



# Examine the Student Perceptions of Online English Language Learning in Primary Schools based on gender difference

Sheiladevi Sukumaran<sup>1,a</sup>, JiaWen Yu<sup>1,3\*</sup>, DaYi Chen<sup>4</sup>, XinXiang Gao<sup>2</sup>,  
HongYing Li<sup>3</sup>, Jing Zeng<sup>3</sup>

<sup>1</sup> Faculty of Education, Language, Psychology and Music, Segi University, Jalan Technology, Kota Damansara, 47810 Petaling Jaya, Selangor.

<sup>2</sup> Graduate School of Business, Segi University

<sup>3</sup> Guangzhou International Economics College, No.28, Da Yuan Bei, Sha Tai Road, Baiyun District, Guangzhou, China, 510540,

<sup>4</sup> Quanzhou University of Information Engineering, No. 249, Bodong Road, Fengze District, Quanzhou City, Fujian, China, 362000

<sup>a</sup> sheiladevisukumaran@segi.edu.my, HP number: 017-3076680

\*Corresponding author: Yujiaawencarmen@gmail.com

**Abstract.** This study examined the experiences of 60 primary students in Seremban who were engaging in online English learning as a result of the pandemic. The study explored potential differences in cognitive perceptions amongst students of different genders in online English lessons. The consequences suggested that gender played a role in how students perceived and engaged with virtual learning, with females emphasizing the importance of social interaction and collaboration, while males showed a stronger inclination towards independent and self-paced activities. Additionally, there is a momentous differentiation in the effectiveness of online classes between males and females, with female students outperforming males. These findings imply the need for tailored approaches that address the unique needs and preferences of both genders in order to enhance the online learning experience.

**Keywords:** English learning, Online learning, Pandemic, Cognitive perceptions, Genders

## 1 Introduction

The pandemic resulted in widespread school closures, prompting a rapid shift to E-learning for English Language Acquisition globally [1]. The primary intention of this research is to examine students' perspectives on the process of acquiring the English language and their recognition based on gender differences in personal suitability, effectiveness, teachability and study habits in learning English online. The results indicated that gender influenced how students perceived and engaged with virtual learning [7]. Females emphasized the importance of social interaction and collaboration, while

© The Author(s) 2023

S. Yacob et al. (eds.), *Proceedings of the 2023 7th International Seminar on Education, Management and Social Sciences (ISEMSS 2023)*, Advances in Social Science, Education and Humanities Research 779, [https://doi.org/10.2991/978-2-38476-126-5\\_236](https://doi.org/10.2991/978-2-38476-126-5_236)

males showed a stronger inclination towards independent and self-paced activities. These findings suggest the need for customized approaches that cater to the unique needs and preferences of both genders to enhance the online learning experience.

## 2 Research questions

RQ1: How do students view the online learning procedure for English acquisition?

RQ2: Can the Perspective on accessible English Learning differ significantly between male and female students?

## 3 Methodology

### 3.1 Methodology Design

According to Crewell, quantitative research attaches importance to impartial capacity [4]. A survey method was employed using questionnaires [8] to evaluate the perspectives of students aged 4 to 6 at a public primary school in Seremban regarding their online English language learning experience. The selection of participants was based on demographic characteristics using a purposive sampling technique [5]. Questionnaires were physically distributed in the classroom, which was separated into two parts: Section A focused on gathering background information, including Year of Study and Gender, to address RQ 2. The questionnaire consisted of 18 items, which was adapted and adopted from previous study [11] showed in Table 1, aimed at understanding students' perceptions of studying English online.

### 3.2 Data Collection

To discourse the various investigated questions, the analysis of the survey questionnaires' findings involved the utilization of three distinct methods. Descriptive analysis, employing measures such as mean, frequency, and percentage, was employed for research questions 1 and 2 [2]. Additionally, a t-test was accompanied to analyze the data collected from the survey, specifically for research question 2. Data collected from 60 participants from a specific school in Seremban were analyzed using SPSS statistics [6].

## 4 Data Analysis

60 primary students totally participated in the study, consisting of boys and girls from grade 4 to 6. Among them, there were 29 males and 31 females. The participants of the study were categorized based on their study year and gender. The partakers were evenly distributed across three-year study, ranging from 4th to 6th year) comprising 20 participants, occupying 20% of the total. Additionally, the contributors were classified into two gender factions, consisting of 29 males, representing 51.7%, while 31 females comprised the remaining, with a higher proportion of female participants compared to male

participants. The perceptions of students regarding online English language learning, analyzed based on gender. To answer RQ2, t-test was utilized to investigate at the disparities in the perceptions of students on learning English online relying on the partakers' gender. Table 2-6 illustrate the average and variability of the items categorized by participants' gender.

**Table 1.** The findings from the survey conducted to assess students' viewpoints on learning English in online environments.

Items	Mean (N=60)	Std. Deviation
1. I find it convenient to learn English through online learning.	3.13	1.200
2. Learning English through online learning is suitable for my lifestyle.	3.22	1.391
3. Online learning is an excellent method to gain the English knowledge that I need.	2.80	1.176
4. Online learning saves my time a lot.	2.95	1.141
5. Flexibility of participating in the lessons without time and place constraints.	3.00	1.089
6. I prefer learning English from home rather than going to school.	3.28	1.121
7. Online learning makes me more active in terms of learning English.	3.33	1.349
8. Online learning gives opportunity to do various activities to learn English.	3.03	1.041
9. Online learning allows me to learn English at my own pace.	2.95	1.080
10. Online learning allows me to learn English more effectively with no distractions.	2.83	1.152
11. Online education is more effective than traditional education.	3.23	1.064
12. Face-to-face interaction is necessary for English learning.	3.83	.960
13. Communication in face-to-face English learning is more instant and more precise than in online learning.	3.23	1.254
14. English education is offered better through traditional education compared to online learning.	3.07	1.103
15. I need face-to-face communication to learn English.	3.15	1.246
16. I have the habit of postponing the assignments given online.	2.97	1.025
17. Most of the time, I do not finish the homework or exercises given.	3.50	1.546
18. I wait until the last minute to do my homework or to study for the exam.	3.03	1.149
<b>Total mean</b>	3.14	.430
Questionnaire Item Source : Sudusinghe (2020)		

**Table 2.** The statistical properties of the groups were examined to analyze the students' standpoints on online English language learning, considering the participants' gender as a factor.

Item	Gender	Mean	Std. Deviation
Suitability on a personal level	Male	2.96	.556

	Female	3.14	.546
Effectiveness	Male	2.93	.489
	Female	3.23	.568
Teachability	Male	3.26	.823
	Female	3.39	.660
Study Habits	Male	3.25	.856
	Female	3.08	.907

**Table 3.** An Autonomous Examples T-test was implemented to contract the perspectives of students on online English language learning, with the gender of the partakers taken into consideration.

Item	Gender	M	Std. Deviation	t	P
Suitability on a personal level	Male	2.96	.556	-1.263	.207
	Female	3.14	.546		

M denotes Mean, SD denotes Standard Deviation, t denotes Equality of Means, P=Sig, P=0.05\*

Table 3 displays the item students' Suitability in virtual English Learning, considering partakers' gender. Derived from the exploration of consequence, no substantial distinction was observed regarding genders for boys (M=2.96, SD=.556) and girls (M=3.14, SD=.546;  $t(60) = -1.263, p = 0.207$  where  $p > 0.05$ ).

**Table 4.** A comparison was made using an Impartial Samples T-test to assess the distinctions in students' standpoints on Internet-based English Language Learning, taking the contributors' gender into account.

Item	Gender	M	Std. Deviation	t	P
Effectiveness	Male	2.93	.489	-2.237	.029
	Female	3.23	.568		

M symbolizes Mean, SD symbolizes Standard Deviation, t symbolizes Equality of Means, P=Sig, P=0.05\*

Findings presented in Table 4, examined "Effectiveness" regarding participants' gender, no quantitatively noteworthy distinction was observed between boys (M=2.93, SD=0.489) and girls (M=3.23, SD=0.568) on "Suitability on a personal level,"  $t(60) = -2.237, p = 0.029$ , where  $p < 0.05$ . The fallouts indicate that the average result for males on ("Teachability") is lower compared to females.

**Table 5.** An Impartial Trials T-test was steered to associate the standpoints of students in virtual English Learning, taking partakers' gender into account.

Item	Gender	M	Std. Deviation	t	P
Teachability	Male	3.26	.823	-.671	.505
	Female	3.39	.660		

M signifies Mean, SD signifies Standard Deviation, t signifies Equality of Means, P=Sig,P=0.05\*

Outcomes presented in Table 5, as for participants' gender, no statistically significant variance was discovered in "Teachability", denoting no statistically momentous disparity between boys (M=3.26, SD=0.823) and girls (M=3.39, SD=0.660) regarding "Effectiveness,"  $t(60) = -0.671, p=0.505$ , where  $p>0.05$ .

**Table 6.** An Impartial Trials T-test was performed to contrast the standpoints of students in E-learning for English Language Acquisition, taking the participants' gender into consideration.

Item	Gender	M	Std. Deviation	t	P
Study Habits	Male	3.25	.856	.733	.467
	Female	3.08	.907		

M represents Mean, SD represents Standard Deviation, t represents Equality of Means, P=Sig,P=0.05\*

The figure presented in Table 6, examined the item "Study Habits" in relation to contributors' gender. The examination indicated that no numerically weighty variance was found between boys (M=3.25, SD=0.856) and girls (M=3.08, SD=0.907) regarding the item "Teachability,"  $t(60) = 0.733, p=0.467$ , where  $p>0.05$ .

## 5 Discussion

As for students' perspectives on learning English, the collected data showed that the average scores on the 18 items vary from 2.80 to 3.83. Interestingly, item 12 obtained the highest mean score of 3.83, indicating that most participants preferred traditional face-to-face classes over online classes. Furthermore, it disclosed students more actively engaged in using English, influenced by the habits acquired from their English teachers and peers in regular school settings. Additionally, students overwhelmingly expressed their preference for a blended learning approach, incorporating face-to-face interaction alongside online resources <sup>[9][10]</sup>. Meanwhile, the verdicts of study exposed that not only male but also female participants scored highest on "Teachability" (M=3.26, SD=0.822) and (M=3.39, SD=0.660), separately. Conversely, "Effectiveness" received the average score with the lowest value (M=2.93, SD=0.489) among males, while for females, the minimum average score was observed in "Study Habits" (M=3.08, SD=0.907). As for inferential statistics, no significant distinction in "Teachability", "Suitability on a personal level", "Study Habits" between male and female. Besides, obvious difference was found in "Effectiveness" with female superior to male.

## 6 Conclusion and Recommendations

This study aimed to examine students' perceptions on engaging the English language learning online settings, with the aim of contributing to the broader understanding of online language learning for learners worldwide. Additionally, there is a substantial distinction between males and females in "Effectiveness," with females outperforming males. Specifically, it indicates that females are more effective than males in online learning. Future research could focus on developing an educational framework that integrates the strengths of both conventional and online learning<sup>[3]</sup>. Furthermore, it is recommended to consider personalized approaches that cater to the specific needs and preferences of both genders, aiming to enhance the overall involvement of learning online.

## References

1. Amir, L. R., Tanti, I., Maharani, D. A., Wimardhani, Y. S., Julia, V., Sulijaya, B., & Puspitawati, R. (2020). Student perspective of classroom and distance learning during COVID-19 pandemic in the undergraduate dental study program Universitas Indonesia. *BMC medical education*, 20: 1-8. <https://doi.org/10.1186/s12909-020-02312-0>
2. Bevens, R. (Scibbr), 2020. An introduction to t-tests. Definitions, Formulas and Examples. <https://cac.navy/hypothesis-testing-examples-two-tailed-pdf>
3. Bates, T. (2021). Research showing that virtual learning is less effective than classroom teaching—Right. *Online Learning and Distance Education Resources*, Tony Bates' personal webpage. Retrieved on February, 25: 1-12. <https://www.tonybates.ca/2021/08/26/research-showing-that-virtual-learning-is-less-effective-than-classroom-teaching-right/>
4. Creswell, J. W., & Creswell, J. D. (2017). *Research design: Qualitative, quantitative, and mixed methods approaches*. Sage publications, New York. [https://books.google.com.my/books/ab-out/Research\\_Design.html?id=s4ViswEACAAJ&redir\\_esc=y](https://books.google.com.my/books/ab-out/Research_Design.html?id=s4ViswEACAAJ&redir_esc=y)
5. Crossman, A. (ThoughtCo), 2020. Understanding purposive sampling: An overview of the method and its applications. <https://www.thoughtco.com/purposive-sampling-3026727>
6. Chapanda, K. (TUXDOC), 2017. Chapter Three 3.0 Research Methodology 3.1 Introduction. [https://tuxdoc.com/download/chapter-three-30-research-methodology-31-introduction\\_pdf](https://tuxdoc.com/download/chapter-three-30-research-methodology-31-introduction_pdf)
7. Korlat, S., Kollmayer, M., Holzer, J., Lüftenegger, M., Pelikan, E. R., Schober, B., & Spiel, C. (2021). Gender differences in digital learning during COVID-19: Competence beliefs, intrinsic value, learning engagement, and perceived teacher support. *Frontiers in psychology*, 12: 1-12. DOI: 10.3389/fpsyg.2021.637776
8. Preston, V. (2009). Questionnaire Survey. *International Encyclopedia of Human Geography*, Amsterdam. <https://doi.org/10.1016/b978-008044910-4.00504-6>
9. Madsen, R. (ATD), 2018. Top 5 Benefits of Online Learning for Teachers. <https://www.td.org/professional-partner-content/top-5-benefits-of-online-learning-for-teachers>
10. Miliszewska, I. (2007). Is It Fully 'On' or Partly 'Off'? The Case of Fully Online Provision of Transnational Education. *Journal of Information Technology Education*, California. DOI: 10.28945/229

11. Sudusinghe, W. S., & Kumara, W. G. C. (2020). Students' Perception on Learning English through Distance Education: An Online Survey Conducted in Higher Education Institutes, Sri Lanka at the Time of COVID-19.

**Open Access** This chapter is licensed under the terms of the Creative Commons Attribution-NonCommercial 4.0 International License (<http://creativecommons.org/licenses/by-nc/4.0/>), which permits any noncommercial use, sharing, adaptation, distribution and reproduction in any medium or format, as long as you give appropriate credit to the original author(s) and the source, provide a link to the Creative Commons license and indicate if changes were made.

The images or other third party material in this chapter are included in the chapter's Creative Commons license, unless indicated otherwise in a credit line to the material. If material is not included in the chapter's Creative Commons license and your intended use is not permitted by statutory regulation or exceeds the permitted use, you will need to obtain permission directly from the copyright holder.

