

# **Institutional Closure and online-learning: Influence of Gender, Academic Stream and Type of School on online-learning among Adolescent students impacted by Covid-19**

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<b>ABSTRACT</b>
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*The success of any digital or online intervention is more or less dependent on the attitude of a learner towards online learning. The study was an attempt to study the Impact of Gender, Academic Stream, type of School on online-Learning attitude among Adolescent Students Impacted by Covid-19. The investigation is centred on the data collected from 200 adolescent students selected randomly from various senior secondary school students of Jammu and Kashmir. Online-Learning scale developed by researcher was used to collect the data. The study could not ascertain the influence of gender and academic stream on online learning attitude among adolescent students. The results also revealed that type of school affect the learner's attitude towards online Learning. Male and female adolescents do not differ significantly.*

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**Key Words:** *Institutional Closure, online-learning attitude, Covid-19 Pandemic*

## **1. Introduction**

Corona virus is the demarcating global health crises as it brings many disquieting and complexities to routine life styles (Adnan and Anwar, 2020). Abrupt spread of Covid-19 throughout the whole world obliged the human society

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to keep social distancing. With this social distancing and social restrictions there were serious risks of loneliness, physical ill-health, angst and dejection (Caspi et al., 2006) (Loades et al., 2020). Besides work, economy and governance, education sector were also adversely affected. Institution (schools, colleges and universities) closures was been summoned to conquer further virus spread, which thrust all the institutions to switch over to online means of academic transaction. Online learning is an internet- based teaching- learning process. In this approach students and teachers indirectly interact with each other by using internet-based substructures (Pham et al., 2018). Agarwal et al., (2020) online education is a kind of educational instructions that is provided to students via internet by using their home computers. Distance learning and E-learning is another name of online learning. "learning experiences in synchronous or asynchronous environments using different devices (e.g., mobile phones, laptops, etc.) with internet access" is E-learning (Huang et al., 2020). E-learning is considered as "an innovative approach in delivering education services through the electronic platform to advance knowledge, skills, and other learning outcomes. In these environments, students can be anywhere (independent) to learn and interact with instructors and other students" (Huang et al., 2020). Due to lockdown online Education becomes the major platform for both teachers and students to carry out teaching learning process. This abrupt Covid-19 lockdown has amplified the cognizance, importance and usage of newly existing equipment in education (Goh & Sandars, 2020). Online-learning bids effectiveness, resilience, and satisfaction to

educators (Chakravarti, 2019). It provides opportunity to students to study any time and and where (Basilaia et al., ).

## **2. Review of Related Literature**

Number of studies conducted on e-learning processes indicates that attitude of students towards e-learning depends upon personal perception (Sun et al., 2008), e-learning qualities like information quality, back-up of service, system quality etc. (Uppal et al., 2008) (Kim & Frick, 2011), information technology, learning material, student-student interaction, learning environment (Benigno & Trentin, 2000). Slim (2007) stated that participation in e-learning becomes success due to control of the technology, attitude of the instructor, technical competency and motivation of students. Fleming et al., (2017) point out that knowledge towards Electronic learning, mechanical support, and student view point towards e-learning system are the determinants of future use of e-learning. Kour (2017) explored and compared the effectiveness of e-learning among adolescent students with respect to their attitude, in their academic life. She observed the favourable attitude among adolescent students towards Electronic learning. Zhang et al., (2012) recognized that self-perception, satisfaction from earlier use of the system are the factors that determine the intention of learner towards Online learning. Number of studies on Online learning during COVID-19 Pandemics are available (Abbasi, Ayoob, Malik & Memon, May 2020; Nikou and Maslov 2021, Daniel 2021,) examine the Perception, objections and Opportunities felt by the students during the Rise of Online Learning due to Pandemic lockdown.

### **3. Significance of the study**

Almost every facets of human life gets affected due to Covid-19 Pandemic, and education is no omission to it. In fact children got severely affected due to the institutional closure since March, 2020. Students not only lost their physical access to schools but their access to the teachers, principals, school Library, laboratory, school canteen, playground also got severely affected. This has resulted in the anxiety and stress among the students (Abbasi et al., 2020). However, academic institutions being responsive to the academic needs of the students switched over to online system of education. But, the success of the digital means of education in apart from other factors largely dependent up on the learner's digital academic interests (Baber 2021). An attempt was made to study the attitude towards online learning among adolescent students impacted by COVID-19 in Central Kashmir which is the part of U.T. J&K (india).

### **4. Objectives**

The objectives of the study are

To compare adolescent students of Kashmir Province impacted by COVID-19 Pandemic on attitude towards online learning in relation to Gender (Male/Female), Academic stream (Arts/Science) & Type of school (Private/Government).

### **5. Methodology**

The study is based on data collected from 200 adolescent students (11<sup>th</sup> and 12<sup>th</sup> class) selected randomly from different higher secondary schools of central Kashmir. The

data was collected from the month of August through November 2021, through self-constructed tool consisting of 31 items accessing attitude towards online learning among adolescents. The CVR (Content Validity Ratio) coefficient for 31 items ranged from .50 to .1 which indicated Attitude towards online learning scale possesses a good content validity as per Lawshe's (1975) formula. The calculated reliability coefficient (Cronbach's Alpha) of 31 items was 0.848 specifying good internal consistency of all the items.

Data as such collected were tabulated in SPSS for further analysis.

## **6. Analysis and interpretation:**

### **6.1 Male and Female student's attitude towards online learning.**

As evident from Table 1, no significant difference ( $p>0.5$ ) is observed between male and female adolescent students impacted by COVID-19 Pandemic on attitude towards online teaching learning process because both male and female believe that online learning is blessing particularly during Pandemic lockdown and is also easily accessible.

**Table 1: Attitude of Male and Female adolescent students impacted by COVID-19 Pandemic towards online learning**

<b>Group</b>	<b>N</b>	<b>Mean</b>	<b>t-Value</b>	<b>p-Value</b>
Male	100	146.91	0.673	0.73
Female	100	148.59		

### **6.2 Attitude of Science and Arts stream students towards online learning.**

As evident from Table 2, no significant difference ( $p>0.5$ ) is observed between science and arts stream adolescent

students impacted by COVID-19 Pandemic on attitude towards online learning as both groups agree that every type of knowledge can be easily comprehended by using internet.

**Table 2: Attitude of Science and Arts stream adolescent students impacted by COVID-19 Pandemic towards online learning**

Group	N	Mean	t-Value	p-Value
Science	100	147.69	0.803	0.82
Arts	100	147.10		

## **6.2 Attitude of Government and Private school students towards online learning.**

As evident from Table 3, Significant difference ( $p < 0.5$ ) is observed between government and private school adolescent students impacted by COVID-19 Pandemic on attitude towards online learning. Table mean clearly shows that Private school students shows more favourable attitude towards e-learning as compared to government. This is only because of facilities available to the private school students at their homes as these students are from rich family background as compared to government school students.

**Table 3: Attitude of Government and Private school adolescent students impacted by COVID-19 Pandemic towards online learning**

Group	N	Mean	t-Value	p-Value
Government	100	145.34	2.149	0.03
Private	100	150.48		

## 7. DISCUSSION

While analysing the collected data related to the attitude of Adolescent students towards online learning in Central Kashmir of Kashmir province (U.T., J&K, India). It has been found private school students shows more favourable attitude towards online learning as compared to government school students, because of learning facilities available to these students. This finding is having link with the findings of **Uppal et al., (2008) & Kim & Frick, (2011)**, who also found that attitude of students towards e-learning depends upon learning environment and learning material available to students.

**8. Educational implications:** The study is very useful for experts, officials, and the administrators. The study becomes eye opener for administrators and the government by showing that how weak technological system and non-availability of infrastructure in government run schools impact the approach of learners towards online education. Therefore in order to keep pace with the rising educational challenges particularly during emergencies like covid-19, the government needs more vigorous strategies and also needs to improve the infrastructural facilities so that educational activities does not suffer in future in case there are any crises.

## 9. Limitations and Recommendations:

This research study is related to only central Kashmir and studies the attitude towards online learning among adolescent students only. Thus the researcher recommend that it should be extended to the whole U.T of J&K and more studies should be conducted on different age groups

also in order to cope with the challenges caused by the abrupt use of online teaching learning due to Pandemic.

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