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A study on the attitude of undergraduate students towards online education and constraints faced by them

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Abstract

A comparative study of radiation characteristics of a polarized switchable microstrip planar array of triangular patch antenna printed on synthesized LiTiMg ferrite substrate with a normal magnetic bias field has been done and reporting here. Radiation patterns and some important characteristics of proposed array antenna have been compared with the same geometry printed on RT duroid and silicon. 61% miniaturization and high-quality factor are some advantages of using LiTiMg ferrite compare to RT duroid. With the biasing of external magnetic field perpendicular to the ferrite substrate arise some tunable behavior which has been elaborated by the generation quasi TEM, magnetostatic and spin waves. In this analysis spin wave exchange term (ω_r) which depends upon the static internal field (H_{ex}), has also included in the dispersion formula because the wavelength of microwave approach the inter-atomic distance of ferrite material which is the main cause of generation of spin waves in such types of layered structures.

Keywords: Online education, undergraduate students, attitude, constraints

Introduction

Education plays an important role in the social, economic, and cultural development of individuals and society. With the rapid advancement of Information and Communication Technology (ICT), the conventional teaching-learning process has undergone significant changes. Online education has emerged as an important mode of learning, enabling students to access classes, study materials, assessments, and other educational resources beyond the limitations of time and location. The increasing availability of smartphones, computers, internet connectivity, and digital learning platforms has further contributed to the adoption of online education in India.

Online education provides several benefits, including flexibility, convenient access to learning resources, self-paced learning, and opportunities to develop digital competencies. However, its effectiveness may be influenced by various challenges such as poor internet connectivity, inadequate digital facilities, limited interaction with teachers and peers, distractions, and health concerns associated with prolonged screen exposure. These factors can shape students' experiences and perceptions of online learning.

Attitude is an important factor in determining how students perceive and respond to online education. A favourable attitude may encourage students to participate actively and make effective use of digital learning opportunities, whereas an unfavourable attitude may reduce their acceptance and engagement. Therefore, understanding the attitude of undergraduate students towards online education along with

the constraints they face is important for improving the effectiveness and quality of online learning.

Objectives

1. To study the attitude of undergraduate students towards online education
2. To identify the constraints faced by undergraduate students during online education

Materials and Methods

The study was conducted using an ex-post facto research design among undergraduate students of selected Colleges of Agriculture under Vasantao Naik Marathwada Krishi Vidyapeeth, Parbhani. The study was carried out at the Colleges of Agriculture located at Latur, Dharashiv and Ambajogai. A total of 173 undergraduate students were selected as respondents through proportionate sampling.

Primary data were collected using a structured interview schedule administered through Google Forms. The attitude of undergraduate students towards online education was measured using statements related to online learning, and responses were recorded according to the level of agreement. For assessing constraints, six major constraints experienced by students during online education were identified and responses were recorded under three categories, namely most severe, severe and less severe. The constraints were subsequently ranked based on the responses obtained.

The collected data were coded, classified, tabulated and

analysed using appropriate statistical techniques. Frequency and percentage were used to describe the distribution of respondents, while mean and standard deviation were used for summarizing the scores. Correlation coefficient and multiple regression analysis were used where applicable to examine the relationship and contribution of selected characteristics with students' attitude towards online education.

Results and Discussion

1. Attitude of undergraduate students towards online education

1.1 Statement-wise attitude of respondents towards online education

The statement-wise distribution of undergraduate students according to their attitude towards online education revealed that a majority of respondents (71.00%) agreed that online classes helped them manage their time better, followed by 71.67 percent who agreed that online classes improved their digital skills. Further, 64.16 percent of respondents agreed that online classes were convenient, while 62.43 percent perceived the emphasis on digital learning as beneficial. More than half of the respondents also agreed that online

education improved their learning efficiency (57.23%), motivated them to attend online classes (56.40%), and made them comfortable asking questions during online classes (56.40%). Regarding the effectiveness of online classes compared with traditional classroom learning, 56.40 percent of respondents expressed agreement.

On the other hand, some statements reflected concerns associated with online education. About 58.38 percent of respondents agreed that practical classes could not be effectively taught online, while 47.40 percent reported disturbance at home or hostel during online classes. Regarding health effects, 38.73 percent agreed that online classes negatively affected their health, whereas 46.82 percent remained neutral. Only 42.77 percent preferred online classes over face-to-face classes, indicating comparatively less preference for online learning. Overall, the responses suggest that undergraduate students recognized several advantages of online education, particularly in terms of convenience, time management and digital skill development, while concerns remained regarding practical learning, interaction, health effects and the learning environment.

Table 1: Statement-wise distribution of undergraduate students according to their attitude towards online education

Sl. No.	Attitude of UG students	Agree (A) Freq. (%)	Neutral (N) Freq. (%)	Disagree (D) Freq. (%)
1	Online classes are convenient for me	111 (64.16)	54 (31.2)	8 (4.6)
2	I find online classes as effective traditional classroom learning	98 (56.4)	58 (39.30)	17 (9.82)
3	I feel motivated to attend to attend online classes	98 (56.4)	65 (37.57)	10 (5.7)
4	Online classes help me manage my time better	123 (71.0)	45 (26.0)	5 (2.8)
5	Online classes provide enough interaction with teachers	75 (43.35)	70 (40.4%)	28 (16.18)
6	I feel comfortable asking questions during online classes	98 (56.4)	62 (58.3%)	13 (7.5)
7	Online classes improve my digital skills	124 (71.67)	30 (17.34%)	19 (10.98)
8	I prefer online class over face-to-face classes	74 (42.77)	68 (39.3%)	31 (17.91)
9	Online education improves my learning efficiency	99 (57.23)	63 (36.42%)	11 (6.36)
10	NEP's emphasis on digital learning is beneficial for students	108 (62.43)	58 (33.53%)	7 (4.05)
11	Practical classes cannot be effectively thought online	101 (58.38)	51 (29.48%)	21 (12.14)
12	I can easily attend more than one online class at same time	87 (50.29)	44 (25.43%)	42 (24.28)
13	Online class effect negatively on my health	67 (38.73)	81 (46.82%)	25 (14.45)
14	There is high disturbance at home/ hostel during online class	82 (47.40)	76 (43.93%)	15 (8.67)
15	I can easily cheat during online classes	94 (54.33)	44 (25.43%)	35 (20.23)

1.2 Overall attitude of under graduate students towards online education

The distribution of undergraduate students according to their overall attitude towards online education revealed that the majority of respondents (70.52%) had a medium level of attitude, with 122 students falling under this category. This was followed by 15.60 percent of respondents who had a low level of attitude, comprising 27 students.

Only 13.88 percent of the respondents, representing 24 students, exhibited a high level of attitude towards online education. Thus, the findings indicate that the majority of undergraduate students had a moderate or medium level of attitude towards online education, while comparatively fewer respondents belonged to the low and high attitude categories.

Table 2: Distribution of undergraduate students according to their overall attitude towards online education

Sl. No.	Category	Frequency	Percentage
1	Low (up to 30)	27	15.6
2	Medium (30-37)	122	70.52
3	High (above 37)	24	13.88
Total		173	100

1.3 Constraints faced by undergraduate students during online education

The findings presented in the table indicate that undergraduate students experienced several constraints while participating in online education. Eye strain or fatigue due to prolonged screen time was ranked first, with 57.80 percent of respondents reporting it as the most severe constraint. This was followed by lack of interaction with teachers affecting learning, which ranked second, with 53.17 percent of respondents reporting it as second most severe. Frequent internet connectivity issues during online classes ranked third, with 46.82 percent of respondents

considering it third most severe.

Other constraints included difficulty in concentrating at home or hostel, which ranked fourth, followed by lack of access to a reliable device for online classes at fifth rank. The ineffectiveness of teaching methods used in online classes was ranked sixth. Overall, the findings indicate that health-related issues associated with prolonged screen exposure, limited interaction with teachers, and internet connectivity problems were the major constraints experienced by undergraduate students during online education.

Table 3: Distribution of undergraduate students according to constraints faced during online education

Sl. No.	Constraints	Most severe (MS)	Severe(S)	Less severe (LS)	Rank
1	I face frequent internet connectivity issues during online classes	81 (46.82%)	63 (36.42%)	29 (16.76%)	III
2	I don't have access to reliable device for online classes	63 (36.42%)	76 (43.93%)	34 (19.65%)	V
3	I find it difficult to concentrate at home/hostel during online classes	80 (46.24%)	79 (45.66%)	14 (8.089%)	IV
4	I experience eye strain or fatigue due to prolonged screen time	100 (57.80%)	67 (38.73%)	6 (3.47%)	I
5	Lack of interaction with teachers affects my learning	92 (53.17%)	71 (41.04%)	10 (5.78%)	II
6	Teaching methods used in online classes are not effective for me	62 (35.84%)	82 (47.41%)	29 (16.76%)	VI

Conclusion

The study concluded that undergraduate students generally had a medium level of attitude towards online education, with 70.52 percent of the respondents falling under the medium category, while 15.60 percent had a low and 13.88 percent had a high level of attitude. The statement-wise responses indicated that students recognized several benefits of online education, particularly its convenience, contribution to time management, and improvement in digital skills. However, comparatively lower preference for online classes over face-to-face learning and concerns regarding practical classes indicated that students continued to recognize certain limitations of online education.

The study further revealed that undergraduate students faced several constraints during online learning. Eye strain or fatigue due to prolonged screen time was ranked first, followed by lack of interaction with teachers and frequent internet connectivity issues, which occupied second and third ranks, respectively. Other concerns included difficulty in concentrating at home or hostel, lack of access to reliable devices, and the perceived ineffectiveness of certain online teaching methods. These findings suggest that although online education offers flexibility and convenience, its effectiveness can be affected by technological, instructional, and health-related challenges.

Overall, the findings suggest that online education can serve as a useful component of higher education when supported by appropriate infrastructure and effective teaching practices. Greater attention should be given to reducing prolonged screen-related difficulties, improving interaction between teachers and students, ensuring reliable internet and digital facilities, and adopting more engaging and effective methods of online teaching. Addressing these areas may help create a more supportive and effective online learning environment for undergraduate students.

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