

Attitude towards Online Classes among College Students

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Abstract

Examining the attitudes of college students towards online classes is the main focus of this study. Due to the pandemic, students had to attend their classes online and all the activities that used to happen at college have been taking place virtually. College students are now able to complete their degrees and give their examinations from their electronic gadgets with an internet connection. Students spend more time with their gadgets in a day for online classes and also for the completion of their assignments. The pandemic has forced the faculties and college students in such a way that they are forced to live in cyberspace all the time connected to the internet via google Classroom, virtual meet, virtual conferences, etc. Therefore, the study aims to investigate the attitude of college students towards online classes and how they feel about Online classes when compared to Offline classes. The Survey includes 100 samples collected from college students of age 18 to 24 from various colleges. A self-structured questionnaire was constructed to collect the data from the desired population. The statistical technique used is percentage analysis. In conclusion, based on the results, the positive aspects of students' attitudes toward online classes can support effective education and make the best use of cyberspace. However, the negative aspects can cause health issues and mental health problems due to prolonged use of gadgets.

Keywords: Attitude, Online Classes, and College Students.

Since the COVID-19 pandemic, the world has come to a halt where people had to stay at home until the COVID-19 situation has been under control, consequently many educational institutions had to be closed. Within a few months, the educational institutions started to function by conducting online classes. It was a sudden change for both the teachers and the students to adapt to this kind of environment where the students had to attend classes from home.

There was a drastic transition from offline/traditional classes to online/virtual classes. Online platforms such as google classrooms, Microsoft teams, Google meet, and zoom was used to attend classes with the help of electronic gadgets such as smartphones and laptops and an internet connection.

According to the latest research Online-classes have been a lifesaver for the students who have registered for the course and could not attend the classes because of the lockdown declared by the government in cooperation with the ministries of education. The majority of the issues addressed by the students about the online classes is that

they have a weak internet connection which is affecting their learning process. (Mallillin et al. 2020. Students learning will diminish when online classes are taken for granted by turning off their videos and mic during the session. Due to this the teacher might only discuss the topics and cannot personally monitor the students whether they are listening or not. This has an impact on their learning performance. (Baker, Evans, Li, &Cung, 2019)

Therefore, we need to understand the various factors which influence the attitude towards online classes, which will enable us to make improvements in every possible area to give a better learning experience for college students.

Objectives

1. To understand how they feel about online classes when compared to offline classes.
2. To understand the problems faced by young adults (College Students) relating to online classes.
3. To understand how the cognitive, psycho-social, physical, and psychological factors affect the online learning experience for college students.

Method

Sample

The target group for the survey was chosen by simple random sampling. The sample size consisted of 100 individuals comprising 50 males and 50 females collected across India. The primary source of data was used, which involves data collection through google forms from the respondents. Questions for the survey were prepared and created in google forms and it was sent to the respondents through WhatsApp. The primary data will give first-hand information from the target group. Each individual was addressed personally with the google form link along with the information about the given study, and they were able to complete the survey within 6 minutes. All the checklists were filled out in March 2021. Overall, a 100% response rate was achieved.

Tools

For the study, a checklist method of data collection was employed. The self-structured checklist was administered by the researcher in the present study. The statistical tool employed for the study is descriptive statistics through percentage analysis.

Results The analysis of data is done statistically employing the software package (windows version 10.0) and the statistical technique used in the survey research is percentage analysis.

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Table 1 Cognitive factors affecting learning through Online mode.

Variables	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
Reflection	11%	16%	27%	28%	18%
Understanding	5%	16%	22%	34%	23%
Concentration	7%	15%	11%	36%	31%
Retention	5%	11%	19%	38%	27%

Table 2 Psycho-social factors affecting learning through Online mode.

Variables	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
Interactive session	8%	14%	13%	34%	31%
Involvement	14%	19%	22%	25%	20%
Social interaction	1%	5%	4%	32%	58%

Table 3 Physical factors affecting learning through Online mode.

Variables	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
In-activeness	47%	39%	7%	5%	2%
Sleep disturbance	38%	32%	13%	11%	6%
Less importance to cleanliness	13%	33%	18%	19%	17%

Table 4 Psychological factors affecting learning through Online mode.

Variables	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
Motivation	4%	40%	9%	28%	19%
Difficulty managing deadlines	32%	42%	12%	7%	7%
Stress	24%	39%	16%	19%	2%

Discussion

Four tables representing the cognitive factors, psycho-social factors, physical factors, and psychological factors are given in which show the variables which affect the attitudes toward online classes among the college students

In the cognitive factors, the focus is given to the reflection, understanding, concentration, and retention of the concepts learned during the online classes. The students predominantly disagree with this when compared to the offline classes. Students spend an equal number of hours in both online and offline classes. When it comes to a single period of 40 minutes, teachers take the class for 20 minutes and the remaining time is for discussions and settling the disturbance in the class but in the case of online classes, the teacher is made to teach the whole period with minimal interaction with the students. This creates excess information being delivered to the students which might be difficult to process.

In the psycho-social factors, the focus is given to the interactive sessions, involvement, and social interaction between teachers and students during online classes. The majority of them disagreed with

these variables when compared to offline classes. The reason could be the fear of getting judged by their peers when they share an opinion or ask doubt to the teacher during an online class. Since most of the students turn their video and mic off during online classes it is difficult for the speaker to know the reactions of the listeners. But in offline classes, the students automatically start having social interaction when they are put in one class.

In the physical factors, the focus is given to sleep disturbance, in-activeness, and less importance to cleanliness during online classes. The majority of them agreed with the given variables when compared to the offline classes. The reason might be due to sitting in one place for a long time for attending classes and also spending even more time with gadgets. Physical activity is very minimal because there is no need to go outside much. Due to the inactivity of the body, it is common for people to sleep during the day which makes them stay awake during the night using gadgets. This interrupts the sleep cycle which can cause harm to the body. Which ultimately makes them wake up right before the online class and skip their morning routine.

In the psychological factors, the focus is given to the motivation, difficulty managing deadlines and stress felt during the online classes. The majority of them disagreed that they were feeling motivated to attend the online classes. The reason might be that online classes are monotonous. When the assignments are many or given to be completed in a few days it might be difficult to manage the sharp deadlines when it comes to online submissions. If day-to-day pressures are not controlled, they might cause stress accompanied by anxiety and other mental health problems.

The unique contribution of this research to the field is that it gives an understanding of online classes and how these above-mentioned factors play a major role in influencing the attitude towards online classes. Therefore, based on the findings and the interventions planned to improve those factors the institutions can focus on implementing the best learning experience for the students as well as the teachers.

According to the previous research, the authors claimed that online classes are effective based on the course module, and well-prepared teachers who can motivate the students to have an active interactive session online. There are effective strategies that can help universities to improve and adapt to teaching online. (Sun, A., & Chen, X., 2016)

Conclusion

The college student attitude survey concludes that the students are having a negative perception of online classes when compared to offline classes. The table analysis showed a negative attitude toward the online learning experience.

This implies that the students are facing initial resistance in the process of getting adapted to it eventually in the future.

Therefore, educational institutions can take satisfactory measures in improving coursework modules suitable for online learning. Creating a proper schedule for the online classes by giving the students and the teachers adequate breaks and considering the time for household chores like preparing food, washing clothes, etc. To maintain a healthy usage of electronic devices.

The positive aspect of online classes is that students can get access to free education from any part of the world with just a phone and an internet connection making them the future of modern education. online certification courses can save a lot of time and money spent on travel by learning from home. The learning experience can be improved with the help of targeted interventions.

The negative aspects are the increased screen time spent in a day which can cause physical health problems, eye strain, and inactivity of the body for a long time.

There was a shared opinion of both positive and negative aspects about the optimum facilities provided in the online classes and also the value and information supplied by the teachers which can be

improvised by the colleges. If those factors are much-taken care of, then the college students will contribute to more positive general perceptions of the online class experience in general.

Implications

Improving the coursework modules which is suitable for the online mode. Keeping sessions more interactive by conducting debates and discussions and also giving opportunities for students to work on group projects and improve their skills for actively participating online. Recorded sessions of the online classes will be helpful for the students to refer to whenever required and take notes at their own pace.

According to previous research Targeted cognitive interventions are widely used especially memory training interventions. It has been proved that young adults' performance in cognitive tasks such as retention, reflection, concentration, and understanding can be improved. Memory training has been successful in enhancing the performance of memory. ("Exploring Interventions to Reduce Cognitive Decline in Aging," 2010).

Psycho-social interventions are used to guide the person to change their behavior to have a healthy interaction with society. Which can be done with the help of cognitive therapy and behavioral therapy. (Psycho-social Intervention: Definition & Examples, 2017)

Creating a group exercise intervention that is guided by a physical education instructor to undergo basic physical training. For example, doing warm-up exercises, meditation, yoga and also practicing mindfulness. ("Analysis of Online Classes in Physical Education during the COVID-19 Pandemic," 2020).

Positive psychological interventions can be used by focusing on our positive emotions and strengths to improve our overall well-being by boosting confidence and reducing depression.

Limitations

A survey was collected through google Forms and their answers may be biased. Study patterns and the function of their institutions online might be different in different states.

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