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# **Chapter- 2**

## **Review of Related Literature**

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## 2.1 Introduction

There are various studies available concerning the perceptions and attitude towards online teaching learning over the years. Information and Communication Technology is need of the time in this pandemic situation. In this present study, an attempt was made to look at the attitude or point of view of student, teachers and parents to achieve educational goals in this ‘new normal’ situation.

Following are some studies conducted at national and international level to know attitude of students, teachers and parents towards online teaching learning environment.

### 2.1.1 Studies Conducted Abroad

**Yue ZHU, Dr Wing AU, Dr Greg C. R. YATES (2013)** has conducted a study on “University Students’ Attitudes Toward Online Learning in A Blended Course”. According to researcher, despite the trend toward online learning in higher education in Australia, few researches examined university students’ online learning attitude changes and the factors which could predict their attitude changes. His paper aimed to investigate 120 Australian university students' attitudes toward online learning in a blended course. The factors, such as prior attitudes, prior experiences, and motivation, were examined with the participants’ online learning attitudes by the end of the course. Two phases in the study included the pre- and post-test and course participation (developed from the data of the students’ weekly reports and online forum transcripts) in Phase One and interviews in Phase Two. It was found that the students became more positive toward online learning by the end of the course. The predictors for their online learning attitudes by the end of the course were their prior online learning attitudes and motivation in learning.

**Dalton H. Kisanga (2016)** conducted a study on “Determinants of Teachers’ Attitudes Towards E-Learning in Tanzanian Higher Learning Institutions” to Dar es Salaam Institute of Technology, Tanzania. The study involved 258 teachers from 4 higher learning institutions obtained through

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stratified, simple random sampling. Questionnaires and documentary review were used in data collection. Data were analyzed using statistical package for the social sciences (SPSS). Chi-square was performed to examine the association of variables.

It was found that teachers have positive attitudes towards e-learning where computer exposure played a statistically significant contribution to their attitudes. It is recommended that training in e-learning needs to be provided to teachers to widen their understanding of e-learning. There is also a need to strengthen factors associated with teachers' positive attitudes towards e-learning. Results from this study were of importance to both teachers and the educational stakeholders in Tanzania.

**Jesha May de la Ramal (2020)** conducted a group study with her Colleagues in Taman Rama School, Bali, Indonesia on “Virtual Teaching as the 'New Norm': Analyzing Science Teachers' Attitude toward Online Teaching, Technological Competence and Access”. The demand for virtual teaching is increasingly being embraced by the educational system in the Philippines due to the COVID-19 pandemic which made the conduct of the traditional classroom instruction an implausible means for the continuous delivery of education. Thus, it becomes a pressing need to determine teachers' attitude toward the virtual teaching of Science, technological competence and access. The study enlisted a total of 256 purposively selected teachers assigned to teach Science subjects. Moreover, the investigation intended to determine whether there is a gender divide among variables of the study, and that whether a significant relationship exist among the respondents' attitude toward online teaching, technological competence and access. It was found that the respondents have somehow positive attitude toward virtual teaching of Science and are competent on their use of technology. However, the respondents believe that they have limited access toward technology. The limited access of respondents towards technology is apparently problematic in creating a constructive setting for virtual teaching.

**Mohammed M. Obeidat (2020)** *has conducted a study on* “Undergraduate Students' Perspective About Online Learning: A Case Study of Hashemite University Students in Jordan”. According to him the current COVID-19 pandemic caused a rapid shift from in-class to online learning in higher education. This shift created an educational environment that confused universities and faculty members. Since students are regarded as an axis around which everything revolves in the teaching-learning context, it is

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necessary to inquire into their views about this form of education. Therefore, his study aimed to examine undergraduate students' perspective about online learning and the extent to which it influenced them positively or negatively in respect of psychological state, learning and skill acquisition, level of interaction, and financial state.

It also aimed to explore their views about the pros and cons of online learning. His study used a mixed method of research design. It used a questionnaire and questionnaire interview for the qualitative results to support the quantitative ones. One hundred and thirty-one students participated in his study. Results of the study indicated that the psychological state of students was ranked first, and their level of interaction was ranked last regarding the influence online learning had on them. It also indicated that the interviewee's highlighted advantages for online learning, such as time and effort saving, ease of communication, lecture follow-up and feedback and disadvantages, such as lack of interaction, internet and electricity, and motivation. In addition, the study showed no significant differences in students' responses to the four categories or aspects due to gender, residential area, and the type of school they graduated from. However, they revealed significant differences between Arts and Information Technology students' responses. Conclusion: These results may enlighten policy makers and university officials and make them improve the level of electronic services for students.

### 2.1.2 Studies Conducted in India

**Rajesh Kumar M (2011);** Krishna Kumar R (Corresponding author) conducted a study on "Attitude of Teachers' of Higher Education towards e-Learning" Annamalai Nagar, Tamil Nadu. E-learning is an extremely adaptable technology that can be used to cover different delivery modes-self-paced, interactive or live learning can match the varied training needs. His study focuses on the attitude of teachers of higher education towards e learning. The findings of the study revealed that the teachers have a favorable attitude towards e-learning as well teachers who are familiar about computer and information and communication technology differ in their attitude towards e-learning when compared to the teachers who are not familiar with technology. Attitude plays a vital role in using technology as a

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strong tool for a positive change. There must be programmes at higher educational institutions which could focus on developing a positive attitude among teachers towards e-learning and information and communication technology.

**Dr Gunmala Suri, Sneha Sharma (2016)** conducted a study on “Investigation of Teacher’s Attitude towards e-learning-A case Study of Punjab University, Chandigarh, India”. According to her important changes have been seen in the field of education due to the technological advancements. E-learning is an upcoming method that used technology to assist student learning. It is one of the tools that has emerged from information technology and has been integrated in many universities. A teacher is the most crucial part for delivery through e-learning. Her paper analyses the attitude of teachers towards e-learning. The study 85 teachers teaching in 6 major faculties in Punjab University Chandigarh, India were analyzed. The results show a favorable bent of teachers towards e-learning.

The results of her study show that teachers of Punjab University are in favor of blending current teaching method with e-learning. The results further indicated no significant gender difference teacher’s attitude towards computer and e-learning. The research study has explored the very initial perception and opinion of teachers at university towards blended learning or e-learning. Thus, the research can further be taken up to study the attitude of teachers towards e-learning. The research outcomes can be used as an input for framing the e-learning platform or tool for implementing virtual learning environment in an educational setting through teachers.

**Shazli Hasan Khan, Ph. D. (2016)** conducted a study on “Attitude of Prospective Teacher Educators Towards Incorporation of Electronic Learning Technology in Teacher Education Institutions: An Empirical Approach”. According to her Online learning play a major role in the success of any academic program and can provide an environment where virtual learning classrooms are used to create interactive interfaces and real time software can monitor every response made by the learner. E-learning would incorporate all educational activities that are cratered out by individuals or groups working online or offline and synchronously or asynchronously via networked or standalone computers and other electronic devices. The study has been done to study the attitude of prospective teacher educators towards e-learning. Random sampling technique has been used in

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The e-learning scale for measuring the attitude towards e-learning has been constructed and validated by Prakash, S. The scale is in the form of a Likert type and has been distributed to them and their responses were collected and computed according to the objectives framed. The findings of the study revealed that the prospective teacher educators showed a significantly favorable attitude towards e-learning.

**Gourav Mahajan (2016)** conducted a study on “Attitude of Teachers towards the use of Technology in Teaching”. According to him the study was undertaken to examine the attitude of teachers towards use of technology in teaching. For the research a sample of 100 school teachers was drawn from 10 schools of Nurpur and Jawali Blocks of Distt Kangra by using convenient sampling technique. A self developed questionnaire was used by the researcher for the purpose of data collection. The study found that about 25% of the teachers had only favorable attitude towards use of technology in teaching. No significant difference was found between attitude of teachers towards use of technology in teaching in relation to their gender and teaching experience.

**T.Muthuprasad, S.Aiswarya, K.S.Aditya, Girish K.Jha (2020)** have conducted a study on “Students’ perception and preference for online education in India during COVID -19 pandemic”. According to them the study focuses on understanding Agricultural Student’s perception and preference towards the online learning through an online survey of 307 students. They also explored the student’s preferences for various attributes of online classes, which will be helpful to design effective online learning environment. The results indicated that majority of the respondents (70%) were ready to opt for online classes to manage the curriculum during this pandemic. Majority of the students preferred to use smart phone for online learning. Using content analysis, Researchers found that students prefer recorded classes with quiz at the end of each class to improve the effectiveness of learning.

The students opined that flexibility and convenience of online classes makes it attractive option, whereas broadband connectivity issues in rural areas makes it a challenge for students to make use of online learning initiatives. However, in agricultural education system where many courses are practical oriented, shifting completely to online mode may not be possible and need to

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device a hybrid mode, the insights from this article can be helpful in designing the curriculum for the new normal.

## **2.2 .Research Gap**

In study whose purpose was to determine students, teachers and parents' attitude towards online learning during COVID-19 crisis. The researcher used a self-prepared online attitude scale as a tool for data collection. She mainly took the scale from the studies done by Dr. N.N. Shrivastava Professor, Govt. Institute of Science Education Jabalpur; she prepared Scientific Attitude scale for her study. The sample consisted of 125 totals from which 40 students, 30 teachers and 55 parents who were chosen randomly for the population of the study.

The independent variables were type of management (public and private), and group of students, teachers and parents and Dependent variable was Attitude of students, teachers and parents towards online teaching learning. Data analysis showed that normal classroom practice did not influence students' attitudes towards online learning. It shows significant difference of attitudes among students, teachers and parents between private and public-school students, toward online teaching learning. It is obvious from the above-mentioned literature that most studies conducted on online teaching learning during this current pandemic showed that it is effective in the view of the students, teachers and parents.

The results obtained from these studies indicated that the students, teachers and parents suffered a great deal from internet access, lack of interaction, lack of socialization, awareness and technical support. Therefore, the present study investigates students', teachers' and parents' attitude towards online learning in terms of its impact, advantages, and disadvantages in order to fill a gap in the literature related to this method of education, particularly in developing countries.