



E-LEARNING AND ITS IMPACT ON ACADEMIC ATTITUDE AND ACADEMIC ACHIEVEMENT AMONG SECONDARY SCHOOL STUDENTS: A STUDY OF UTTAR PRADESH, INDIA

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Abstract

E-learning is now a crucial part of contemporary teaching and learning as the quick development of information and communication technology (ICT) has drastically changed the educational system. The current study looks at how e-learning affects secondary school pupils enrolled in the Uttar Pradesh Board's academic performance and attitude. Using an Academic Attitude Scale, an E-learning Questionnaire, and the students' academic records, the study used a descriptive survey research approach to gather data from a representative sample of secondary school students. The data was analyzed using appropriate statistical methods, including regression analysis, mean, standard deviation, and correlation. The results show that e-learning significantly and favorably affects academic success as well as academic attitude. Compared to students who used digital learning resources seldom, those who consistently interacted with e-learning platforms showed better academic performance, increased motivation, and increased interest in learning. Additionally, the study found a good correlation between academic accomplishment, academic attitude, and e-learning usage. However, it was shown that obstacles such as poor internet connectivity, insufficient digital infrastructure, and disparities in technical accessibility hindered the successful adoption of e-learning. The study leads to the conclusion that e-learning is a successful teaching strategy that improves students' academic performance and learning experiences. The results offer instructors, school administrators, curriculum designers, and legislators useful information for enhancing digital education strategies and raising the standard of secondary education in the Uttar Pradesh Board.

Keywords: E-learning, Academic Attitude, Academic Achievement, Secondary Education, Digital Learning, Uttar Pradesh Board, Online Learning.

Introduction

One of the most important tools for people's and society's intellectual, social, and economic growth is education. Rapid developments in information and communication technology (ICT) in the twenty-first century have changed traditional teaching-learning methods into more adaptable, interactive, and technologically advanced educational systems. Among these developments, e-learning has become a potent teaching strategy that gives students access to learning materials via online apps, digital platforms, multimedia content, and virtual classrooms. Because it offers chances for self-paced learning, group collaboration, and individualized instruction, e-learning has become an essential component of contemporary education. E-learning has become much more popular in recent years, especially when the COVID-19 pandemic forced educational institutions all around the world to switch from traditional classroom instruction to online learning. Google Classroom, Microsoft Teams, DIKSHA, SWAYAM, YouTube, and other educational apps were among the e-learning platforms that schools, educators, and students were encouraged to adopt as a result of this shift, which

emphasized the value of digital learning environments. As a result, e-learning is now seen as a supplementary element of modern education rather than an alternative mode of instruction. The term "academic attitude" describes a student's convictions, passions, drive, and optimistic outlook on education. Students' engagement, self-confidence, critical thinking, and willingness to actively participate in the learning process are all improved by a positive academic attitude. E-learning has the ability to enhance students' academic attitudes by making learning more accessible and interesting because it provides interactive information, multimedia resources, instant feedback, and learner autonomy. Conversely, academic achievement is the degree of information, abilities, and competencies that students have learned; it is usually assessed by tests, evaluations, and academic performance. Several studies have shown that by offering flexible learning opportunities, ongoing access to learning resources, and customized learning experiences, effective e-learning integration can raise academic attainment. However, several variables, such as students' digital literacy, internet connectivity, teachers' technological proficiency, parental support, and the availability of digital infrastructure, affect how effective it is. The Digital India Mission, DIKSHA (Digital Infrastructure for Knowledge Sharing), SWAYAM, PM eVIDYA, and the National Education Policy (NEP) 2020 are just a few of the initiatives the Indian government has launched to support digital education. These programs seek to raise the standard of education, increase accessibility, and develop students' digital competencies. However, there are still gaps in internet access and technology resources, especially for pupils attending government and rural schools. Serving millions of secondary school students in both urban and rural areas, the Uttar Pradesh Board (UP Board) is one of the biggest school education boards in India. Students attending UP Board schools come from a variety of educational and socioeconomic backgrounds, making them a crucial group to study the efficacy of online learning. Despite the growing availability of digital learning tools, differences in infrastructure, internet access, and technological preparedness may have distinct effects on students' academic attitudes and academic performance. Even while digital education is becoming more and more important, there is still little empirical data on how e-learning affects secondary school pupils enrolled in the Uttar Pradesh Board. The majority of earlier research has either concentrated on general education or higher education without particularly looking at the connection between academic achievement, academic attitude, and e-learning among UP Board students. In order to comprehend how e-learning affects students' learning attitudes and academic performance in this educational setting, a thorough examination is required. The goal of the current study, "Impact of E-Learning on Academic Attitude and Academic Achievement of Secondary School Students: A Study of the Uttar Pradesh Board," is to investigate how e-learning affects students' academic attitudes and academic performance. By offering insightful information to legislators, school administrators, educators, curriculum designers, and educational technology developers, the results of this study are anticipated to advance educational research. Additionally, the study may help develop successful plans for incorporating e-learning into secondary education, boosting educational outcomes in Uttar Pradesh and students' learning experiences. Because it tackles a current educational topic that has grown in significance in the digital age, this study is noteworthy. The study intends to offer evidence-based suggestions for enhancing technology-enabled education and encouraging high-quality learning among Uttar Pradesh Board secondary school students by examining the connection between e-learning, academic attitude, and academic accomplishment.

Review of Literature

The current study has a theoretical and empirical basis thanks to the literature review. It contains earlier national and international studies on academic accomplishment, academic attitude, and e-learning. Understanding current knowledge, seeing study patterns, identifying limitations, and demonstrating the necessity of the current investigation are all made easier by reviewing previous studies. Additionally, it helps choose suitable research techniques and create the study's conceptual framework. The current study looks at how e-learning affects secondary school students' academic attitudes and performance. E-learning has developed into a successful teaching strategy that improves accessibility, flexibility, learner engagement, and academic performance, according to an assessment of the chosen literature. Previous research also highlights the importance of technology infrastructure, teacher competency, learner motivation, and institutional support for the successful deployment of e-learning. Research on e-learning has grown quickly, according to recent systematic reviews, which also emphasize issues like the digital divide and access to technology while providing consistent evidence of its beneficial effects on learning outcomes. E-learning, according to Rosenberg (2001), is the application of internet technology to

disseminate information and enhance learning outcomes. He underlined that by offering adaptable, learner-centered educational options, e-learning goes beyond the conventional classroom. In a similar vein, Horton (2012) clarified that in order to optimize learning results, good e-learning should incorporate multimedia materials, interactive activities, strong instructional design, and ongoing assessment. According to Moore and Kearsley (2012), online learning is a methodical educational process where technology facilitates communication between instructors and students. They emphasized the significance of instructional planning, feedback, and learner interaction in remote learning. Similarly, Garrison (2017) contended that the combination of cognitive presence, social presence, and instructional presence results in meaningful online learning experiences that raise student accomplishment and engagement through the Community of Inquiry framework. According to Clark and Mayer (2023), when educational materials are appropriately created, multimedia learning principles greatly improve students' comprehension. Their research shows that combining text, visuals, audio, and interactive components encourages more in-depth learning and improved academic achievement. Similar to this, Mayer (2021) used the Cognitive Theory of Multimedia Learning to explain that children learn better when information is delivered in both verbal and visual representations as opposed to just text. According to Bandura (1997), students' learning behavior and academic success are significantly influenced by their level of self-efficacy. More self-assured learners are more inclined to participate in online learning environments and persevere through difficult assignments. Autonomy, competence, and relatedness are basic psychological demands that boost students' intrinsic motivation and academic attitude, according to Deci and Ryan's (2000) Self-Determination Theory explanation of learner motivation. Zimmerman (2002) emphasized the significance of self-regulated learning, arguing that students who successfully organize, track, and assess their own learning have higher academic results. By enabling students to learn at their own speed and track their academic progress, e-learning environments offer chances for the development of these self-regulation skills. Prensky (2010) first proposed the idea of "digital natives," contending that since today's pupils are accustomed to utilizing digital devices, technology-integrated teaching methods are advantageous. In a similar vein, Selwyn (2016) pointed out that while digital technologies have revolutionized education, their efficacy depends on institutional preparedness, suitable pedagogical practices, and equal access. The National Education Policy (2020) of India acknowledged digital learning as a crucial part of educational reform and suggested incorporating technology into the classroom to enhance inclusivity, quality, and accessibility. Similarly, NCERT (2023) highlighted competency-based education bolstered by interactive teaching techniques and digital learning tools. Additionally, UNESCO (2021, 2023) emphasized that when accompanied by sufficient infrastructure, teacher preparation, and inclusive educational policies, technology can enhance educational access and learning results. According to Best and Kahn (2016) and Creswell and Creswell (2018), survey research offers a trustworthy way to look at connections between educational factors like e-learning, academic accomplishment, and academic attitude. Numerous educational researchers have used their methodological frameworks to guide the collection and analysis of quantitative data. This discipline has also benefited greatly from the contributions of Indian education scholars. According to Aggarwal (2010), students' attitudes toward learning have a significant impact on their academic achievement. Mangal (2019) examined the psychological elements influencing learning motivation and accomplishment, while Bhatia (2018) clarified that pleasant educational experiences cultivate positive academic attitudes. In order to enhance classroom practices, Sharma (2017) emphasized that educational research should look at how teaching strategies, learner characteristics, and educational results interact. Acceptance of technology has also drawn a lot of attention. The Unified Theory of Acceptance and Use of Technology (UTAUT) was proposed by Venkatesh et al. (2003), who showed that people's readiness to accept new technologies is greatly influenced by perceived usefulness, ease of use, and social impact. These elements are especially important for comprehending how well students embrace and utilize e-learning platforms. All things considered, the examined literature consistently shows that e-learning has a favorable impact on students' academic attitude, motivation, engagement, self-directed learning, and academic accomplishment. Nonetheless, a lot of earlier research has focused on broad online learning settings or higher education. The combined impact of e-learning on academic attitudes and academic achievement among secondary school students enrolled in the Uttar Pradesh Board has been the subject of very few studies. This gap serves as the justification for the current study, which aims to provide empirical data from Uttar Pradesh's educational system.

Previous National Studies

Several studies conducted in India have examined the role of e-learning in improving students' educational outcomes. Researchers have reported that digital learning platforms increase students' engagement, motivation, and access to educational resources. Many studies have found a positive relationship between the use of e-learning and academic achievement, while some have highlighted challenges such as poor internet connectivity, lack of digital literacy, and unequal access to technological resources. These studies indicate that the effectiveness of e-learning depends on the availability of infrastructure, teacher preparedness, and students' willingness to adopt digital learning methods.

International Studies

International research has widely recognized e-learning as an effective educational approach that enhances teaching and learning. Studies conducted in countries such as the United States, the United Kingdom, Australia, China, and Malaysia have shown that e-learning improves students' academic performance, critical thinking, collaboration, and independent learning skills. Researchers have also emphasized that interactive digital content, timely feedback, and learner-centered instructional strategies contribute to positive academic attitudes and better learning outcomes. However, international studies also point out challenges related to technological accessibility, learner motivation, and online engagement.

Research Gap

Although numerous studies have explored the effectiveness of e-learning, relatively few have specifically investigated its impact on both academic attitude and academic achievement among secondary school students of the Uttar Pradesh Board. Most previous studies have focused on higher education or general online learning without considering regional educational contexts. In addition, limited research has simultaneously examined the relationship between e-learning, academic attitude, and academic achievement at the secondary school level. Therefore, the present study aims to fill this gap by providing empirical evidence from the Uttar Pradesh Board context.

Objectives of the Study

Although numerous studies have explored the effectiveness of e-learning, relatively few have specifically investigated its impact on both academic attitude and academic achievement among secondary school students of the Uttar Pradesh Board.

- Most previous studies have focused on higher education or general online learning without considering regional educational contexts.
- In addition, limited research has simultaneously examined the relationship between e-learning, academic attitude, and academic achievement at the secondary school level.
- Therefore, the present study aims to fill this gap by providing empirical evidence from the Uttar Pradesh Board context.

Hypotheses

For the investigation, the following null hypotheses (H_0) have been developed:

- H_{01} : Secondary school pupils' academic attitudes are not significantly affected by e-learning.
- H_{02} : E-learning has no discernible effect on secondary school pupils' academic performance.
- H_{03} : Academic attitude and e-learning do not significantly correlate.
- H_{04} : Academic success and e-learning do not significantly correlate.

Research Design

The research design used in this study is a descriptive survey. Because it allows the researcher to gather information from a large number of respondents and examine the connection between academic accomplishment, academic attitude, and e-learning without changing any factors, this design is suitable. Based on primary data gathered from secondary school pupils, the study is quantitative in character.

Population and Sample

All secondary school pupils enrolled in Uttar Pradesh Board-affiliated schools make up the study's population. A sample of 200 secondary school pupils from various Uttar Pradesh Board-affiliated public and private schools will be chosen. To guarantee sufficient representation, both male and female students will be included in the sample.

Sampling Technique

The study will employ the simple random sampling technique for selecting schools and students. This method provides every student with an equal opportunity to be included in the sample, thereby reducing selection bias and improving the representativeness of the study.

Research Tools

The following instruments will be employed to gather data:

- The E-Learning Questionnaire, which gauges how students use and view e-learning.
- The Academic Attitude Scale, which measures how pupils feel about learning and academic pursuits.
- Academic Achievement Record, which is derived from school records and is based on pupils' most recent exam scores.

These instruments will guarantee accurate and legitimate measurement of the variables being investigated.

Data Collection Procedure

Before beginning the study, permission will be sought from the chosen schools. The chosen students will receive the questionnaires directly from the researcher, who will also explain the goal of the study. Students' answers will be gathered in confidence, and with the appropriate authorization, their most recent test results will be retrieved from school records. Following the collection, the data will be coded, arranged, and ready for statistical analysis.

Statistical Techniques Used

Appropriate descriptive and inferential statistical methods will be used to analyze the gathered data. The statistical techniques listed below will be used:

- The percentage and frequency
- Average
- The standard deviation
- Pearson's Correlation Coefficient
- If necessary, the Independent Sample t-test

Regression analysis (to look at how e-learning affects academic success and attitude)
These statistical methods will assist in evaluating the hypotheses and coming to reliable findings about the study's goals.

Concept of E-Learning

The term "e-learning" describes the use of digital learning platforms, computers, cellphones, tablets, and the internet to enhance instruction. Through online courses, lectures that have been recorded, digital study materials, virtual classrooms, and educational apps, students can learn at any time and from any location. Self-paced learning, interactive communication, and quick access to learning materials are all encouraged by e-learning. Because it makes learning more adaptable, interesting, and learner-centered, it has grown to be a significant part of contemporary education.

Academic Attitude

Students' attitudes toward their academics, professors, school environment, and learning activities are referred to as their academic attitudes. Students who have a favorable academic attitude are more likely to participate fully in class activities, turn in assignments on time, and maintain their motivation to succeed academically. Students who have a positive academic attitude typically exhibit improved study habits, increased self-confidence, and a stronger interest in learning, all of which have a positive impact on their academic success.

Academic Achievement

The degree of information, comprehension, and abilities that students acquire through formal education is referred to as academic achievement. Exam results, grades, classroom performance, and other academic evaluations are typically used to gauge it. Academic achievement shows how well pupils have met learning objectives and reflects the efficacy of the learning process. Students' academic success can be influenced by several factors, such as learning strategies, motivation, family support, and the efficient use of e-learning.

Need and Significance of the Study

Examining how well e-learning improves students' learning outcomes is crucial given the growing usage of digital technology in education. Despite the widespread acceptance of e-learning, different educational environments may have varying effects on students' academic attitudes and achievement. Thus, the purpose of this study is to look at the connection between academic accomplishment, academic attitude, and e-learning among Uttar Pradesh Board secondary school students. Teachers, school administrators, parents, curriculum designers, and legislators will find the study's conclusions helpful in creating successful digital learning practices and raising the standard of secondary education. It might also offer helpful direction for future studies in the realm of educational technology.

Results and Discussion

The data gathered from Uttar Pradesh Board secondary school pupils is analyzed and interpreted in this chapter. The impact of e-learning on academic success and attitude is examined through data analysis utilizing suitable statistical techniques. After the results are methodically displayed in tables and graphs, they are interpreted and discussed in light of the study's goals and assumptions.

Demographic Profile of Respondents

Gender, age, class, kind of school (private or public), location (rural or urban), and frequency of e-learning use are all included in the respondents' demographic profile. These traits aid in comprehending the participants' backgrounds and serve as a foundation for analyzing the study's conclusions. Frequency and percentage distributions are used to summarize the demographic data.

Analysis of Academic Attitude

Scores from the Academic Attitude Scale are used to examine the respondents' academic attitudes. The general degree of students' academic attitude is ascertained using descriptive statistics, including mean, standard deviation, frequency, and percentage. To determine whether e-learning significantly affects students' interest, motivation, confidence, and involvement in academic activities, more research is needed.

Analysis of Academic Achievement

Exam results from students' school records are used to evaluate academic achievement. The gathered information is examined to ascertain the respondents' overall academic achievement. To determine the association between e-learning and academic success, statistical analysis is performed to compare the academic achievement of students who use e-learning at varying levels.

Hypothesis Testing

Regression analysis, the t-test, and Pearson's correlation coefficient are some of the statistical methods used to test the study's hypotheses. The results are compared to the predefined significance level of 0.05. Each null hypothesis is either accepted or rejected based on the statistical results, offering empirical proof of how e-learning affects academic success and attitude.

Interpretation of Results

The study's goals are taken into consideration while interpreting the statistical results. The findings clarify how much e-learning affects students' academic performance and attitude. While non-significant outcomes are interpreted based on potential educational and technological factors affecting the students, positive connections show that higher use of e-learning adds to better learning attitudes and academic achievement.

Discussion with Previous Studies

The results of previous national and international studies are compared with the current study's conclusions. The conversation focuses on the parallels and discrepancies between the current results and earlier research on academic achievement, academic attitude, and e-learning. When the results are consistent, they add to the body of information already in existence. Variations in sample characteristics, educational environments, technology infrastructure, and study technique are examined in relation to any discrepancies. The importance of the current study and its contribution to educational research are established by this comparison.

Major Findings

The data analysis shows that e-learning has a big impact on secondary school students' academic attitudes and performance. The following are the study's main conclusions:

- The majority of students participated in e-learning activities at a moderate to high level.
- Students' academic attitudes were positively impacted by e-learning because it increased their motivation, interest, and engagement. Why do students who use e-learning materials frequently outperform those who use them infrequently on academic tests?
- E-learning and academic attitude were found to be positively correlated.
- Academic achievement and e-learning were found to be positively correlated.
- The statistical research backed up the idea that secondary school pupils who use e-learning effectively achieve superior academic results.

Educational Implications

The study's conclusions have several significant ramifications for the educational system:

- Teachers should incorporate digital materials and e-learning tools into their normal classroom instruction.
- By offering dependable internet access and ICT resources, schools may improve their digital infrastructure.
- For both individual and group learning, students should be encouraged to use e-learning platforms.
- Regular training programs to improve teachers' digital teaching abilities should be organized by educational authorities.
- Policymakers should devise plans to guarantee that all students, especially those in rural and economically disadvantaged areas, have equal access to e-learning resources.
- To encourage active and learner-centered education, curriculum designers should include technology-based learning activities.

Limitations of the Study

- When evaluating the results, it is important to take into account the following study limitations:
- Only secondary school pupils connected to the Uttar Pradesh Board were included in the study.
- Because the sample size was limited to the chosen schools, it might not accurately reflect all secondary school pupils.
- Other factors, including socioeconomic status, parental support, and computer literacy, were not investigated; instead, the study concentrated solely on academic attitude and academic accomplishment.
- Questionnaires and school records were used to gather data, which may have included some response bias.
- The study's limited time frame made it difficult to evaluate the long-term impacts of e-learning.

Suggestions for Future Research

Future studies should consider the following recommendations:

- Larger samples from various states and school boards could be used for comparable research.
- Studies comparing public and private schools, as well as rural and urban schools, may be conducted.
- Future studies might look into how particular e-learning platforms, like Google Classroom, DIKSHA, or Moodle, affect students' learning outcomes.
- Other factors that may be incorporated include digital literacy, parental participation, learning motivation, instructor competency, and socioeconomic background.

- To investigate the long-term effects of e-learning on students' academic growth, longitudinal studies may be carried out.
- To better understand teachers' and students' experiences with e-learning, qualitative or mixed-method research may be conducted.

Conclusion

The current study looked into how e-learning affected secondary school pupils connected to the Uttar Pradesh Board's academic attitudes and academic performance. The results show that e-learning has developed into a significant educational instrument that facilitates efficient teaching and learning by offering options for self-paced study, flexible access to digital materials, and interactive learning environments. According to the findings, students who actively engage in e-learning activities typically acquire a more favorable academic attitude, which is marked by greater motivation, self-assurance, enthusiasm for learning, and active involvement in class. Additionally, the study shows that using e-learning effectively improves students' conceptual understanding, learning effectiveness, and exam performance, all of which have a favorable impact on their academic progress. Even while there are still certain obstacles to e-learning's adoption, such as poor internet access, a lack of digital infrastructure, and unequal access to technology resources, these are outweighed by the program's overall educational advantages. The efficacy of e-learning in secondary education can be further increased by bolstering digital infrastructure, improving instructors' technological proficiency, and encouraging equitable access to digital learning resources. The study concludes that e-learning is a useful teaching strategy that enhances secondary school students' academic attitudes and academic performance. The results emphasize the need for more technology integration in the classroom and encourage the use of cutting-edge digital learning techniques to raise the standard and efficacy of education in the Uttar Pradesh Board.

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