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A study on attitude of students towards web based information resources at senior secondary level

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ABSTRACT: Online resources are digital sources of information that can be accessed through the Internet. Nowadays it is used by the scholarly community for gathering the information and datas for some specific tasks or research studies. The aim of this study is to examine the perception of senior secondary school students towards online information resources. A total of 150 senior secondary students have been taken as sample 50-50 from each science, arts and commerce stream. A standardized tool was used for collecting the data to study the attitude towards web based information resources among senior secondary students. The findings reveal that the majority of senior secondary students hold a positive and favorable outlook towards online information resources, and there was no notable difference in their perception based on subject stream.

Keywords: Web based resources, attitude, secondary students

INTRODUCTION

Education is the means through which society passes on its accumulated knowledge, abilities, and cultural values from one generation to the next. Because of today's learning environment, education is no longer just about knowledge acquisition. It also emphasizes processing and applying information. Students must be capable of using the facts they have learned in innovative and meaningful ways. Once information is fully comprehended and effectively stored in long-term memory, it has truly been learned. Web based instruction has advantages over traditional book -based instruction:-

• Teachers can customize the curriculum to fit their own teaching philosophy• Teachers construct an online curriculum to do what they want it to do; they do not have to compromise to find a textbook that is close to what they want.

•A web based curriculum can be updated at any time.

•Teachers have access to resources that allow them to design activities which help students become better communicators and critical thinkers.

•Students can explore topics of interest that they want to study.

•Students can actively participate in shaping parts of the curriculum.

•Students can access learning resources anytime, not limited to classroom hours.

•Students can be actively involved in their own performance evaluation.

Differences between traditional learning and web based learning:

1. Communication: The key difference between online instruction and traditional learning lies in communication and related issues. Communication tools are different in web based learning like email chat video conferencing teleconferencing etc.

2. Approach: Web based instruction enables a learner centered approach. The core idea of teaching is to encourage writing, group work, and independent learning, which is organized in web based learning in which a traditional learning teacher provides information and students passively receive it.

3. Role of teacher: in web based instruction the teacher acts as a motivator who encourages and supports students to be independent. In group work activities, the teacher guides students through learning materials and assigned tasks, helping them to continue their learning processes.

4. Learning tools: Advanced technology such as computers, CDs, audio, video, and mobile devices is used to build a learning environment in web based instruction.

5. Skill acquired: Skills and knowledge connected to using computers and digital devices are essential for web based instruction.

Characteristics of web based learning:

1. The new learning approach enables us to teach and learn in more efficient ways.
2. Online instruction allows us to explore specific areas of interest more thoroughly.
3. Web based instruction supports personalized learning.
4. Web based instruction develops self-awareness and boosts students' confidence.

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5. Web based instruction encourages interaction between teachers and learners, allowing students to exchange ideas with peers, which helps them understand the subject more effectively.
6. Web based instruction offers continuous and direct access to resources in multiple formats and of high quality.
7. Web based instruction builds students' knowledge of the Internet and computer skills, which benefit them in both their education and future careers.

Uses of web based learning:

• Improving student learning.
• Allowing students to spend more time working in small groups
• Reducing repetitive learning tasks
• Offering better instructional resources

Advantages of web based learning:

1. Learning can happen anytime and anywhere as long as there is Internet access.
2. Learners can study at their own pace and set their own schedules within a given timeframe.
3. Learners get access to teachers, subject specialists or experts from different regions with whom they would usually not have the chance to communicate.
4. Give opportunities for lifelong learning.
5. Learners need to think, respond, solve problems using critical reasoning, interact, and be creative in order to fully engage with web based instruction.
6. Emphasizes a learner Centered approach.
7. Learners can access authentic examples, databases, experts, and many more materials.
8. Web based learning is a new strategy of instruction in all levels of education.
9. It gives hands on experience also.
10. Supports personalized learning and is self directed.
11. Encourages students for self study.
12. It promotes learners to use information and communication technology.
13. It provides online assessment and immediate feedback.
14. It promotes distance learning and research work.

OBJECTIVES OF THE STUDY:

Objectives of the present study are:
1. To identify the attitude of students towards web-based information resources at the higher secondary level.
2. To examine the difference in attitudes towards web-based information resources between science and arts students at the higher secondary level.
3. To examine the difference in the attitude towards web-based information resources between Science and Commerce students at the higher secondary level.

HYPOTHESES OF THE STUDY:

H1 : There will be no significant attitude towards web-based information resources among students at the higher secondary level.
H2 : There will be no significant difference in the attitude towards web-based information resources between Science and Arts students at the higher secondary level.
H3 : There will be no significant difference in the attitude towards web-based information resources between Science and Commerce students at the higher secondary level.

NEED AND IMPORTANCE OF THE STUDY:

Research scholars make use of online information sources for various purposes such as studying, teaching, and other academic activities. Respondents from science network use net-primarily based totally facts offerings for all their curricular activities.
Due to the emergence of new technology within the area of library and facts science, the shipping of net primarily based totally facts sources and offerings are exceptionally in call for fulfilling the facts, wishes of the educational network of a university i.e. teachers, college students and researchers. It is found out from the literature assessment that a maximum of the libraries have designed their net websites and a few are in the manner to layout the net primarily based totally facts offerings. Colleges also are spending a great quantity in their finances on net primarily based totally facts sources like e-journals, consortia primarily based totally sources, e-databases etc. hence promoting students engagement for the purpose of teaching and learning.

STATEMENT OF THE PROBLEM:

The current study aims to understand the attitude of learners towards web-based information resources; hence, the problem is stated as follows 'Attitude of students towards web-based information resources'

DELIMITATION:

This study seeks to provide an overview of students' attitudes towards web-based information resources at the higher secondary level. The study is subject to certain limitations:

1. The geographical scope is confined to the higher secondary level.
2. Only 50-50 students were undertaken for the study from science, commerce and arts stream respectively and lastly
3. Only private schools were undertaken for the research study.

TOOL USED: By using Attitude Towards Using Web-Based Information Resource Scale (AWIRS) prepared by Mumtaz and Dr. P.M. Naushad of Aligarh Muslim University Aligarh. Tool was standardized with good validity, reliability and appropriate norms. Total 39 items were made in which 32 were positive and 6 items were negative.

DATA ANALYSIS: The necessary statistical treatments were performed for the interpretation and results of analysis.

HYPOTHESIS 1: There is no significant attitude towards web-based information resources among students at the higher secondary level.

Level of perception towards the web-based information resources among students at the higher secondary level:

Interpretations	Scores	No. Of Students	Percentage
Highly unfavorable	39-50	4	2.67%
Unfvourable	51-78	6	4%
Neutral	79-117	8	5.33%
Favourable	118-156	110	73.33%
Highly Favourable	157-195	22	14.67%
	TOTAL	**150**	**100%**

From the above chart, it is evident that the count of highly favorable attitude of students were 14.67%, in the category of favorable attitude of students were 73.33%, in the category of neutral attitude of students were 5.33% and only few belonged to the category of unfavorable and highly unfavorable attitude meaning none showed an unfavorable outlook towards online information sources. Thus in conclusion we can say that most of the students showed a favorable view towards digital information resources.

HYPOTHESIS 2: It is assumed that there will be no notable variation in the attitude towards web-based information resources among science and arts students at the higher secondary level.

For finding the variation in the attitudes of Science and Arts students towards web-based information resources at secondary level the t-test was applied to analyze the average scores **o**f both groups i.e science and arts. The obtained t-value of the test along with the means and S.D of these two groups are presented in the table below:

Sl . No	Pupils	N	M	S.D	"t" -Value
1.	Science	50	137.5	14.29432	0.142572
2.	Arts	50	142.3	10.3762	

Significant at 0.01 level: From the above table, 50 Science students and 50 Arts students were selected at secondary level. The mean score (M) of science students was 137.5 and for Arts students was 142.572 which was lower than the critical value (2.75) at the 0.01 significance level. Therefore, the null hypothesis stating that "there is no meaningful variation in attitude towards web-based information resources among students at the secondary level" was confirmed across all levels of significance.

HYPOTHESIS 3: It is proposed that there will be no notable variation in attitude towards web-based information resources between science and commerce students at the higher secondary stage.

For finding the variation in the attitudes of Science and commerce students towards web-based information resources at secondary level the t-test was applied to evaluate the average performance of the two groups i.e science and commerce. The obtained t-value of the test along with the means and S.D of these two groups are presented in the table below:

Sl. No	Pupils	N	M	S.D	"t" value
1.	Science	50	137.5	14.29432	0.447769
2.	Commerce	50	139.93	9.961766	

From the above table, shows 50 Science students and 50 Commerce students were selected at secondary level. The mean score (M) of science students was 137.5 and for Arts students was 139.93. Both the groups S.D were 14.2932 and 9.961766 accordingly. The calculated t value was 0.447769, which was below the critical value (2.75) at the 0.01 significance level. Therefore, the null hypothesis, which states that there is no significant difference in attitude towards web-based information resources between the two groups at the secondary level, was upheld across all levels of significance.

Major findings of the study:

1. Overall the students showed a favorable to favorable perception regarding the utilization of online information resources. There is no notable variation in the mindset of Science and Art learners regarding online information resources.
   There is no observable difference in the outlook of Science and Commerce learners concerning online information resources.

CONCLUSION: Online information resources represent digital platforms that provide access to a vast array of information including text, images, audio and video. These resources have transformed the way we access and share information by enabling real time data sharing, collaboration and decision making not only for every level of education especially in higher education. As we show that most of the students at secondary school level have a positive perception of online information resources, a high speed internet or Wi-Fi campus should be established by the school or institution authorities so that users can use online resources according to their convenience.

SUGGESTIONS / RECOMMENDATIONS:

According to the results of the research, the following suggestions are provided for optimizing the use of online information services by learners at the higher-secondary stage.

1. The research can be done in large sample size.
2. The study can be conducted by UG/PG students.
3. More variables can be taken in the further studies.
4. For further research, this scale can be used to measure perception regarding the use of online information resources by technical students researchers, and teaching staff in different Indian universities and other higher learning institutions.

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