditure, e-resources and Clear expectation, Quality assignments and Time management of B.A. VI Semester students with high SES are dependent on each other.

➤ Hypothesis: 7. There is no significant relationship between academic achievement and attitude scores of student's with low socio economic status towards online teaching and its dimensions.

Table: 7. Results of correlation coefficient between academic achievement and attitude scores of student's with low socio economic status towards online teaching and its dimensions



Variables	Correlation between academic achievement scores of students of B.A. VI Semester low socio economic status			
	r-value	t-value	p-value	Signi.
Total attitude scores towards online teaching	0.9195	30.6750	0.0001	S
Attitude scores towards Internet Connection and expenditure	0.8789	24.1659	0.0001	S
Attitude scores towards e-resources	0.8673	22.8481	0.0001	S
Attitude scores towards Clear expectation, Quality assignments and Time management.	0.8368	20.0439	0.0001	S

From the results of the above table, it can be seen that,

- A significant and positive correlation was observed between academic achievement of B.A. VI Semester students with low SES with total attitude scores towards online teaching ($r=0.9195, p<0.05$) at 5% level of significance and attitude scores towards Internet Connection and expenditure ($r=0.8789, p<0.05$) at 5% level of significance, attitude scores towards e-resources ($r=0.8673, p<0.05$) at 5% level of significance and attitude scores towards Clear expectation, Quality assignments and Time management ($r=0.8368, p<0.05$) at 5% level of significance. Hence, the null hypothesis is rejected. It means that, the academic achievement and total attitude scores towards online teaching and Internet Connection and expenditure, e-resources

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and Clear expectation, Quality assignments and Time management of B.A. VI Semester students with low SES are dependent on each other.

Major Findings:

1. There is significant positive relationship between attitude score towards some online teaching and academic achievement of students of B.A. VI Semester.
2. There is significant positive relationship between attitude towards some Online Teaching and Academic achievement of Male and Female, Rural and Urban and High and Low socio economic status students of B.A. VI Semester.

Conclusion:

From the results obtained in the present study it is found that there is a positive and significant relationship between attitude towards online teaching and Academic Achievement of male and Female, Rural and Urban, High and Low SES B.A. VI Semester Students Studying in Dharwad District.

Educational Implications:

- i) Professors should create the awareness of online teaching and its Significance
- ii) Motivating and encouraging all the students to participate in the online Classes.
- iii) Professors should give the special attention and importance to Rural and Urban, High and Low SES Students.



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