A Study on Commerce Students Attitude towards Online Classes during Lockdown Period (With Special Reference to Madurai City)

M. Parimala  
Associate Professor, Department of Commerce  
Lady Doak College, Madurai, Tamil Nadu, India

V. Gayathri  
Assistant Professor, Department of Commerce  
Mangayarkarasi College of Arts and Science for Women, Madurai, Tamil Nadu, India

Abstract
The COVID-19, lockdown period teaches many things to each one of us; all “WH” questions are answered to realize our self like Who we are? How is our life need to be? Which is necessary for life and What are all not important that much. To find the answer to any “WH” questions, critical thinking and knowledge are much important. This lockdown help to unlock our wisdom at the global level. Many of us got a chance to expose talents and skills which is hidden inside of them. Enrolled in online courses, attended webinars which keep each of the active and enthuse to gain more and more knowledge. Arts students get a chance to study basic computer language online courses. Teaching through virtual mode has become the requisite part of educational institutions around the world due to the pandemic crisis of COVID-19. The present study aims to determine the student’s attitude towards e-learning, primary data and secondary data were used, primary data has been collected from II and III Year Commerce Students of Lady Doak College and Ambika College of Madurai. By using Convenient Sampling techniques, 120 respondents’ datas’ are collected with the help of a structured questionnaire. Through e-mail ID, a Google form link was shared to collect the datas’. Tools like Chi-Square, ANOVA, Correlation, t-test and Likert Scaling methods are used to analyze the attitude of the students towards online classes. Even though advantages of e-learning, it would not be meaningful if learners don’t adapt to it. 

Keywords: e-Learning, Students attitude, Online classes, COVID-19, Satisfaction Level, Lockdown Period.

Introduction
Learning is a continuous process; there is no age limit to learn something new in our life. In the olden days, students go to Gurukulam to learn and equip themselves to be good citizen. Later, so many institutions are started to make the younger citizens be knowledgeable person, Scientists, Doctors, Entrepreneurs etc. The COVID -19 made our routine life itself a tragedy one. All sectors are much affected and freezed. To mold a person as a perfect citizen with social responsibility, education plays a major role. Learning can be the main core not only to the students alone but to the faculties also. Any common changes at a global level may have its impact in any part of the education sector, that this COVID -19 also has its footpath in the education sector too. To stop the spreading of the virus at the global level, educational institutions are forced to shut down, to control the spreading of the virus; because of such reason, virtual platform mode is selected to teach during this lockdown period.
Thus it paves the way towards e-learning. An education institution was in dilemma to conduct the end academic semesters for the year 2019 and start the next academic year of II and III year students. Issue of mark sheets to the passed out students, Admission for the fresher’s those who completed the Higher Secondary Examination. As per the Government order, all Educational institutions are completed 2019-2020 year and started the next academic year of 2020-21 and now end with ODD semesters with the examination. Students are much affected while comparing with anybody else because of this COVID-19; reason is education determines each of them. In this article, an attempt was made to analysis the Commerce Students Attitude towards Online Classes during lockdown period with Special reference to Madurai City”. Learning through virtual mode becomes a part of the education sector, in which the students and faculties are connected comfortably. The use of a desktop, laptop, or smartphones and the internet forms a major component of this learning methodology. So e-learning becomes better for all types of sectors, particularly in the educational sector during the lockdown period.

**Objectives of the Study**

- To Study the Attitude of students towards online classes.
- To Analyze the satisfaction level of students during online classes.
- To Know about factors affecting online classes.
- To Identify the health issues because of online classes.

**Review of Literature**

Neelam Dhamija (2016) “A Study on UG students’ attitude towards the academic utilization of E-learning”. An attitude scale was developed and the study was carried out on 300 students belonging to arts, commerce and science streams. Differences in attitude between different stream students were observed. The findings revealed that overall it was an affirmative approach towards E-learning among most of the students. There were no differences in attitude between arts and commerce students as well as arts and science students. Also, no differences reported between commerce and science students. Though, significant difference was reported among students concerning gender & rural & urban residence.

**Methodology of the Study**

**Research Design**

Descriptive and Analytical Research Design.

**Determination of Sample Size**

- **Sample Size**: 120 (91 Respondents from Lady Doak College, 29 Respondents from Ambiga College Madurai)

**Sampling Technique**: Convenient Sampling Technique

**Sources of Data**

- **Primary Source**: Structured Questionnaire was used to collect the data. Simple Percentage Method, Weighted Average Method, Garrett Ranking Method was adopted to measure the responses.

**Method of Data Collection**

- **Method of Data Collection**: Google form

**Framework of Analysis**

- **Inferential Statistics**: t-Test, ANOVA, Chi-Square and Correlation were adopted to measure the responses.
Hypothesis

| S. No | H0 / H1 | Descriptions | Testing Methods |
|-------|---------|--------------|-----------------|
| 1     | H0      | There is no significant relationship between Health issues and duration of conducting online classes to the students. | Chi-Square Test |
|       | H1      | There is significant relationship between Health issues and duration of conducting online classes to the students. |
| 2     | H0      | There is no significant relationship between usage of data and platform using in online classes. | t-test |
|       | H1      | There is significant relationship between usage of data and platform using in online classes. |
| 3     | H0      | There is no significant relationship between Teaching methods and Satisfaction level of students in online classes. | ANVOA |
|       | H1      | There is significant relationship between Teaching methods and Satisfaction level of students in online classes. |

Limitations of the Study
- The study is based on the attitudes of Commerce Students alone and the factors given by them are subjective.
- The study covers only two educational institutions in Madurai city so that it may vary with other colleges within or outside of Madurai city.
- Attitudes of students can be changed at any time, so the same respondents’ responses may vary in the future.

Analysis and Interpretation

| Profile of the Respondents | Frequency | Percent |
|----------------------------|-----------|---------|
| Age                        |           |         |
| 18-20                      | 118       | 98.3    |
| 21-22                      | 2         | 1.7     |
| Total                      | 120       | 100     |

| Number of Members in Family |   |   |
|-----------------------------|---|---|
| Two                         | 1 | 0.8 |
| Three                       | 17| 14.2|
| Four                        | 80| 66.7|
| More than Six               | 22| 18.3|
| **Total**                   | 120| 100|

| Have Siblings |   |   |
|----------------|---|---|
| No             | 14| 11.7|
| Yes            | 106| 88.3|
| **Total**      | 120| 100|

| Number of Siblings Studying |   |   |
|-----------------------------|---|---|
| One                         | 61| 50.8|
| Two                         | 12| 10.0|
| Three                       | 2 | 1.7 |
| Four                        | 3 | 2.5 |
| Not Studying                | 28| 23.3|
| **Total**                   | 106| 88.3|

| Educational Qualification of Siblings |   |   |
|---------------------------------------|---|---|
| Primary                               | 2 | 1.6 |
| Secondary                             | 10| 8.3 |
| Higher Secondary                      | 26| 21.7|
| Under Graduate                        | 29| 24.2|
| Post Graduate                         | 11| 9.2 |
| Not Studying                          | 28| 23.3|
| **Total**                             | 106| 88.3|

| Number of Siblings Attend Online Classes |   |   |
|------------------------------------------|---|---|
| No                                       | 28| 23.3|
| Yes                                      | 78| 65  |
| **Total**                                | 106| 88.3|

| Year of Studying |   |   |
|------------------|---|---|
| II Year          | 42| 35.0|
| III Year         | 78| 65.0|
| **Total**        | 120| 100.0|

| Academic Details of the Respondents | Frequency | Percent |
|-------------------------------------|-----------|---------|
| Name of the Institution in which the Respondents are Studying | | |
| Ambiga College, Madurai             | 29        | 24.2    |
| Lady Doak College, Madurai          | 91        | 75.8    |
| **Total**                           | 120       | 100.0   |

http://www.shanlaxjournals.com
## Details - Online Classes

| Details - Online Classes       | Frequency | Percent |
|--------------------------------|-----------|---------|
| Online Classes Started on      |           |         |
| June 2020                      | 29        | 21.7    |
| August 2020                    | 91        | 73.3    |
| Total                          | 120       | 100     |
| Have Own Gadget to Attend the Online Classes |           |         |
| No                             | 21        | 17.5    |
| Yes                            | 99        | 82.5    |
| Total                          | 120       | 100.0   |

| Type of Gadgets Available in Home |          |         |
|-----------------------------------|----------|---------|
| Laptop                            | 3        | 2.5     |
| Smart Phone                       | 77       | 64.2    |
| Smart Phone and Laptop            | 28       | 23.3    |
| Smart Phone, Laptop, Personal Computer | 5 | 4.2 |
| Smart Phone, Personal Computer    | 3        | 2.5     |
| Smart Phone, Tablet               | 1        | 0.8     |
| Smart Phone, Tablet, Laptop, Personal Computer | 2 | 1.7 |
| Tablet, Laptop                    | 1        | 0.8     |
| Total                             | 120      | 100.0   |

| Type of Gadget Using for Online Classes |          |         |
|----------------------------------------|----------|---------|
| Laptop                                 | 8        | 6.7     |
| Laptop, Tablet                         | 1        | 0.8     |
| Smart Phone                            | 98       | 81.7    |
| Smart Phone, Laptop                    | 13       | 10.8    |
| Total                                  | 120      | 100.0   |

| Number of Subjects Studying through Online Classes |          |         |
|---------------------------------------------------|----------|---------|
| Four                                               | 10       | 8.3     |
| Five                                               | 58       | 48.3    |
| Six                                                | 40       | 33.3    |
| More than Six                                      | 12       | 10.0    |
| Total                                              | 120      | 100.0   |

| Prior Information to the Online Classes           |          |         |
|---------------------------------------------------|----------|---------|
| No                                                | -        | --      |
| Yes                                               | 120      | 100.0   |
| Total                                             | 120      | 100.0   |

| Schedule for Online Classes Given                 |          |         |
|---------------------------------------------------|----------|---------|
| No                                                | -        | -       |
| Yes                                               | 120      | 100.0   |
| Total                                             | 120      | 100.0   |

## Number of Hours in a Day

| Number of Hours in a Day | Frequency | Percent |
|--------------------------|-----------|---------|
| One Hour                 | 28        | 23.3    |
| Two Hours                | 2         | 1.7     |
| Three Hours              | 82        | 68.3    |
| More Than 3 Hours        | 8         | 6.7     |
| Total                    | 120       | 100.0   |

## Break Time between the Classes

| Break Time between the Classes |          |         |
|--------------------------------|----------|---------|
| No                             | 57       | 47.5    |
| Yes                            | 63       | 52.5    |
| Total                          | 120      | 100.0   |

## Duration of Break Time

| Duration of Break Time | Frequency | Percent |
|------------------------|-----------|---------|
| 10 Minutes             | 49        | 40.8    |
| 5 Minutes              | 14        | 11.7    |
| Total                  | 120       | 100.0   |

## Mode of Platform

| Mode of Platform | Frequency | Percent |
|------------------|-----------|---------|
| Google Class Meet| 91        | 75.8    |
| Zoom             | 29        | 24.2    |
| Total            | 120       | 100.0   |

## Material used to Deliver the Content

| Material used to Deliver the Content | Frequency | Percent |
|-------------------------------------|-----------|---------|
| PPT                                 | 56        | 46.6    |
| Word Documents                      | 38        | 31.6    |
| Videos                             | 18        | 15      |
| Other                               | 8         | 6.6     |
| Total                               | 120       | 100.0   |

## Smart Phone and Data Connection

| Sim Card for Data Connection | Frequency | Percent |
|------------------------------|-----------|---------|
| Act-Fibernet                 | 1         | 0.8     |
| Airtel                       | 50        | 41.7    |
| Idea                         | 7         | 5.8     |
| Jio                          | 51        | 42.5    |
| Vodafone                     | 10        | 8.3     |
| WIFI                         | 1         | 0.8     |
| Total                        | 120       | 100.0   |

## Offer Availed during the Recharge

| Offer Availed during the Recharge | Frequency | Percent |
|-----------------------------------|-----------|---------|
| No                                | 93        | 77.5    |
| Yes                               | 27        | 22.5    |
| Total                             | 120       | 100.0   |

## Amount Spend to Recharge

| Amount Spend to Recharge | Frequency | Percent |
|--------------------------|-----------|---------|
| Above Rs.600             | 10        | 8.3     |
| Less Than Rs.100         | 12        | 10.0    |
| Rs.200 – Rs.400          | 33        | 27.5    |
### Using of Mobile Data

| Service                        | Quantity | Percentage |
|-------------------------------|----------|------------|
| Rs.400 – Rs.600               | 17       | 14.2%      |
| **Total**                     | 120      | 100%       |

#### Health Problems while using Smart Phones and Computers

| Health Problem                      | Quantity | Percentage |
|-------------------------------------|----------|------------|
| No                                  | 37       | 30.8%      |
| Yes                                 | 83       | 69.2%      |
| **Total**                           | 120      | 100%       |

#### Types of Health Problem

| Health Problem                      | Quantity | Percentage |
|-------------------------------------|----------|------------|
| Anxiety and Depression              | 14       | 11.7%      |
| Head Ache                           | 20       | 17%        |
| Eyestrain And Eye Pain              | 40       | 33%        |
| Neck Pain, Back Pain                | 4        | 3.3%       |
| Other Problems                      | 5        | 4.1%       |
| **Total**                           | 83       | 69.2%      |

#### Preference of Learning Mode

| Learning Mode                      | Quantity | Percentage |
|------------------------------------|----------|------------|
| Physical Class Room                | 104      | 86.7%      |
| Virtual Mode                       | 16       | 13.3%      |
| **Total**                          | 120      | 100%       |

#### Online Class Gives Relief and Relaxation from the Pandemic Time

| Opinion                           | Quantity | Percentage |
|-----------------------------------|----------|------------|
| No                                | 74       | 61.7%      |
| Yes                               | 46       | 38.3%      |
| **Total**                         | 120      | 100%       |

### Opinion

| Question                                                                 | Frequency | Percent | No | Yes |
|--------------------------------------------------------------------------|-----------|---------|----|-----|
| Are You Already Aware of the Platform Which Now You are Using for the Online Class? | 36        | 84      | 30.0% | 70.0% |
| Do You Find any Difficulty to Use the Tools or to Handle the Platform Using for the Online Class? | 64        | 56      | 53.3% | 46.7% |
| Is There any Activity/Assessment is Conduct during the Online Class?     | 10        | 110     | 8.3% | 91.7% |
| Whether the Online Class is Interactive                                   | 36        | 84      | 30.0% | 70.0% |
| Whether Your Faculty Well Prepared for the Online Class and Using the Technology in Best Way? | 13        | 107     | 10.8% | 89.2% |
| Do You Feel Those Faculties are not Able to Handle and Monitor the Class Effective in Online? | 95        | 25      | 79.2% | 20.8% |
| **Total**                                                                 | 120       | 100     |

**Source:** Primary data

### Likert Scaling

#### Satisfaction Level of the Respondents Regarding Online Classes

| Consider                                                                 | Highly Satisfied (HS) | Satisfied (S) | Dissatisfied (DS) | Neither Satisfied Nor Dissatisfied (ND) | Highly Dissatisfied (HDS) |
|--------------------------------------------------------------------------|------------------------|---------------|-------------------|----------------------------------------|--------------------------|
| I satisfied with the Security Issues                                    | 12                     | 30            | 8                 | 54                                     | 16                       |
| I satisfied with video and audio clarity during the class               | 26                     | 39            | 23                | 28                                     | 4                        |
| Interaction between student and teachers is weak                        | 49                     | 28            | 20                | 2                                      | 21                       |
| Delivery of the content are understandable                              | 32                     | 46            | 5                 | 31                                     | 6                        |
| Problem papers are easy to understand                                   | 20                     | 37            | 3                 | 53                                     | 7                        |
| I don’t have any network problems during online classes                 | 18                     | 37            | 15                | 47                                     | 3                        |

### Factors

| Factors                                                                 | HS | S | DS | ND | Mean Score | Rank |
|-------------------------------------------------------------------------|----|---|----|----|-------------|------|
| I satisfied with the Security Issues                                    | 12 | 30 | 8  | 54| 3.117       | X    |
| I satisfied with video and audio clarity during the class               | 26 | 39 | 23 | 28 | 3.5         | VI   |
| Interaction between student and teachers is weak                        | 49 | 28 | 20 | 2  | 3.533       | VIII |
| Delivery of the content are understandable                              | 32 | 46 | 5  | 31 | 3.775       | III  |
| Problem papers are easy to understand                                   | 20 | 37 | 3  | 53 | 3.5         | VI   |
| I don’t have any network problems during online classes                 | 18 | 37 | 15 | 47 | 3.433       | IX   |

http://www.shanlaxjournals.com
My family environment is suitable to learn and financially affordable | 26 | 61 | 12 | 16 | 5 | 3.758 | IV
Usage of teaching aid | 31 | 57 | 1 | 29 | 2 | 3.95 | I
I satisfied with assessments and activities of the courses | 21 | 69 | 10 | 8 | 12 | 3.642 | V
Time management is effective in online classes | 45 | 38 | 9 | 23 | 5 | 3.908 | II

**Source:** Computed data

From the table, it shows the satisfaction level of students in each statement, in which it was found that most of the students were satisfied with teaching aid used in online classes no problem behind the usage of teaching aids, so it has a high mean score of 3.95 and it was ranked as first. Also, many of the students were satisfied with the time management in online classes, so it has mean score of 3.908 and it was ranked second. Video and audio clarity and understanding of problem papers were got the same rank as sixth. Most of the students were not satisfied with the security issues because they don’t have proper security protection and it was ranked as last because the students were are not satisfy with the security issues when compared to other apps.

**Chi-Square Test**

**H0:** There is no significant relationship between Health issues and the duration of conducting online classes for the students.

**H1:** There is a significant relationship between Health issues and the duration of conducting online classes for the students.

### Cross Tabulation between Health Issues and Duration of Online Classes of the Students

| Particulars    | One Hour | Two Hours | Three Hours | More Than Three Hours | Total |
|----------------|----------|-----------|-------------|-----------------------|-------|
| Facing Health Issues | Yes | 13 | 0 | 62 | 8 | 83 |
| No | 15 | 2 | 20 | 0 | 37 |
| Total | 28 | 2 | 82 | 8 | 120 |

**Source:** Computed data

### Chi - Square Test Computed Values

| Particulars            | Value | Df | Asymp. Sig. (2-Sided) |
|------------------------|-------|----|----------------------|
| Pearson Chi-Square     | 137.574 A | 8 | 0.000 |
| Likelihood Ratio       | 30.065 | 8 | 0.000 |
| N. Of Valid Cases      | 120 |   |                      |

**Source:** Computed data

The above table, shows usage of more hours in Electronic gadgets causes health issues of the students. Under chi-square test calculation, a significant value (0.05) is greater than the calculated value (0.000). Therefore, there is a significant relationship between health issues and the duration of online classes for the students. So, the null hypothesis is rejected.

### t-Test

**Paired Sample t-Test**

**H0:** There is no significant relationship between usage of data and platform using in online classes

**H1:** There is significant relationship between usage of data and platform using in online classes

### Paired Sample Statistics

| Variables                  | Mean | N  | Std. Deviation | Std. Error Mean |
|----------------------------|------|----|----------------|-----------------|
| Usage of Data in Online Class | 1.64 | 120 | 0.658          | 0.060           |
| Platform Using for Online Classes | 1.78 | 120 | 0.522          | 0.048           |

### Paired Samples Correlations

| Variable                                      | N  | Correlation | Sig. |
|-----------------------------------------------|----|-------------|------|
| Use Age of Data in Online Class & Platform Using for Online Classes | 120 | 0.237       | 0.009 |
Paired Sample t-Test

| Particulars | Mean | Std. Deviation | Std. Error Mean | 95% Confidence Interval of the Difference | t-Value | Df | Sig. (2-Tailed) |
|-------------|------|----------------|-----------------|------------------------------------------|---------|----|----------------|
| Usage of Data in Online Class Platform Using for Online Classes | 0.142 | 0.737 | 0.067 | 0.275, 0.008 | 2.106 | 119 | 0.037 |

Source: Computed data

The above shows that usage of data in online classes and the platform using for online classes were positively correlated at 0.237, \( P < 0.0001 \). The significant value (0.05) is greater than the calculated value 0.037. There is significant relationship between data usage in online classes and the platform using for online classes. So null hypothesis is rejected.

ANOVA

H0: There is no significant relationship between Teaching methods and the Satisfaction level of students in online classes.

H1: There is a significant relationship between Teaching methods and the Satisfaction level of students in online classes.

| Factors | Anova | Sum of Squares | Df | Mean Square | F | Sig. |
|---------|-------|----------------|----|-------------|---|------|
| Delivery of content are understandable (F1) | Between Groups | 21.970 | 1 | 21.970 | 14.579 | 0.000 |
| | Within Groups | 177.822 | 118 | 1.507 | | |
| | Total | 199.792 | 119 | | | |
| Interaction between teachers and student in online classes (F2) | Between Groups | 17.131 | 1 | 17.131 | 7.673 | 0.007 |
| | Within Groups | 263.461 | 118 | 2.233 | | |
| | Total | 280.592 | 119 | | | |
| Problem papers are easy to understand (F3) | Between Groups | 30.599 | 1 | 30.599 | 22.007 | 0.000 |
| | Within Groups | 164.068 | 118 | 1.390 | | |
| | Total | 194.667 | 119 | | | |
| I satisfied with assessment and activity (F4) | Between Groups | 15.839 | 1 | 15.839 | 12.849 | 0.000 |
| | Within Groups | 145.461 | 118 | 1.233 | | |
| | Total | 161.300 | 119 | | | |
| Time management is effective in online classes (F5) | Between Groups | 10.456 | 1 | 10.456 | 7.037 | 0.009 |
| | Within Groups | 173.863 | 117 | 1.486 | | |
| | Total | 184.319 | 118 | | | |

Source: Computed data

- The above table shows that using teaching methods and the satisfaction level of the students towards online classes, the level of satisfaction was tested in each Factor.
- The P value of a F1 - 0.000, F3 - 0.000, F4 - 0.000 is less than the significance value (0.01).
- Therefore there is a significant relationship between teaching methods and the satisfaction level of students regarding the delivery of the content understanding level of problem papers, Assessment and activity in online classes, so, the null hypothesis is rejected.
- The P value of a F2 - 0.007, F5 - 0.009 is more than the significant value (0.05).
- There is no relationship between teaching methods and satisfaction level of interaction between students and teachers in online classes, Satisfaction regarding effectiveness in time management, so the null hypothesis is accepted.
Suggestions
• Students study five to six subjects in a semester through e-learning; time management was a major constraint for them to complete the academic work to look over it.
• Even though virtual learning helps them to improve their knowledge but they face some health issues, so parents and the faculty must take responsibility.
• Lockdown period must utilize properly; using the smart phone by all the time is need to monitor by the parents who are more responsible.
• The major drawback in e-learning is not able to identify the reaction of the students, so other then the academic mode of teaching faculties can arrange for meeting to share the views of students related to e-learning, since it is new for both the side.

Conclusion
Learning through virtual mode during this lockdown period is much useful for the students but they prefer to be attending the classes on campus, where they can get better touch with the faculties and friends of them. Much interested in learning new things through e-learning but because of network issue, data card problems, power cut issues both students and faculties are much affected.

References
Abbasi, Sahar, et al. “Perceptions of Students regarding E-learning during Covid-19 at a Private Medical College.” Pakistan Journal of Medical Sciences, vol. 36, 2020.
Adewole-Odeshi, Egbe. “Attitude of Students Towards E-learning in South-West Nigerian Universities: An Application of Technology Acceptance Model.” Library Philosophy and Practice, 2014.
Adnan, Muhammad, and Kainat Anwar. “Online Learning amid the COVID-19 Pandemic: Students’ Perspectives.” Journal of Pedagogical Sociology and Psychology, vol. 2, no. 1, 2020.
Ali, Naiia, et al. “Attitude of Nursing Students towards E-Learning.” Advances in Health Professions Education, vol. 2, no. 1, 2016.
Bernard, Robert M., et al. “The Development of a Questionnaire for Predicting Online Learning Achievement.” Distance Education, vol. 25, no. 1, 2004, pp. 31-47.
Dhamija, Neelam. “Attitude of Undergraduate Students Towards the use of e-Learning.” MIER Journal of Educational Studies, Trends and Practices, vol. 4, 2016, pp. 123-135.
Kisanga, Dalton H. “Determinants of Teachers’ Attitudes towards E-Learning in Tanzanian Higher Learning Institutions.” International Review of Research in Open and Distributed Learning, vol. 17, no. 5, 2016, pp. 109-125.
Margaret Divya, A., and Suganthi Priya. “A Study on the Impact of Covid-19 on Students Learning Experiences with Special Reference to Madurai City.” ComFin Research, vol. 9, no. 1, 2021, pp. 11-16.
Peytcheva-Forsyth, Roumiana. “Factors Affecting Students’ Attitudes Towards Online Learning - The Case of Sofia University.” AIP Conference Proceedings, 2018.
Saravanakumar, AR., et al. “Educational Technological Vision on Distance Mode (DM) in Teacher Education Programme (TEP).” Global Web Conference on Multidisciplinary Research and Development, 2020.
Ullah, Obaid. “Students’ Attitude towards Online Learning at Tertiary Level.” PUTAJ - Humanities and Social Sciences, vol. 25, no. 1-2, 2017, pp. 63-82.
Zhu, Yue. “University Students’ Attitudes toward Online Learning in a Blended Course.” AARE Annual Conference, 2013.

Author Details
Mrs. M. Parimala, Associate Professor, Department of Commerce, Lady Doak College, Madurai, Tamil Nadu, India

Ms. V. Gayathri, Assistant Professor, Department of Commerce, Mangayarkarasi College of Arts and Science for Women, Madurai, Tamil Nadu, India, Email ID: gayathrivelu135@gmail.com