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Students Attitude towards Online Classes at Undergraduate Level

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ARTICLE DETAILS	ABSTRACT
History: Accepted 30 April 2021 Available Online June 2021	<i>During the COVID-19 pandemic, it is a good time to welcome the introduction of technology and its latest offerings to make educational delivery more effective and make it more productive with online learning. A sample of 100 students was selected to collect data. The sample was randomly selected. The focus of this concept was to determine whether students' attitudes towards online classes were based on their online learning experience. Student's attitude towards online classes based on their tested experience. The attitudes of the students in the online class were also investigated. Adaptation to classroom and self-study, high cost of online classes, access to electronic exams, a well-designed curriculum, easy Internet access, easy-to-use online classroom visual display, and familiarity with the teacher in a good student experience.</i>
Keywords: Students Attituded; Online Classes; Undergraduates; Use Of Technology	
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1. Introduction

Today, the world is facing an epidemic as the Corona virus infects the entire globe, and its effects continue. The disease has caused many deaths; they were divided and led to a troubled state of mind in relation to the global health emergency. The Covid-19 epidemic has led to a real locked world in the world, and Pakistan is no different. During the closure, educational institutions have moved away from physical classes to online mode of education. Learning is restarted during the Covid-19 era. This Covid-19 is a good time to welcome the introduction of technology and its latest offerings to make educational delivery more effective and make it more productive with online learning. The closure of educational institutions has led to many concerns between students and the teacher.

On the other hand, the teaching profession has been trying new ways of communicating with students while staying focused on the curriculum. Online learning also comes as an exciting and additional source of collaboration compared to the standard section. Institutions and emerging teachers encourage online learning among their students, with the exception of a few students from poor families who are unable to access the Internet due to network problems. Online learning will therefore be a new learning format enhancing the learning and teaching process in this Covid-19 Period. In the context of COVID-19, universities and higher education have quickly moved to online classrooms, online assignments, and teacher-student interactions.

Access to education and information is now beyond the scope of educational institutions. Learning takes place in many different ways, making it easier to promote public education in general. These diverse and inspiring online learning courses are the most widely accepted and appropriate way to motivate academics setting up the world. Through a variety of information and communication technologies, integrated learning gives students greater access to and control over their subjects. Both face-to-face contact and online communication can be retained in their reading.

The thing in education empowered by online learning tools is the attitude of students about learning online. Students' attitudes contribute to their thinking, and human perceptions affect their thinking. A strong attitude can drive actions, and a positive attitude about learning can lead to effective learning strategies. The purpose of this study is to explore in detail the attitude of university students toward online learning and changes in their attitudes to online learning. Some experts view online learning as a way to teach, whereas the integration of multiple technologies is complex.

Educational institutions (universities and universities) in Lahore are currently based on a traditional system of face-to-face discussions in the classroom. Although many educational units include learning, many are still stuck in older systems. An unexpected outbreak of Covid-19, a deadly disease caused by Corona Virus, shook the world. The situation has threatened the global education system and forced teachers to move to one night of online teaching style. There was no choice but to completely change online teaching and learning in many educational institutions. This includes student and mental participation during the epidemic in implementing the online approach. These situations make us realize that the most important need for educational institutions is to plan the situation. This is a situation that requires humanity and peace. Our students, teachers, intellectuals, academic staff, families, communities and the nation need immediate protection and rescue. Several issues are linked to the student's attitude toward admission to online classes. Some of the reasons for online teaching include accessibility, accessibility, versatility, learning doctrine, and regulation. It is said that online learning is easy to use and can reach out to rural and remote areas.

Following are the objective of the study:

1. To explore student's attitudes toward online learning.
2. To distinguish student's interest in online and on-campus learning.
3. To examine the effects of online classrooms on the teaching-learning process.

The current research paper suggested helping two components of student behavior consider online classes and how these components influence learner activity's academic achievement and the acceptance of online courses. Studying was the study problem "**Student's attitude towards online classes at Under-Graduate Level.**"

Following are the research questions:

- How does online learning influence student's attitude towards learning?
- Are a student's more interested in online and on-campus learning?
- What are the effects of online classrooms on the teaching-learning process?

The research is restricted to undergraduate students belonging to their respective fields only. Further experiments with students around university and other graduate-level areas can be applied to the same age groups to analyze the findings obtained from this research. Besides, this research dealt only with online learning, but further studies may also involve a blended learning form.

The study was performed at undergraduate level, Since most postsecondary institutions provide online courses, it's important to evaluate their efficacy and provide data to help universities and universities meet citizens' educational needs. This qualitative case study aimed to look into students' learning experiences and expectations in online university courses. Higher education is increasingly expanding its online learning opportunities. Due to students' access to online programs regardless of their regional limitations, educational leadership programs face intensified competition. Already, there has been criticism of the consistency of the school leader training program.

The program courses were designed and taught by university scholarships, assisted by participating study facilitators as a traditional teaching assistant. Third-party providers handle all technology delivery issues. These include a video recording of presentations for each class time, uploading course content, and ensuring students can navigate through reading materials, post assignments, and participate in interesting discussions.

2. Literature Review

Online learning, where students interact with instructors and course substances via the internet, isn't required to attend a university campus, posing one such possibility. With its roots in distance training, Online learning gives students anywhere inside the international possibilities to get admission to data, and connect to like-minded and skilled individuals, to extend their information. We explore the diversity of assessment through the division of students into two agencies. The first professional we worked with was enthusiastic about looking at online classes. The results show a positive effect of the binding of COVID-19 on the overall performance of university students. This effect is also great for activities that can no longer change their structure when performed after incarceration. Furthermore, a preliminary study of university students' learning strategies shows that academics did not look to them for further integration. Based on those results, we conclude that the confinement of COVID-19 has transformed stud learning methods into a permanent practice, improving their efficiency. For those purposes, better standards in university students' examinations are expected due to the unresolved COVID-19 binding to improve their overall learning performance.

Outbreaks of corona-virus COVID-19 have disrupted global presence by 2020. As elsewhere, the COVID-19 epidemic has affected training in many ways. Government activities have seen the common goal of reducing the prevalence of Corona virus by restricting the movement of the people of the country. There are many variations on the effect of the COVID-19 epidemic on specialized learning programs. This shortage of homosexuality is caused by factors such as the start and stop dates of the academic years and the period of the university holidays. While some countries imposed

humanitarian instructions from March / April until the same notice, some had very limited restrictions, and universities were given reduced advice on reducing face-to-face training and replacing online responses in any unimaginable environment. In various cases, according to the academic calendar, there was the potential to postpone the start of the summer semester season. Fortunately, people can have many modern types of machines to deal with the challenge of access to information for the forced use of the COVID-19 epidemic.

2.1 Quality in Online Education

Some research advocates online students can fare better than university students in traditional on-campus courses. Others document the alternative: better attrition, decrease grades and decrease pupil satisfaction in online studies. Previous studies have regularly not noted some essential variations among the online and on-campus student experience, but, assuming where direction content material is the same, online and on-campus reports must be comparable. The Internet has made online learning available. Many researchers and educators want to know about online mode to make the attractiveness and development of students aware of the results while preventing reduced resources, especially in better instruction.

2.2 Online student perspective

Few studies thus far have comprehensively investigated eight university students' expectations and perspectives of OE, nor the capability influence of those expectations and subsequent studies on online pupil effects. Universities may also motives university students may are seeking for OE and target such motivations in selling online guides However; the zone has failed to contribute empirical evidence of scholar expectancies for his or her OSE. This prevents judgment of whether or not or now not such expectations are met. Likewise, evaluation research has tended to recognition on online student results in connection with researchers' (generally instructors themselves) predetermined measures of achievement neglecting and minimizing the scholar angle. Researchers have also relied more often than not on quantitative survey contraptions, which restrict attention of the pupil's voice. Furthermore, researchers have in large part overlooked the broader situations in which students may additionally interact with OE. Limited attention to the online pupil attitude leaves a perfect hole in modern-day knowledge. It restricts interpretation of what can also make a hit and precious experience inside online students' eyes. A greater understanding of what students assume of OE, how they revel in OE, and what they attribute to a fine experience is vital to enable universities to supply exceptional packages that place them as insistent in an international online HE market.

2.3 Online learning Benefits:

There is a lot of dialogue around online study because there are so many benefits to the meaning and use of online classes. Some of the important factors in its performance in educating students, its use as professionalism, its effectiveness in dealing with the growing number of elementary education, equity debt at the required level, and the opportunity to provide education to anyone with broadband connectivity (Bartley & Golek). The rising cost of high education and the importance of postsecondary level is well documented within the textbooks. Most students and educators agree that online classes can be an effective tool. In addition, the amount of student limit on online placement is small compared to the standard setting, determined by a few factors and availability of the physical classroom. Closely linked to this number and high school education is the debt you want to get a postsecondary degree. Traditionally, university students need to get more university credit in the organization ahead of bachelor's degrees.

2.4 The Impact of Student Encouragement on Internet Learning:

The online generation is constantly evolving, and education is following it to benefit from the latest developments. Online reading offers more benefits than memorization. Some of these factors include the unlimited right of access to pre-test research, the inclusion of multiple learning patterns, and flexibility planning (Butler, 2010). Other practice found in online classes is the high rate of student enrollment. Student withdrawal immediately means seeking to improve the creation of online spaces to increase student interest and participation in the process (Nash, 2005). While online study offers many obstacles, it offers students a unique opportunity. For example, students can enjoy complete games based on the topic, which may not be possible due to weather or math problems in the classroom. Knowing online about jobs can also "send" students to a world course (Tatlah, 2014; 2015). Getting to know online sites also opens up opportunities for you to interact with university students from various universities. Internet information is about a character that gets the details of a goal or a topic focused on something else. These can be used alone or in close proximity to a variety of objects. Both online and in-person publications can use those features. Online gadgets are easily portable due to their limited length. Time and money are needed to grow these things along the way; as a result, it is important to determine their performance and how they can be raised to make them more effective.

2.5 E-learning-(online)

E-Learning, or digital mastering, is the shipping of getting to know and training through digital assets. Although E-Learning is primarily based on formalized getting to know, it's far provided through electronic devices, including computer systems, pills, or even mobile telephones linked to the internet. This makes it smooth for users to study each time, everywhere, with few, if any, restrictions.

Basically, E-Learning in schooling, learning, or schooling introduced online thru a laptop or another virtual device. Some of these elements encompass:

Before the internet, many people relied on handwritten books, CD-ROMS, and other limited learning and training methods. With the advent of the internet, businesses were able to move away from one-dimensional processes and embrace the versatility of e-Learning.

Multimedia Development, As e-Learning progresses, the ability to integrate objects such as images, videos, audio, and graphics have proven to be a more reliable way to keep students engaged compared to traditional education.

2.6 Evaluation of distance (online) learning:

It is a common place in the best education for university students to test general teachers and activities each semester, and the practice is passed on to grade students. While this work has value, there are significant differences regarding everything involved with the information collected from students' opinions. Honesty, legitimacy, usefulness the use of these components. These parallel arguments actually emphasize the need to separate standardized assessment assessments and expand one-of-a-kind tool for student assessment of grade learning guidelines. Basically, comparing the index with an equal student test device designed for traditional studies and its use in exam publishing distance would be likened to using a grass plow to pull leaves online may not ignore the best leaves in every little time or effort has been devoted to improving the relevant, yet unique, tool for comparing school publishing distances. In part, this could be due to the rapid explosion of grade

education. Once identified as a very small academic practice, grade learning has now become a daily option for higher education

3. Methodology

This study is conducted to determine the "Student's **attitude towards online classes at Under-Graduate Level.**"

3.1 Nature of the Study

The nature of research was descriptive. Descriptive data are collected through a questionnaire. Descriptive research involves collecting of data in order to answer the question concerning the current status of the subject of the study. A survey was an attempt to collect data from members of population in order to determine the current studies to the population with respect to one or more variables. This research was based on sample survey. The sampling technique was used in the research is convenient research sampling.

3.2 Methodology

This study to identify attitudes by studying online at undergraduate level in the Covid-19 Period. In this study, the Survey tool type is used as questionnaires. Instructions based on online learning vary independently, and students' attitudes toward online undergraduate learning are subject to change. The data collection tool is an online learning attitude scale, and the sample has 100 students. According to the concluding analysis, normal classroom practice does not affect students' attitudes toward online learning, and there is no significant difference between the male and female attitudes of student teachers in practicing online learning in Covid-19.

In this analysis, the student used the method of multidisciplinary research. The Internet has conducted an online survey to collect key data. Participants were asked to complete a list of student qualifications to obtain their details. All subjects were asked to complete a list of questions, and their answers promised to be kept confidential.

3.2.1 Population

All the students studying in the Division of Education Township Campus Lahore have constituted the study population.

3.2.2 Sample

A sample of 100 students from the Division of Education was selected to collect data.

3.2.3 Sampling Technique

The sample was randomly selected. Randomization is the process of selecting a sample in such a way that everyone in the specified area has an equal and independent chance of sample selection.

3.2.4 Instrument

Research has been created. Few items were found to be duplicates, and were deleted. The last type of survey consisted of eight items. The first category collects personal information, including gender, institution name, and program. One section includes 8 items to measure students' attitudes towards online classes at the undergraduate level. Each item in this category is rated on a voluntary scale of five points from a low value 1 (Strongly disagree) to a high value 5 (Strongly agree). Other

scales are 2 (Do not agree), 3 (Neutral), and 4 (Agree). The Online Survey consulted an expert to verify the accuracy of the research material.

3.2.5 Questionnaire Development

First of all, the research developed a questionnaire, which included closed-ended questions related to the student's attitude towards online classes at the undergraduate level. 100 students from different semesters from the Division of Education were selected randomly to fill these questionnaires.

3.2.6 Data Collection

The researcher visited the University of Education's Township campus and administered the questionnaire to 100 students from the Division of Education. The return ratio of the questionnaire was 100%.

4. Data Analysis

This chapter is part of the data analysis and interpretation. It is divided into two parts; the first part contains descriptive analyzes, including participants, i.e., general, general deviations. The second error contains t and ANOVA tests.

4.1 Comparison of Student's Attitude towards Online Classes at the Undergraduate Level

Differences in the mean score of male and female were calculated, and the following hypothesis was not examined.

Ho: There is no difference between the positive attitude of male and female students about online classes at the undergraduate level.

The null hypothesis was tested using a t-test on a large number of students going to online classes at the undergraduate level.

Table 4.1 Comparison of Student's Attitude towards Online Classes at the Undergraduate Level

Gender	N	Mean	SD	Df	t	P
Male	16	2.6406	1.21009	97	.812	.066
Female	83	2.4925	.51069			

* $p > .05$

To explore the significant mean score difference between **male and female students' attitudes towards online classes at the undergraduate level**. "Independent sample t-test" was applied. Her gender 1 is male gender, and group 2 is a female group. The result is $t(97) = .812$, $p = .066$. So, the null hypothesis, which states, "There is no difference between the positive **attitude of male and female students towards online classes at the undergraduate level**." was rejected. A significant means score difference was explored between the difference between the positive **attitude of male and female students towards online classes at the undergraduate level**. The mean score of the male group (Mean=2.6406) was similar to the mean score of the female group (Mean=**2.4925**), which indicates that the male group's performance was almost the same as the performance of the female group. As $p = .066$ so, this study can be applied to the whole population.

4.2 Student's attitude towards online classes at the undergraduate level

The mean score was calculated, and the following null hypothesis was tested.

Ho There is no positive attitude of students towards online classes at the undergraduate level.

The null hypothesis was tested using a t-test on mean scores of students towards online classes at the undergraduate level.

Table 4. 2 Comparison of student's attitude towards online classes at the undergraduate level

	N	Mean	SD	Df	t	P
AVG	99	2.5164	.66735	98	-7.210	.000

* $p < .05$

To explore the significant mean score difference between male and female students' attitudes towards online classes at the undergraduate level. "independent sample t-test" was applied. Here gender 1 is male gender, and group 2 is a female group. The result is $t(98) = -7.210$, $p = .066$. So, the null hypothesis, which states, "there is no positive attitude of students towards online classes at the undergraduate level." was rejected. The significant mean score was explored (mean=2.5164), which indicates a positive attitude of students towards online classes at the undergraduate level. As $p = .000$ so, this study can be applied to the whole population.

TABLE 4. 2 GROUP STATISTICS

Degree Program	N	Mean	Std. Deviation	Std. Error Mean
AVG 1.00	11	2.4886	.59017	.17794
2.00	83	2.5301	.68454	.075114

To explore the significant mean score difference between male and female students' attitudes towards online classes at the undergraduate level. "Group Statistics" was applied. Here gender 1 is male gender, and group 2 is a female group. The result is $t(98) = -7.210$, $p = .066$. So, the null hypothesis, which states, "There is no positive attitude of students towards online classes at the undergraduate level." was rejected. The significant mean score was explored (Mean=2.5164), which indicates a positive attitude of students towards online classes at the undergraduate level. As $p = .000$ so, this study can be applied to the whole population.

5. Summary, Findings and Recommendations

5.1 Summary

A major, disruptive change is to move all available courses online with the reliance of past days. Typically, online beauty requires a complex curriculum design, tutorials that include audio and video content, and generation support groups. However, due to the surprising emergence of COVID - 19, senior university members face situations that require missing online teaching, early training, or guidance from teaching-age groups.

In addition to the conditions that require expertise, current research shows that more than 60% of university students tend to have vague technical conclusions, have no academic involvement, and spend more time in the classroom looking compared to elegances based on their assessment time (total university credit rating). Besides, based entirely on the assessment of university students' responses on social media, in any training on such a large scale, student challenges no longer arise

from technical, operational barriers. Instead, they have problems because of the lack of surprises to know the thoughts. Students often have problems with not having a place to stand, suitable learning materials, or high places to study while isolating themselves at home.

There isn't any difference among fantastic mindset of male and lady students in the direction of online instructions at undergraduate degree." become rejected. Significant imply rating difference become explored between the difference between the positive mindset of male and lady university students closer to online classes at beneath graduate degree. The male institution's suggested score (Mean=2.6406) changed into observed just like the implied score of girl organization (Mean=2.4925), which indicates that the performance of male organization became nearly equal to the overall performance of the female institution. As $p = .066$ so, an examination may be applied to the entire populace. The findings of tremendous mindset modifications inside the present look in accord with the studies. They concluded that correlated considerably with modifications inside the students' well-known attitude closer to online instructions. The learning reports in internet surroundings brought approximately a wonderful mindset change online training for learning some of the students, no matter the interplay. An online mastering environment had a high quality effect in decreasing the scholars' dropout prices and enhancing their exam marks. Online mastering studies can help boost students' understanding of the problem and decorate and assist their gaining knowledge of the process.

Online instructions are endorsed to provide interplay between the student and the course content material, the pupil and the teacher, and the student and different university students. The results of this observation are encouraging to the exercise of instructor-pupil online training at the graduate level.

5.2 Findings

The focus of this concept was to determine whether students' attitudes towards online classes were based on their online learning experience. Students' attitude towards online classes based on their tested experience. The factors that shaped the actions of those students in the online class were also investigated. The findings of this study will be divided into two groups: differences between the positive attitudes of male and female students in studies conducted online. Flexibility, cost-effectiveness, access to electronic examinations, and easy access to the Internet were all good experiences. Adaptation to classroom and self-study, high cost of online classes, access to electronic exams, a well-designed curriculum, easy Internet access, easy-to-use online classroom visual display, and familiarity with the teacher in a good student experience. Good interaction with dedicated features

1. **Flexibility:** The flexibility of online classes is widely known as a single benefit. The most important factor that contributed to the positive experience of the participants was the time to participate in the dynamic phase. Participants in the study emphasized the simplicity they enjoy without driving to campus and planning their work and study in their spare time. Adaptability was a positive feature of this study. Students can access online courses wherever they are available. "I don't have to worry about trying to find the time to come to campus or the exact speed to meet the pastor." "Another benefit of doing online courses is that you can work at your own pace. I don't have to worry about trying to find time to get together as a whole class." "I have very little time to commit to getting on campus to do my studies." No problem. . "One of the strange students made a recommendation to have a regular routine that

was already very annoying and the only thing he had at the time turned into the splendor of the internet. The scholar had strong feelings for his family's dedication. He was made for his quest for a better diploma. waiting for university. "Many online courses can be very helpful... a little time away from my family."Flexibility self-study is one of the best features of this look. Contributors were fully in charge of looking at the content of the information you wanted with the help of the teacher. It helps me to make the best use of my time. Participants also see online training as fun entertainment the national comfort providers are very important because "There is no distraction for your classmates," and "No one is searching your shoulder or looking for a job. your school or I forced you to check. "" You can continue your work on your own time, and listen to the lectures by the trainer."

2. Cost-effectiveness: All three participants agreed on the efficiency of online classes. Although they have to pay more, compared to a car, textbook, and food expenses, it is better to take online classes to save those extra costs. "I think online classes can save money. I have lower car costs because I don't drive back to campus." "I spend less money on textbooks because I feel that online classes need fewer books if I have them.
3. Electronic survey results: Electronic surveys were the third largest participant. When a graduate student was required to perform a specific research task, the digital library became his first decision. The student noted that the library provides excellent support for research activities in the online classroom. "By supporting the research, our library has done a great job. We can use this information online. We should call the librarian if we have any questions. Library staff can help us answer questions." "If a book or article is not available in the library, we can use the money borrowed from the library." "References and information online are open to all students."
4. Free Internet Connection: Internet access is the fourth best experience available in this study. The easy availability of computers and the Internet stimulates students' interest in getting their online lessons more often. To be able to access home or accommodation, they did not have to drive to campus or school to reach their online destination. Others may receive discounts on Internet access due to online class registration. "With this online program available, graduation is possible." Internet access is cheaper from university.

5.3 Recommendations

Following are several suggestions for improving the culture of innovation based on the discussion, findings, and conclusion the utilization of online learning at the undergraduate level:

1. The study recommended that the government official establish and formulate goals and objectives to ensure the initiation of online classes or programs. Goals act as driving agents for a program, and by setting goals, the maximum level of expected outcomes can be achieved.
2. It is recommended that online learning enhances at the undergraduate level, and the utilization and exercise of online learning should be user-friendly. The majorities of the students have no access to online learning and often face difficulties using technologies relevant to online learning.
3. Strategies like training various online modules and giving proper incentives effectively enhance online learning at the undergraduate level.
4. The government ought to organize seminars, workshops, and colloquiums for giving practical training to enrich students' skills regarding online learning.

5. Finance is the backbone of any program. If the funds are lacking, excellence in the field cannot be achieved. It is, therefore, essential to raise funds for ensuring quality online –learning at the undergraduate level.

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