A Study on Frustration and Attitude of Secondary Level Students towards Online Learning in Relation to Gender and Medium of Instruction : A Comparative Study

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Abstract : The present study was conducted to assess the Frustration and Attitude of Secondary level students towards Online Learning. The current research was followed by a descriptive survey method. For the study 100 students from two schools of Jodhpur were assessed. A self-made attitude scale with 25 items having five points scale (Strongly agree, Agree, neutral, Disagree, strongly disagree,) was used and for study of Frustration -Reaction to Frustration scale, by-Dr. B.M. Dixit and Dr, D.N. Srivastava was used to collect the data. The percentage of respondents against all items was calculated to assess the attitude of whole sample towards online learning. Mean, SD, and t-test was used to compare the Frustration and attitude towards Online learning in reference to gender and stream. The result obtained by the analysis of data stated that there was a significant difference in the Frustration and attitude of male students and female students towards online learning as well as significant difference in Students, in respect to frustration. The result showed higher frustration in girls in comparison to boys. The boys have a more positive attitude towards online learning in comparison to girls.

Introduction - Today, with enormous technological advances, teachers can train their students with various online tools to communicate with them when they are unable to interact with them or share the problems they have. Asynchronous online education gives students control over their learning experience, allows flexibility in the curriculum for non-traditional students, and gives students greater responsibility.

The transition to online learning has implications not only for teachers, who need to change their courses but also for students, who need to adapt to the new learning environment.

One of the easiest effects of online education on children's recovery is to improve learning outcomes. Online learning provides students with access to a time and place for education. With online courses that can take place at home or in a place of their choice, there is less chance for students to miss classes.

On the contrary, online courses provide access to students who may never have the opportunity or the inclination to attend lectures in person. Advancements in artificial intelligence offer hope for the future:

Online learning for children improves student accessibility. Students must be organized, self-motivated, and have a high level of time management to participate in an online program.

The main benefit of online learning is that it allows students to fully participate in high-quality learning situations. Online interaction and social presence are critical elements for encouraging learners' thinking and learning and motivating them expressing, which developing their engagement in learning environments On online, mode one will get a chance to participate in different discussion with classmates which will help in strengthen ability to make clear, strong, ways to express our true selves in a safe and supportive environment, build "thebelief in own capabilities to organize and execute the courses of action required to manage prospective situations.

Challenges of online learning- The challenges of online learning can largely impact children; loss of motivation, self-discipline, and the need to study are some of the biggest problems children face.

Impacts include the lack of efficiency of technology, the difficulty for pupils to understand the concepts taught, and online learning causes social isolation and results in pupils not developing the necessary communication skills. PTA on the impact of online education found that most students felt they had received a good education but also

felt pressured to learn due to emotional, economic, and health stress. They may also need to work longer hours to meet the demands of online teaching.Online learning can be negatively affected by a lack of in-person interaction, internet service interruptions, and cheating.

Frustration refers to the experience of discontent, disappointment, or irritation caused by the failure to achieve a desire, goal, or expectation. It is a natural human emotion, but when not managed effectively, it can have negative consequences for mental health and well-being.

Managing frustration in a healthy manner can enhance communication and strengthen relationships. Frustration is a common and natural emotion that everyone experiences at some point. Although it can be uncomfortable, learning to recognize, understand, and manage frustration can lead to a more balanced and fulfilling life.

By developing coping skills and adjusting expectations, it is possible to mitigate the negative effects of frustration and use this emotion as a motivating force for overcoming obstacles.

Developing effective strategies to manage frustration can help transform challenges into opportunities for personal growth and development.

There are several ways to deal with frustration in a healthy and constructive manner, such as:

Identify the Cause: The first step in managing frustration is to identify the root cause of the issue.

Adjust Expectations: It is important to adjust expectations so that they are realistic and attainable.

Challenge Negative Thoughts: Challenge negative and distorted thoughts that may be intensifying frustration, thus replace them with more positive and realistic perspectives.

Seek Solutions: Explore creative solutions for the problems that are causing your frustration.

Express Emotions: Express the emotions in a healthy manner, such as talking to a trusted friend or family member, journaling, or engaging in physical exercise.

Need Of The Study-The fact that Online learning offers flexibility and accessibility but can also lead to significant frustration and impact on mental health if not managed effectively. Therefore, this study will help in understanding the strategies like-exploring& creating a practical approach, creating supportive environments, control on feelings of disappointment, promotes sustained motivation, adjusting expectations according to personal circumstances, helps learners to navigate online education more confidently, fosters resilience, reducing potential online learning frustration and supporting mental well-being. This study will help in building a proper attitude towards online learning by finding out the ways to control various interconnected factors like technicaldifficulties, lack of immediate feedback, personal interaction, feelings of isolation and disconnect, unfamiliar with self-paced learning may find it hard to manage their time effectively, leading to feelings of overwhelm.

Researchers have explored the effectiveness and influence factors of online learning in higher education and found the methods and strategies to improve and bolster subject knowledge, but can also hone transferable skills, like communication, critical thinking, adaptability, and more in online environments

Recognizing these root causes is vital for implementing effective strategies to overcome online learning frustration and enhance well-being.

Purpose Of The Study : The purpose of this investigation is to examine theFrustrationand Attitude of Senior secondary level students towards Online learning in relation to few moderate variables such as gender and medium of instruction.

Objectives Of The Study:
1. To study Frustrationand Attitude of Secondary level students towards Online learning
2. To compare frustration of English medium and Hindi medium Secondary level students
3. To compare Attitude of English medium and Hindi medium Secondary level students towards Online learning
4. To compareFrustration of English medium Secondary level students regarding gender.
5. To compareAttitude of English medium Secondary level students towards Online learning in regard to gender.
6. To compare frustration of Hindi medium Secondary level students regarding gender.
7. To compare Attitude of Hindi medium Secondary level students towards Online learning regarding gender.

Research Hypotheses: The following hypotheses guided the study.
1. There will be no significant difference in the Frustration of English medium and Hindi medium Secondary level
2. There will be no significant difference in Attitude of English medium and Hindi medium Secondary level towards Online learning.
3. There will be no significant difference in Frustration of English medium Secondary level students regarding gender.
4. There will be no significant difference in Attitude of English medium Secondary level students towards Online learning regarding gender.
5. There will be no significant difference in Frustration of Hindi medium Secondary level students regarding gender.
6. There will be no significant difference in Attitude of Hindi medium secondary level students towards Online learning regarding gender.

Methodology: The current research was followed by descriptive survey method and quantitative approach as the substantial method of the study. In a quantitative method, the researcher collected, analysed and interpreted varied kinds of numerical data obtained from the subjects. A

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sample of 100 Secondary level students were selected from English and Hindi medium schools of Jodhpur. Out of 50 of each medium 25 boys and 25 girls were compared on both the variables. Data was collected through A self-made attitude scale with 25 items having five points scale (Strongly agree, Agree, neutral, Disagree, strongly disagree, with 15 items positive &10 items were negative and for study of Frustration a Frustration scale, by-Dr. B.M. Dixit and Dr, D.N. Srivastava were used. The collected data were analysed utilizing independent 't' test and percentage of respondents and in all cases the level of significance was fixed at 0.05 and 0.01 confidence levels.

Data Analysis And Interpretation

Table-1 (see in last page)

Table-1 Representing the Mean obtained from English medium students and Hindi medium students on Frustration is 97.50 and 102.57respectively. Computed value of standard deviation of is 9.8 and 8.05 respectively. The Higher Values of mean suggest higher level of Frustration in Hindi medium students than English medium students. The t-ratio is calculated was 1.41which is less than the tabulated value of 0.05 level of significance (1.98) and 0.01 level of significance (2.62),therefore it seems no significant at difference in both the groups.

Table-2 (see in last page)

Table -2representing the Mean obtained from English medium students and Hindi medium students onAttitude towards online learning is 107.0and 98 respectively. Computed value of standard deviation of is 5.50 and 4.92 respectively. The Higher Values of mean   suggest high level or positive attitude towards On line learning   in the English medium students in Comparison to Hindi medium students.

The t-ratio is calculated was 8.62 which is greater than the tabulated value of 0.05 level of significance (1.98) and 0.01 level of significance (2.62),therefore it seems to besignificant difference in both the groups**.**

Table-3 (see in last page)

Table-3 Representing the Mean obtained from Boys and Girls from English medium students on Frustration is 109 and 86 respectively. Computed value of standard deviation of is 7.10 and 9.65 respectively. The Higher Values of mean suggest higher level of Frustration in boys than girls of English medium students.

The t-ratio is calculated was 9.62 which is greater than the tabulated value of 0.05 level of significance (2.78) and 0.01 level of significance (2.06),therefore it seems to besignificant difference in both the groups**.**

Table-4 (see in last page)

Table-4 Representing the Mean values of Boys and Girls of English medium towards Online learning learning   is 119 and 95 respectively. Computed value of standard deviation of is 6.83 and 8.7 respectively. The Higher Values of mean   suggest higher level ofAttitude of English medium boys towards Online learning than girls.

The t-ratio is calculated was 10.85 which is greater than the tabulated value of 0.05 level of significance (2.78) and 0.01 level of significance (2.06),therefore it seems to be significant difference in both the groups.

Table-5 (see in last page)

Table-5 Representing the Mean obtained from Boys and Girls from Hindi medium students on Frustration is 98 and 121 respectively. Computed value of standard deviation of is 8.5and 6.52 respectively. The Higher Values of mean suggest higher level of Frustration in girls than boys of Hindi medium students.

The t-ratio is calculated was 10.74 which is greater than the tabulated value of 0.05 level of significance (2.78) and 0.01 level of significance (2.06),therefore it seems to besignificant difference in both the groups**.**

Table-6 (see in last page)

Table-6 Representing the Mean values ofBoys and Girls of Hindi medium towards Onlinelearning is 105 and 91 respectively. Computed value of standard deviation of is 5.84 and 4.60 respectively. The Higher Values of mean suggest higher level of Attitude of Hindi medium boys towards Online learning than girls.

The t-ratio is calculated was 9.45 which is greater than the tabulated value of 0.05 level of significance (2.78) and 0.01 level of significance (2.06),therefore it seems to be significant difference in both the groups.

Table-7 (see in last page)

Table 7 shows that 56.4% responses are collected against strongly agree,6.8% responses against agree, 4.8 % against disagree, 31.2 % against stronglydisagree from English medium students whereas 48.96% responses are collected against strongly agree, 14.4% responses against agree, 9.84 % towards disagree 26.4% against strongly disagree from Hindi medium students.Less than 1% responses were against neutral. It concludes that English medium students showhigher level attitude towards on line learning in comparisons to Hindi medium students.

Findings:

1. The Higher Values of mean   suggest higher level of Frustration in Hindi medium students than English medium students.
2. The t-ratio is calculated was 1.41which is less than the tabulated value of 0.05 level of significance (1.98) and 0.01 level of significance (2.62),therefore it seems no significant at difference in both the groups.
3. The Higher Values of mean   suggest high level or positive attitude towards On line learning in the English medium students in Comparison to Hindi medium students.
4. The t-ratio is calculated was 8.62 which is greater than the tabulated value of 0.05 level of significance (1.98) and 0.01 level of significance (2.62),therefore it seems to besignificant difference in both the groups**.**
5. The Higher Values of mean   suggest higher level of Frustration in boys than girls of English medium

students.

6. The t-ratio is calculated was 9.62 which is greater than the tabulated value of 0.05 level of significance (2.78) and 0.01 level of significance (2.06),therefore it seems to besignificant difference in both the groups**.**

7. The Higher Values of mean suggest higher level ofAttitude of English medium boys towards Online learning than girls.

8. The t-ratio is calculated was 10.85 which is greater than the tabulated value of 0.05 level of significance (2.78) and 0.01 level of significance (2.06),therefore it seems to be significant difference in both the groups. The Higher Values of mean suggest higher level of Frustration in girls than boys ofHindi medium students.

9. The t-ratio is calculated was 10.74 which is greater than the tabulated value of 0.05 level of significance (2.78) and 0.01 level of significance (2.06),therefore it seems to besignificant difference in both the groups**.**

10. The Higher Values of mean suggest higher level of Attitude of Hindi medium boys towards Online learning than girls.

11. The t-ratio is calculated was 9.45 which is greater than the tabulated value of 0.05 level of significance (2.78) and 0.01 level of significance (2.06),therefore it seems to be significant difference in both the groups.

12. The higher percentage of responses are collected against strongly agree,agree towards online learning from English medium students, therefore English medium students show higher level attitude towards online learning in comparisons to Hindi medium students.

Analysis Of Hypothesis : The following hypotheses guided the study.

Ho-1-There will be no significant difference in the Frustration of English medium and Hindi medium Secondary level

The Higher Values of mean suggest higher level of Frustration in Hindi medium students than English medium students.

The t-ratio is calculated was 1.41which is less than the tabulated value of 0.05 level of significance (1.98) and 0.01 level of significance (2.62),therefore it seems no significant at difference in both the groups.

Ho-1-is accepted.

Ho.2.There will be no significant difference in Attitude of English medium and Hindi medium Secondary level towards Online learning.

The Higher Values of mean suggest high level or positive attitude towards On line learning in the English medium students in Comparison to Hindi medium students.

The t-ratio is calculated was 8.62 which is greater than the tabulated value of 0.05 level of significance (1.98) and 0.01 level of significance (2.62),therefore it seems to besignificant difference in both the groups**.**

Ho-2-is rejected.

Ho 3. There will be no significant difference in Frustration of English medium Secondary level students regarding gender.

The Higher Values of mean suggest higher level of Frustration in boys than girls of English medium students. The t-ratio is calculated was 9.62 which is greater than the tabulated value of 0.05 level of significance (2.78) and 0.01 level of significance (2.06),therefore it seems to besignificant difference in both the groups

Ho-3 is rejected.

Ho 4. There will be no significant difference in Attitude of English medium Secondary level students towards Online learning regarding gender.

The Higher Values of mean suggest higher level ofAttitude of English medium boys towards Online learning than girls. The t-ratio is calculated was 10.85 which is greater than the tabulated value of 0.05 level of significance (2.78) and 0.01 level of significance (2.06),therefore it seems to be significant difference in both the groups.

Ho-4-is rejected.

Ho 5. There will be no significant difference in Frustration of Hindi medium Secondary level studentsregarding gender.

The Higher Values of mean suggest higher level of Frustration in girls than boys ofHindi medium students.

The t-ratio is calculated was 10.74 which is greater than the tabulated value of 0.05 level of significance (2.78) and 0.01 level of significance (2.06),therefore it seems to besignificant difference in both the groups

Ho-5 is rejected.

Ho 6. There will be no significant difference in Attitude of Hindi medium Secondary level students towards Online learning regarding gender.

The Higher Values of mean suggest higher level of Attitude of Hindi medium boys towards Online learning than girls.

The t-ratio is calculated was 9.45 which is greater than the tabulated value of 0.05 level of significance (2.78) and 0.01 level of significance (2.06),therefore it seems to be significant difference in both the groups.

Ho-6 is rejected.

Results:

1. There is no significant difference is found in frustration in relation to medium of instruction.

2. A significant difference in attitude towards Online learning was observed.

3. There was a significant difference was found infrustrationof English medium students in relation to gender.

5. Study revealed high level ofFrustration in boys than girls of English medium students.

6. There was a significant difference was found in attitude towards Online learning in both the groups of English medium students in relation to gender.

7. High level and positive attitude towards Online learning was observed in the English medium students in

comparison to Hindi medium students.

8. Study suggested higher level ofAttitude towards Online learning in English medium boys than girls.
9. A significant differencewas found on frustration inHindi medium students in relation to gender.
10. High level of Frustration in girlswas observed than boys in Hindi medium students.
11. Asignificant difference inattitude towards online learningwas observedregarding Gender in Hindi medium students.
12. Study indicated higher positive attitude towards online learning in Hindi medium boysthan girls.
13. English medium students shows higher level of positive attitude towards on line learning in comparisons to Hindi medium students when total number of responses were analysed in form of percentage.

Conclusion: The above study concluded that boys of both mode of instruction have higher positive attitude towards online learning than girls. Girls like traditional learning because it builds essential social skills that online environments can't fully replicate. Girls prefer structured classroom environments and well-organized class activities.Online learning can lead to isolation, lack of motivation, screen fatigue, and technical issues. It also limits hands-on activities, social interaction, and may challenge fair student assessment.They need personalized guidance and real-time feedback which can be possible with direct teacher-student relationships.They want tocollaborate with peers and build relationships and can participate in extracurricular activities.

Whereas boys want to save travel hours to and fro from the college or schools and generally want to avoid fixed,class hours and are strictly asked to follow a tight schedule.Online learning benefits flexibility, convenience, and personalized pacing, allowing to access quality education anytime, anywhere, with engaging tools and a wide range of subjects favours boys to make appositive attitude.

Educational Implication: Unlike traditional classroom education, online learning allows individuals to learn at their own pace. Learners can review the material, repeat lessons if need, and progress through the course content based on their understanding. This self-paced learning approach accommodates diverse learning styles and ensures a deeper understanding of the subject matter.Many online learning platforms are emerging every day, intending to share knowledge and skills with many students. Students can learn sitting at home, amidst the nature of their favourite places, and learn unlike in traditional learning where they are bound to sit amidst four classroom walls. When students choose their surroundings, it makes them comfortable and easier to focus on the topics they're learning without distractions or complaints.Additionally, on line learning can offers a customized learning experience with a variety of activities and collaboration tools, online discussions, and student-tailored feedback.The recorded classes found in online Education solve this problem. A student can watch the recorded lecture anytime and on repeat until the concept is very well understood.

Modern traditional classrooms are evolving to incorporate technology and innovative methods.The future of education likely involves thoughtful integration of traditional and digital approaches.

Both approaches offer distinct advantages for today's learners. Traditional learning excels in building social skills and providing immediate human connection, while online learning offers unprecedented access and flexibility. The ideal choice often depends on individual student needs, available resources, and specific learning objectives.

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Table-1.Showing significant difference on Frustration of English medium and Hindi medium Secondary level students.

S.	Sample	N	Mean	SD	t-value	Significance
1	English medium	50	97.50	9.8	1.41	NS*Not Significant on .01 &.05 level
2	Hindi medium	50	102.57	8.05		

.01=2.39   .05=1.67

Table-2.Showing significant difference in Attitude of English medium and Hindi medium Secondary level towards Online learning.

S.	Sample	N	Mean	SD	t-value	Significance
1	English medium	50	107.0	5.50	8.62	Significant on .05 and .01 level
2	Hindi medium	50	98	4.92		

Table-3- Showing significant difference in Frustration of English medium Secondary level studentsregarding gender.

S.	Sample	N	Mean	SD	t-value	Significance
1	Boys	25	109	7.10	9.62	Significant on .05 and .01 level
2	Girls	25	86	9.65		

.01= 2.78   .05= 2.06

Table-4-Showing significant difference in Attitude of English medium Secondary level students towards Online learning regarding gender.

S.	Sample	N	Mean	SD	t-value	Significance
1	Boys	25	119	6.83	10.85	Significant on .05 and .01 level
2	Girls	25	95	8.7		

.01= 2.78   .05= 2.06

Table-5-Showing significant difference in Frustration of Hindi medium Secondary level students regarding gender

S.	Sample	N	Mean	SD	t-value	Significance
1	Boys	25	98	8.5	10.74	S**Significant On both level
2	Girls	25	121	6.52		

.01= 2.78   .05= 2.06

Table-6- Showing significant difference in Attitude of Hindi medium Secondary level students towards Online learning regarding gender.

S.	Sample	N	Mean	SD	t-value	Significance
1	Boys	25	105	5.84	9.45	S**Significant On both level
2	Girls	25	91	4.60		

Table-7 Analysis based on Total Responses (1250) collected on Attitude Scale by both mode of Instructions.

	Engilsh Medium					Hindi Medium				
	S.Agree	Agree	N	Dis	S.Dis	S.Agree	Agree	N	Disagree	S.Dis
Total Response	705	85	04	66	390	612	180	05	123	330
Percentage	56.4	6.8	0.32	4.8	31.2	48.96	14.4	0.4	9.84	26.

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