A STUDY OF OPINIONS OF ONLINE LEARNING WITH RESPECT TO CERTAIN VARIABLES

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Abstract

Online learning has experienced rapid growth and adoption, particularly in recent years, due to technological advancements and the increasing demand for flexible education. However, the opinions and attitudes of learners regarding online learning can be influenced by various factors. This research paper presents a comprehensive study aimed at understanding the opinions of individuals towards online learning in the context of specific variables. The study investigates the impact of variables such as age, gender, prior experience with online learning, and educational level on individuals' perceptions of online learning. The research employs a mixed-methods approach, combining quantitative surveys and qualitative interviews, to gather data from a diverse sample of participants. Through rigorous data analysis, the study uncovers significant insights into how these variables relate to the attitudes and opinions of learners regarding online education. The findings shed light on which demographic and experiential factors might contribute to positive or negative opinions about online learning. This research contributes to the ongoing discourse surrounding online education and its potential for meeting the diverse needs of learners. By examining the role of specific variables in shaping opinions about online learning, educators and policymakers can gain valuable insights into designing more effective and inclusive online learning environments. The outcomes of this study offer a foundation for future research and practical implications for enhancing the quality and accessibility of online education.

1. Introduction

Education is divided into two parts. Formal and Nonformal education. Formal education takes in education and training institutes. We find formal education at school and colleges, where the teacher's guide circulation of goals and objectives. Whereas Nonformal education takes places as additional or alternative trainings to formal education. It may be structured according to educational arrangements, but in a more flexible manner, and usually takes place in community-based, workplace-based or civil society-based settings. Lastly, nonformal education occurs in daily life, in the family, any experience that has a formative effect on the way one thinks, feels, or acts may be considered educational, whether unintentional or intentional. In the last 20 years, the Internet has grown from being nearly non-existent into the largest, most accessible database of information ever created. It has changed the way people communicate shop, socialize, do business and think about knowledge and learning. Much more than just a new twist on distance learning, online schooling is changing the face of traditional classrooms and making education more accessible than ever before. Online education is a form of education where students use their home computers through the internet. For many non-traditional students, among them all those who want to continue working full time or raising families, online graduations and courses have become popular in the past decade. Often online graduation and course programmes, some of which are conducted using digital technologies, are provided via the online learning portal of the host university. In modern era, computers are the way of life. Commonly accepted and frequently used, computer helps us with things from planning our meals to booking airline tickets to communicating instantly with people all round the globe. We found computer not only as a blessing to the society but also, they are providing benefits to the society. More and more computers are being used for the purpose of education. Computers benefit not only students but also other people. Online learning occurs in a variety of format. Online learning practices have

gained momentum as a result of the developments in network technologies and an increase in the capacity of current technological devices that are used to deliver learning. While up-to-date studies have examined the online learning readiness of traditional higher education learners, there remains a need to examine it in a large scale open and distance learning university. Computer-based training, Web-based training, Internet based training, online training, e-learning (electronic learning), m-learning (mobile learning), computer- aided distance education – online education goes by many names and comes in a variety of styles, but at its core: "Online education is electronically supported learning that relies on the Internet for teacher/student interaction and the distribution of class materials." Online learning allows us to bring educational opportunities. This type of learning is especially beneficial to students who live far away from campus, have busy work schedules, family demands, and other commitments. Online courses are also an excellent option for students who prefer to work independently at any time of day. Education can become transformation when teachers and students combine information across subject and experience. Educators are able to construct such possibilities by fostering critical learning space, in which students are encouraged to increases their capacities of analysis, imagination creative expression and self- awareness. Over the past some decade, the Internet has always found impact on higher education by helping the phenomenal growth of online learning. Moreover, just as we were getting used to fully online courses, blended course, course which combine integrate online and face-to-face instruction. Education is nothing but gaining knowledge and skill which may use by past information, present and also future information. It means transferring the information from one person to other. Education is a purposeful activity directed at achieving some goals. These goals may include the development of understanding, honesty, harmony ect. Education originated as the transformation of cultural heritage started from one person to other. Modern education goal is to increase new ideas related to liberalization, skills needed for modern society and vocational skills improvement.

Online Education

Online education is a type of distance learning or taking courses without attending school or university. Online education has been receiving an overwhelming response from across the world as it trends to eliminate such factors where the ease and comfort exists.

Definition of Online Learning

The term online learning implies "that the learner is at a distance from the tutor or instructor, that the learner uses some form of technology to access learning materials" (Anderson, 2008). Online Learning "A course where most or all of the content is delivered online. Typically have no face-to-face meetings" (Allen & Seaman, 2003, p6). At least eighty percent of the course is delivered online. Online learning is education that takes place over the Internet. It is often referred to as "e-learning" among other terms. However, online learning is just one type of "distance learning" - the umbrella term for any learning that takes place across distance and not in a traditional classroom. Online learning is a method of education whereby students learn in a virtual environment. First introduced in the 1990s with the creation of the internet and utilized in distance learning, online learning (also called e-learning) is most prevalent in higher education, enabling students from different geographical areas to engage with an academic institution and other students online and learn flexibly, at their own pace, while working towards a degree or certificate. Online learning refers to an internet- based learning environment that can connect students of diverse backgrounds who boast different perspectives. A higher education institution will use a learning management system, or LMS, to facilitate online learning, which can take the form of asynchronous learning (where students are not required to be online at the same time, and utilize discussion threads and e- mails to complete coursework) or synchronous learning (where students must be online at the same time). Online learning is a very broad concept that is somewhat hard to define. Some prefer to distinguish the variations by describing online learning as "wholly" online learning (Oblinger & Oblinger, 2005). Most authors describe online learning as access to learning experiences via the use of any technology (Benson, 2002; Carliner, 2004; Conrad, 2002). On the other hand, both Benson (2002) and Conrad (2002) identify online learning as a more recent version of distance learning which improves access to educational opportunities for learners described as both non- traditional and disenfranchised. Other authors discuss not only the accessibility of online learning, but also its connectivity, flexibility and ability to promote varied interactions (Ally, 2004; Hiltz &Turoff, 2005; Oblinger & Oblinger, 2005). According the U.S Department of Education (2012), online learning can be delivered in two different approaches. It can be fully online or blended with face- to-face interactions or also commonly called as hybrid approach. Fully online learning is a form of distance education in which all instruction and assessment are carried out using online, Internet-based delivery (Picciano and Seaman 2009; U.S. Department of Education 2007). In this brief, both teacher-led instruction and resources designed to instruct without the presence of a teacher meet the definition of fully online learning if they include instructional environments accessed exclusively through the Internet.

Opinions

Opinions means a thought or belief about something or someone. Opinions means a view, judgment, or appraisal formed in the mind about a particular matter.

Objectives of the Study
To study the opinions of Online Learning.
To study the opinions of Online Learning with respect to Gender.
To study the opinions of Online Learning with respect to Zone.
To study the opinions of Online Learning with respect to Types of Schools.

Variables of the Study
Dependent variables: Opinions of Online Learning
Independent variables: Gender, Zone
Controlled Variables: Std. IXth

Hypothesis
Hypothesis testing is an important activity of empirical research. A well worked up and strong hypotheses give insight and hint as well as support the researcher to find the answer to a problem. For the present study, the following hypotheses were formed: Researcher has selected null hypothesis in research.
Ho1: There will be no significant difference between mean scores of opinions of online learning of boys and girls of Ahmedabad city.
Ho2: There will be no significant difference between mean scores of opinions of online learning of students belongings to east and west zone of Ahmedabad city.
Ho3: There will be no significant difference between mean scores of opinions of online learning of boys and girls of east zone of Ahmedabad city.
Ho4: There will be no significant difference between mean scores of opinions of online learning of boys and girls of west zone of Ahmedabad city.

Delimitations of Study
The study is de-limited to Ahmedabad city only.
The study is de-limited to IXth standard students of Ahmedabad city only.
The study is de-limited to private schools of Ahmedabad only.

2.   Literature Review
Mrs. Deepa Gaurang Bhatt showed that Media utilization showed similar trends among both male and female primary school teachers. Urban primary school teachers tended to use media more frequently than their counterparts in rural areas. Private primary school teachers exhibited a higher frequency of media usage compared to their counterparts in government-run schools. Gender did not appear to have any discernible influence on the attitudes of primary school teachers towards media utilization. The geographical area, whether urban or rural, did not significantly affect primary school teachers' attitudes toward media utilization. Government primary school teachers generally displayed a more positive attitude toward media utilization compared to their counterparts in private schools. The gender of the primary school teachers did not appear to affect their attitudes toward the use of ICT. The urban or rural context did not seem to affect the attitudes of primary school teachers regarding ICT usage. Government primary school teachers generally exhibited a more favorable attitude towards the use of ICT than their counterparts in private schools did. Female primary school teachers demonstrated higher levels of effectiveness when compared to their male counterparts. Urban primary school teachers were observed to be more effective than those in rural settings were. The type of school (government or private) did not seem to significantly affect the overall effectiveness of primary school teachers. There was a discernible association between teacher effectiveness and attitudes towards media utilization. However, this connection appeared to be relatively weak or insignificant. A correlation was observed between teacher effectiveness and attitudes towards ICT usage, but this relationship appeared to be relatively weak or negligible.

T. Muthuprasad showed that the results of this study revealed that the majority of students displayed a positive disposition toward online classes during the COVID-19 pandemic. Online learning emerged as advantageous due to its flexibility and convenience, allowing students to access well-structured content with recorded videos available on university websites. Students also expressed a preference for interactive sessions featuring quizzes and assignments at the conclusion of each class to enhance the overall learning experience. However, it is noteworthy that many students encountered challenges with online classes, such as technological limitations, delayed feedback, and difficulties in instructors effectively managing Information and Communication Technologies. These aspects should be taken into account when developing online courses to ensure their effectiveness and productivity for learners. As the COVID-19 situation stabilizes, there is a possibility that the trend of using online platforms for educational support, possibly in a hybrid model alongside traditional classes,

will continue to grow. Consequently, the insights from this study hold significant value in reshaping and enhancing higher education, with an emphasis on integrating online components into the learning experience.

Zakaryia Almahasees showed that the study's findings indicate that traditional in-person education is more effective than online classes. Students engaged in online learning encounter various challenges, including the difficulty of fully adapting to virtual courses and the limited interaction between students and their instructors. E-learning platforms encourage student-centered learning and offer the advantage of adaptability during sudden crises, such as the emergence of situations as if COVID-19. It is recommended that universities in Jordan play a role in educating students on data security. Furthermore, the government should work with telecommunication companies to enhance affordable internet services for students.

Najim Akorede Babalola showed that this study delves into the role of librarians in recreating the classroom experience within an online educational setting. It underscores the significant contribution of technology to the advancement of education in Nigeria. Furthermore, the research highlights that librarians have adeptly integrated technology into their roles even before the onset of the coronavirus pandemic. The evolution of library services, propelled by technological advancements, indicates that librarians are well versed in leveraging technology; particularly for the promotion of online education. The transformation in terminology brought about by technology's integration into library services underscores librarians' proficiency in employing technology, especially in the context of supporting online education. The COVID-19 pandemic and the subsequent closure of educational institutions worldwide have amplified the importance of replicating the classroom experience within an online environment, a concern shared by international organizations, governmental bodies, and non-governmental organizations. Online or distance education, facilitated through technology, is recognized as a means to reach students effectively. Librarians are expected to collaborate with and assist educators in the delivery of educational content. This study thus concludes that, by incorporating and effectively utilizing technology in their service delivery, librarians are well positioned to assist teachers in replicating the classroom experience within an online learning environment.

Research Gap
The most important point concerns the reliability of the study. These researches mostly used content analysis as a research tool to study the various aspects of online teaching. There by it requires most of the care taken by the researcher to get the authentic answers from the sample chosen for the study. Also none of these researches were based on taking the opinions from the students about online learning related to its advantages and disadvantages in regards of the effectiveness of online tools and techniques and to what extend it is beneficial for the learners and researchers did not take east and west zone. Researchers used questionnaire not self-made tool. Most of the researchers used random sampling method. Hence after observing the above mentioned research gaps the researcher has chosen the present study titled under "A study of Opinions of Online Learning with Respect to certain variables" to gather the data through self-made tool opinionnaire.

Methodology Type of Research
The present study is a type of descriptive Research.

Method
The researcher used survey method because it can reach large population. Therefore, the ability to gather large amounts of information. Therefore, selected Survey method limited to Ahmedabad city.

Research Tool
Researcher used Self-made tool Opinionnaire.

Population
In the present study, the researcher selected the Secondary Level School Students of Class IXth of Ahmedabad City studying in English Medium Schools as the Population.

Sampling Method and Sample of the Study
In the Present Study, A sample of 315 Students of Secondary School of Ahmedabad City had been selected by Multi Stage Sampling technique.

Research Method
In the present study, the researcher used descriptive survey method.

Table 1: Multi Stage samples collected from Ahmedabad City

Ahmedabad District (315 Students)			
East Zone (202)		West Zone(113)	
Boys	Girls	Boys	Girls
115	87	57	56

Research tool
In the present study, the researcher had developed a self-made Opinionaire as the tool for collection of data.

Procedure of Data Collection
The researcher selected 315 students using Multi Stage sampling technique. A group of ninth standard students from English Medium schools of Ahmedabad city was selected by Multi Stage sampling method. Thus, the researcher used Multi stage sampling technique for collection of data from the Ahmedabad city. The researcher went to various schools located in Ahmedabad city and collected 315 samples from the students by visiting the schools personally. The responses of the respondents were recorded and the student's personal answers were collected through survey. The collected data were used for analysis of data. The Researcher divided Ahmedabad City in Two Zones East and West Zone Samples as shown in Table below.

Techniques of Data Analysis
For the present research, 315 students were selected by the Multi stage sampling method. To get the information about online learning self-made opinionnaire prepared by the researcher was used. After selecting this sample, the data was collected and analysed, then the data was analyzed by using mean, standard deviation, "t' test. Then the acquired information's interpreted and the results were discussed and at the end the acquired outcomes were presented.

Data Interpretation
Table 2: Interpretation According To Hypothesis Testing

Sr. No.	Hypotheses	t-value	Remark
H01	There will be no significant difference between mean scores of opinions of online learning of Boys and Girls of Ahmedabad city.	1.99	Significant at 0.05 level
H02	There will be no significant difference between mean scores of opinions of online learning of student's belongings to East and West zone of Ahmedabad city.	3.09	Significant at 0.01 level
H03	There will be no significant difference between mean scores of opinions of online learning of boys and girls of East zone of Ahmedabad city.	2.0	Significant at 0.05 level
H04	There will be no significant difference between mean scores of opinions of online learning of boys and girls of West zone of Ahmedabad city.	1.14	Not Significant

Findings of Research
There is significant difference of opinions of online learning of students belonging to east and west zone of Ahmedabad city.
The opinion of online learning of West zone of students is better than East zone of students.
There is significant difference of opinions of online learning of Boys and Girls of Ahmedabad city.
The opinion of online learning of boys is better than girls.
There is significant difference between mean scores of opinions of online learning of boys and girls of East zone of Ahmedabad city.
The opinion of online learning of Boys is better than girls of east zone.
There is significant difference between mean scores of opinions of online learning of Boys and Girls of West zone of Ahmedabad city.
There is no significant difference of opinions of online learning of boys and girls of west zone.

Implications of Research
The present research done on opinions of online learning on certain variables like gender and zone can determine the opinions of online learning of students of Ahmedabad district.
The Teacher should provide an exposure of different kind of online learning along with the classroom teaching.
The Teacher should provide an exposure of online learning to girls.
The Teacher should consolidate online learning with classroom teaching to change the opinions of girls of east zone.
The Teacher should provide different activities for online learning so that students can compatible with online learning.
The transition to online learning has implications not only for teachers, who need to change their courses but also for students, who need to adapt to the new learning environment.
Educators and parents are taking notice and many are considering whether the shift to online education will lead to lasting changes for students who move out of the classroom.

One of the most important consequences of the transition to online learning is its impact on students' health and sleeping habits.

Recommendations for Future Researches

Opinions of online learning of secondary students in relation to certain variables.

A study of online and offline teaching learning process of higher education.

The study of effects of online learning of secondary students.

A comparative study of offline and online learning on achievement of higher secondary students.

A study of opinions of online teaching with respect to certain variables.

A study of opinions of offline teaching in context to demonstration method.

A study of opinions of online learning with respect to particular course.

A comparative study of offline and online learning during pandemic.

A study of opinions of online learning in understanding concept during the pandemic.

A Comparative Study of positive and negative effects on online learning.

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