



Relationship between Attitude and Anxiety Related to Online Learning

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Authors' contributions

This work was carried out in collaboration among all authors. All authors read and approved the final manuscript.

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ABSTRACT

Background: Online learning is not newest but recently fresh used mode in educational sector where it was difficult for every student to adopt it. Initially students were having a different attitude towards online learning and they were anxious about their academic curriculum. The study was conducted to assess their attitude and anxiety towards online classes and to see the correlation between attitude and anxiety of online learning. We know mid school student has good adaptation ability but then also it's a very new for them where students were facing lots of problem and faced lots of challenges due to COVID-19 pandemic specially the student who belong to poor family, but in this difficult time, everyone is doing their best to acquire new skills, and it's getting easier to enroll in online classes and finish their academic sessions.

Objective: 1. To assess the attitude and anxiety of online learning among students. 2. To correlate the attitude and anxiety of online learning among students.

Methods: This study was based on a Quantitative research approach. Convenient sampling technique was used. The population was all mid-school students from selected school

area consisted of 200 samples. And there was structured attitude and general anxiety scale were used.

Results: The mid study shows positive attitude and mild anxiety where the correlation between the attitude and anxiety is negative as per analysis.

Keywords: Attitude; anxiety; classes; mid school students; online learning; relationship.

1. INTRODUCTION

Online learning is not newest but recently fresh used mode in educational sector where in India it was difficult for every student to adopt it. Initially students were having a different attitude towards online learning and they were anxious about their academic curriculum. As the world changes, so does the educational system, which has altered and transformed its approach.

We all know that new apps aren't known to everyone, but in this difficult time, everyone is doing their best to acquire new skills, and it's getting easier to enroll in online classes and finish their academic sessions. For middle school students, online learning has snatched the lead, and it is now finding its way into high schools. Despite the reality that this type of education and has been shown to enhance older children, few studies have included middle school students. If the trend of younger teenagers studying online continues, it will become a key component of middle school tutoring, necessitating more research in this area.

We know that online learning is so convenient and can be easily assessable anywhere but due to over use of internet some areas are having lots of network connectivity issues where its was a biggest problem for every student whether they are at home or traveling. We blame that the rural area is having network connectivity issue but so many people has faced connectivity issue from urban areas too. It has various benefits but it has drawbacks too. Also the disadvantages are related to increased student responsibilities and technological abilities, the positive aspects are related to increased student responsibilities and technological abilities [1].

In some previous research studies, students' negative attitudes toward online learning were also discovered. Students' unfavorable views regarding online learning were attributed to a lack of computer skills, technical anxiety, and computer hardware concerns, as well as weak study abilities, insufficient motivation, and an inability to work independently [2].

This counter-balanced between all the subject, where the students faced a lot of challenges in mathematics subject as there was the availability of many aids for understanding students before the pandemic the online learning was the secondary part of learning for the school students but now it's very important for students to show active participation for e-learning as it is a part of academic and through this their academic performance is evaluated.

Computerized health diagnostics and decision making algorithms can provide timely clinical decision support at bedside and improvise the process of adherence to evidence based guidelines, and be a source for education and research. Moreover, these algorithms can be integrated with hardware, and embedded with machine learning modules, to develop a fully functional artificial intelligence-based medico bot [3].

During the lockdown due to the new coronavirus pandemic in 2019, the whole educational system, from primary to tertiary level, has faltered not just in India but across the world . In the face of the COVID-19 pandemic, this paper makes a contribution by discussing the required elements of online teaching-learning in education, as well as how existing educational institution resources can effectively transform formal education into online education using virtual classes and other critical online tools in this ever-changing education scheme. The goal of this research is to get a complete picture of continuing online teaching-learning activities during the lockdown, and in aftermath of the COVID-19 incident, as well as to establish a link between change management and online teaching-learning in the educational system.

The e-learning model has been successfully introduced; there are more requirements from the students regarding the resource material and minimal lacunas regarding the skill of faculty members and technical issues. Students have appreciated online learning module during this pandemic situation and necessitated for the combination of e-learning and face-to-face

learning in future. Effective implementation of the program possibly helps to expand it seamlessly for future planning regarding the assessment and evaluation of the students [4].

Emotional intelligence has a negative correlation with perceived stress, mental stress, maladaptive coping behaviour (escape avoidance) and a positive correlation with adaptive coping style (planful problem solving). Furthermore, higher emotional intelligence is associated with better quality of health [5].

1.1 Objectives of the Study

1. To assess the attitude and anxiety of online learning among students.
2. To correlate the attitude and anxiety of online learning among students.

2. MATERIALS AND METHODS OF THE STUDY

In present study the quantitative research approach was used and the research design used was descriptive research design. It has two variables i.e, attitude regarding online learning classes and anxiety regarding online learning classes. Sampling technique was non probability convenient sampling. Selected area for sampling was school from Sawangi (M) and Wardha district. Sampling population was mid school students. Sampling size was 200 sample. The tool used to assess attitude was structured scale and for anxiety standardized anxiety scale.

2.1 Major Findings of the Study

2.1.1 Assessment of level of attitude and anxiety of online classes among students

2.1.1.1 Assessment with the level of attitude score

- The finding shows that 10.5% of the students were neutral, 74.5% were agreed and 15% of them were strongly agree for

attitude towards online learning. Minimum attitude score was 23 and maximum attitude score was 50. Mean attitude score was 35.98 ± 4.68 and mean percentage of attitude score was 71.97 ± 9.37 .

2.1.1.2 Assessment with the level of anxiety score

- The findings shows that 63.5% of the students were having mild anxiety, 31% had moderate and 5.5% of the students had severe anxiety. Minimum anxiety score was 0 and maximum anxiety score was 17. Mean anxiety score was 6.62 ± 4.16 and mean percentage of anxiety score was 31.52 ± 19.84 .

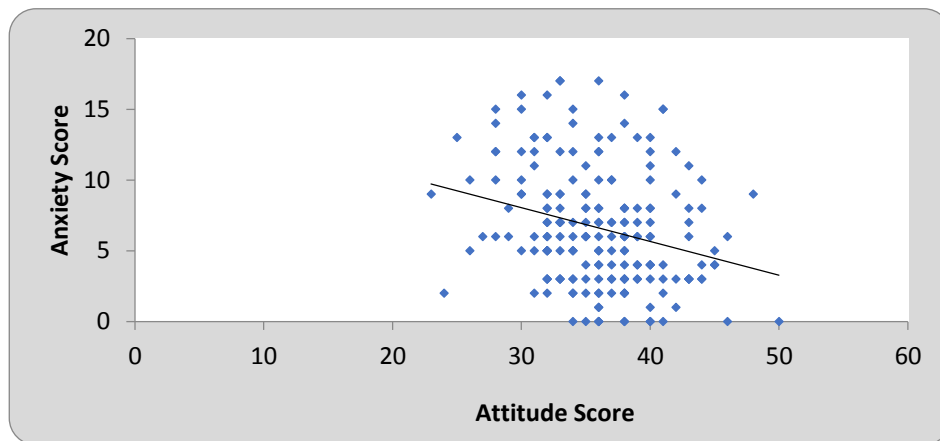
2.1.2 Correlation between level of attitude and anxiety of online classes among students

- The results indicate a link between mid-school students' attitude and anxiety levels when it relates to online learning sessions. Pearson's correlation coefficient was used to do the correlation, which was done at a 5% level of significance. The attitude and anxiety scores of middle school students were shown to have a negative connection ($r = -0.268$, $p\text{-value} = 0.0001$). It proves that as attitude of mid school children is high his anxiety is low.

This table shows the correlation between attitude score and anxiety score of mid school students regarding online learning classes. Correlation was done by using Pearson's correlation coefficient is applied at 5% level of significance. Thus the H_1 is accepted. Negative correlation was established between attitude score and anxiety score of mid school students ($r = -0.268$, $p\text{-value} = 0.0001$). It proves that as attitude of mid school children is high his anxiety is low.

Table 1. Correlation between attitude and anxiety score of students n=200

Overall	Mean	SD	R-value	p-value
Attitude Score	35.98	4.687	-0.268	0.0001
Anxiety Score	6.62	4.16		S, $p < 0.05$



Graph 1. Correlation between level of attitude and anxiety of online classes among Learners

3. RESULTS

According to the findings of the current study, the correlation between the attitude and anxiety is negative in mid school students ($r = -0.268$, $p\text{-value} = 0.0001$).

4. DISCUSSION

(Liaw SS) 2008, "Investigating students' perceived satisfaction, behavioral intention, and effectiveness of e-learning": A case study of the Blackboard system, Although the advantages of e-learning have been discussed in previous research, it is essential to understand why some learners are unhappy with their e-learning experience. As a result, this study looks at the satisfaction of students, their behavioural intentions, and the Blackboard's efficiency e-learning system. The findings indicate that a crucial element impacting learners' experience with the Blackboard e-learning system is their perceived self-efficacy. Both perceived usefulness and felt satisfaction impact learners' behavioural intention to utilise an e-learning system [6].

(El Mansour B, Mupinga DM) 2007, "Students' positive and negative experiences in hybrid and online classes", the study shows, To accommodate the growing demand for education from non-traditional students, many schools and universities are resorting to hybrid and online courses. These courses save money by freeing up classroom space and allowing faculty to reach a larger audience through technology. satisfaction and comfort, class standards, and teacher availability were all listed as positive aspects of the online course. Negative features

included strict timetables for face-to-face meetings, as well as technical challenges with computers and internet access. Both online and hybrid students believed that the programmers exceeded their expectations; however, online classes had a larger rate of unfavorable experiences [7].

Sileo JM, et.al, Mar 27, 2008, "Academic dishonesty and online classes": a rural education perspective, Rural educators must adhere to high ethical standards that guide there they can improve their professional practice while also benefiting the communities in which they live and work. The goals of this article are to discuss rural education and how it intersects with online classes as vehicles for meeting residents' educational needs; ethical problems that surround online class delivery; and recommendations for preventing academic dishonesty in online classes [8].

Roberts TG, et al, 2005, "The Relationship of self-efficacy, motivation, and critical thinking disposition to achievement and attitudes when an illustrated web lecture is used in an online learning environment", according to the study, a teacher may make an online class better than a face-to-face class by tailoring learning experiences to individuals' particular needs and traits. One such learning experience is an animated web lecture, which comprises of a text-based presentation, such as PowerPoint, with an audio recording. When an illustrated web lecture is used, however, there is a research gap that describes the student characteristics that affect student performance and attitudes, such as motivation, self-efficacy, and critical thinking dispositions. The findings revealed that attitudes are influenced by motivation and computer

proficiency, while achievement is influenced by motivation and prior experience. Students with higher levels of motivation prefer to reach higher levels of achievement and have more favorable attitudes when an illustrated web lecture is used to deliver material, according to the findings [9].

Ajmal M, et al. Aug 2019, "Exploration of anxiety factors among student's distance learning", Huberty(2009)According to the findings, there is a considerable difference between male and female groups of students in terms of anxiety and performance. As compared to female the male students felt a high level of anxiety and also compared to male-female students shows better performance and less anxiety. The present study was conducted to explore the anxiety factor among students in distance learning as they are unable to discuss or share their problems with instructors or a daily basis that affects their academic performance [10].

Ajinkya Suresh Rao Ghogare, et.al, 2020 About 48.2% of the study participants were in the age group of 31–40 years with a mean age of 36.8 ± 7.1 years. Higher proportions of female study participants (64.7%) were observed. Majority of the study participants were literate (76.5%), employed (57.7%), married (78.8%) and had rural residence (54.1%). The prevalence of co-morbid GAD was 70.6%, whereas the prevalence of co-morbid MDD was 54.1%. According to HAM-A, 31.8% had mild, 21.2% had moderate, while 17.6% had severe anxiety levels. According to HDRS, 34.1% had mild, 16.5% had moderate and 3.5% had severe co-morbid depression [11].

Madasu S, et al., 2019, "Anxiety disorder among adolescent in a rural area of northern India using screen for child anxiety-related emotional disorders". Anxiety disorder is the most frequent disorder encountered in childhood and adolescent age. The prevalence of anxiety disorder among adolescent was (22.7%, 95%) and the higher anxiety disorder was seen in girls than in boys. The anxiety was seen more common in the rural community of northern India and to tackle with them we need good and appropriate health system to address them in right guidance and motivates with good mental health regarding new adaptive techniques [12].

Abhay M Gaidhane et.al. 2018, Study included trials were parallel randomized controlled trials except for one that was a crossover trial. Eight

studies reported the effect of electronic media on diet and exercise, two on diet, two on exercise, and one on sexual activity. Quality of evidence was rated as "very low" for all outcomes due to too little information or too few data to be able to reach to any conclusions [13].

5. CONCLUSION

The study aimed to see the relationship between the attitude and anxiety related to online classes learning. The data was collected in online mode with confidentiality maintained. The objectives were set so that it was helpful for the researchers to reach the desired findings. For the data collection, the tools were distributed in three sections i.e., demographic variables, structured scale to assess the attitude and standardized scale for anxiety. The findings of the present study show a high attitude with low or mild anxiety regarding online learning among learners.

6. RECOMMENDATIONS

Recommendation for the further studies based on the analysis of the present research study following recommendations could be:-

- A study to assess the attitude and anxiety regarding online learning classes among selected institutes.
- A similar study could be conducted on the overall middle class age group students.
- To evaluate the attitude and anxiety at higher graduates regarding the online learning classes.
- To assess the attitude and anxiety regarding online clinical session towards medical students.
- A comparative study can be conducted regarding online learning classes with medical and non-medical students.
- A study can be conducted regarding online classes among the new admission for undergraduates.

CONSENT AND ETHICAL APPROVAL

As per international standard or university standard guideline participant's consent and ethical approval will be collected and preserved by the authors.

COMPETING INTERESTS

Authors have declared that no competing interests exist.

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