

UNIVERSITY STUDENT'S ATTITUDE TOWARDS E-LEARNING

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ABSTRACT

In the present era, e-learning occupies an important place in higher education. It provides ample opportunities to all learners to access knowledge anywhere and anytime. The current study was designed to investigate University students' attitude towards e-learning. The primary objective of the study was to disclose the differences in attitude towards e-learning between male and female university students. Using a simple random sampling technique, a sample of 200 University students were taken from various departments at the University of Kashmir. Dimple Rani (2015) Attitude towards e-learning Scale was used to collect the data. Statistical techniques such as percentage and t-test were used to analyze the data. The study reported that there is no significant difference in attitude towards e-learning between male and female university students on (factor wise). Furthermore, the results revealed that no significant difference was found between male and female university students on attitude towards e-learning on (composite wise).

Key Words: Attitude, e-learning, Higher Education

INTRODUCTION

Education is the most powerful instrument to enlighten the human beings. In knowledge based societies every individual needs to be educated. With the advancement of technology in India, the concept of e-learning is growing day by day. The paradigm of education has been significantly impacted by e-learning. By using digital tools, we can improve education across the globe. The availability of numerous learning platforms provided by e-learning raises the quality of higher education (Riza and Singh, 2022). E-learning has transformed the education system significantly, especially at higher levels. Learning in higher education has been improved by e-learning and the integration of information and communication technology. E-learning is becoming a crucial part of universities and other higher education organizations (UNESCO, 2002). The utilization of any electronic media in learning and teaching is referred to as e-learning. It includes a wide range of processes and applications that aim to make education more accessible. E-learning is becoming incredibly popular in higher education, opening up new possibilities for both educational institutions and students (Shivcharan, 2018). A person's attitude is defined as their feelings, whether positive or negative, towards engaging in the desired behavior. When it comes to e-learning, a learner's positive or negative views about computer-based e-learning activities will directly influence how they use online learning. Knowing how a student feels about the e-learning system might help decide how frequently they utilize it (Ong and Lai 2006). E-learning is a popular learning system because it is flexible, dynamic and adaptable to students' needs (Cui et al. 2013; Richardson, 2017). E-learning is therefore, now playing a bigger role in the transformation of knowledge, skills and performance enhancement in higher education. E-learning is not just the change in the medium but it is the facilitator in creating a new set of experiences for the learners in the 21st century. As the New Education Policy (2020) has emphasized on the importance of e-learning, it needs to be studied how Post Graduate University Students perceive the idea of e-learning.

RATIONALE OF THE STUDY

Technology plays an important role in our daily lives in the twenty-first century, and it requires professionals, educators, and learners to reconsider their fundamental beliefs in order to use technology for the redesign or re-shaping of education and training systems. E-learning is an alternative to traditional education, as well as a supplement to it. Today e-learning is based on the concept of connectivism as Siemens describes connectivism, "the model of learning for the digital age where learning is no longer an internal, individualistic activity, which manifests itself in all aspects of human life". Connectivism is a learning theory that gives students throughout the world new learning opportunities. The teacher should employ a range of technologies, such as Twitter, wikis, blogs, free educational resources, etc. to help students draw connections between what at first glance appears to be unconnected content. If you want students to do better in e-learning and feel more at ease by using them in the

future, you must first make them aware of the value and usability of e-resources. As a result of this research, we will be able to better understand how students react and think about e-learning, as well as their attitude towards it.

OBJECTIVES OF THE STUDY

1. To study the Attitude towards e-learning among University Students.
2. To find out the difference between Male and Female University students on Attitude towards e-learning (Factor Wise and Composite Wise).

HYPOTHESIS OF THE STUDY

H₀₁: There is no significant difference between Male and Female University students on Attitude towards e-learning (Factor Wise).

H₀₂: There is no significant difference between Male and Female University students on Attitude towards e-learning (Composite Wise).

DELIMITATIONS OF THE STUDY

1. The present study is exclusively delimited to University of Kashmir, Srinagar (J&K).
2. This study is also delimited to male and female students at University of Kashmir.

METHODOLOGY AND SAMPLING PROCEDURE

Descriptive research design was utilized to execute research objectives. All the University Students who are pursuing PG courses at University of Kashmir were constituted the population of the present study. In the present study, simple random sampling technique was used to select 200 post graduate university students from different departments. Out of which, 88 was male and 112 was female University students.

DATA COLLECTION TOOL

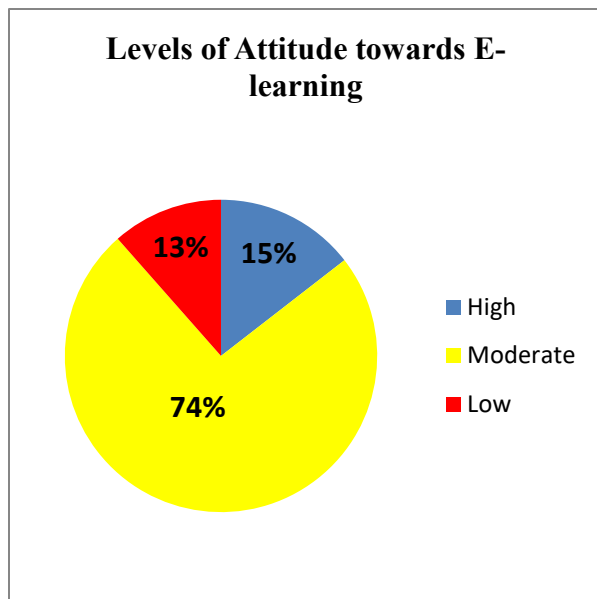
The Attitude towards e-learning scale developed by **Rani, D. (2015)** was used to collect the required data. The scale was standardized using a sample of 200 students from the Punjab district of India's Ludhiana. The scale was developed to assess four aspects of e-learning: **E-Learning Interest, Usefulness, Ease of E-Learning and E-Learning Confidence.**

STATISTICAL ANALYSIS

The data was processing using IBM SPSS V.26 Program. In data processing, descriptive analyses like Mean, S.D and parametric analysis t-test was applied to analysis the data.

Table 1: Levels of attitude towards e-learning:

Level of attitude towards E-learning	No. of Students	Percentage
High	29	14.5%
Moderate	148	74%
Low	23	11.5%
Total	200	100%



According to the above table, 14.50% of university students have a positive attitude towards e-learning, 74% have a moderate attitude towards e-learning, and 11.50% have a negative attitude towards e-learning. As a result, it is clear that majority of university students show a moderate attitude towards e-learning. The results are in line with the findings of Dharanipriya and Bhuvaneshwari in 2020; Dash, et al. in 2022; and Pathak, et al. in 2019.

Table 2. Showing the mean score comparison between Male and Female University students on various dimensions of Attitude towards e-learning.

Dimensions	Gender	N	Mean	S.D	t-value	Results
E-learning interest	Male	88	43.15	5.71	1.00	Insignificant
	Female	112	43.91	5.02		
Usefulness	Male	88	90.53	8.85	0.37	Insignificant
	Female	112	90.04	9.28		
Ease of e-learning	Male	88	48.39	5.59	1.01	Insignificant
	Female	112	47.62	5.13		
E-learning Confidence	Male	88	41.36	5.55	0.24	Insignificant
	Female	112	41.21	4.79		

Factor wise Interpretation:

1. **“E-learning interest” Dimension:** The table 2 displays the mean difference of male and female University students on Attitude towards e-learning on dimension of E-learning interest. As per the table, the mean score of male and female University student’s attitude towards e-learning are 43.15 and 43.91 while S.D is 5.71 and 5.2 respectively. The calculated t-value came out to be 1.00 which is less than tabulated value 2.58. Hence it is insignificant at 0.05level of significance.
2. **“Usefulness” Dimension:** In this dimension the results depict that there is insignificant difference between male and female University students on “Usefulness” dimension of Attitude towards e-learning. The t-value is recorded as 0.378 which is insignificant at 0.05level of significance.
3. **“Ease of e-learning” Dimension:** It is observed from the above table in this dimension that the mean difference between male and female attitude towards e-learning of university students is 48.39 and 47.62 respectively. The t-value is 1.01 which is insignificant at 0.05level of significance.

4. **“E-learning Confidence” Dimension:** It is evident from the above table that the mean score of Male and Female University students were 41.36 and 41.21 respectively. The t-value is observed as 0.24 which is insignificant at 0.05 level of confidence.

The study analyzed that in all the dimensions, no significant difference was found between male and female University Students on attitude towards e-learning. Both male and female University Students use various e-learning platforms for their studies. Both the groups have almost similar e-learning interest, ease of e-learning, e-learning confidence, and its usefulness. The study reported that in all dimensions there is insignificant difference between Male and Female University students on Attitude towards e-learning. Therefore, H_{01} : “There is no significant difference between Male and Female on Attitude towards e-learning (Factor Wise) stands accepted”.

Table 3. Showing the overall mean score comparison between Male and Female University students on Attitude towards e-learning.

	Gender	n	Mean	S.D	t-value	Results
Overall score of attitude towards e-learning	Male	88	223.45	19.94	0.23	Insignificant
	Female	112	222.80	18.57		

Table (3) shows the mean difference on attitude towards e-learning between male and female university students. The results of the table indicate that there is no significant difference between male and female university students on the overall score of attitude towards e-learning. Moreover, mean score favors to male University Students in comparison to female Students, but fails to reach any level of significance. Hence the hypothesis No. 2, "There is no significant difference between male and female university students on attitudes towards e-learning" is accepted.

FINDINGS OF THE STUDY

1. The findings of the study stated that 14.50% University students have high positive attitude e-learning, 11.50% University students possess low attitude towards e-learning while as 74% University students have moderate attitude towards e-learning.
2. It was revealed that there is no substantial difference between male and female University students on their **“E-learning interest” Dimension** on attitude towards e-learning.
3. No significant difference was found between male and female University students on their **“Usefulness” Dimension** on attitude towards e-learning.
4. Furthermore, the study revealed that there is insignificant difference between male and female University students on their **“Ease of e-learning” Dimension** on attitude towards e-learning.
5. The study depicts that there is insignificant difference between male and female University students on their **“E-learning Confidence” Dimension** on attitude towards e-learning.
6. The present study indicates that there is no significant difference between male and female University students on overall score on Attitude towards e-learning.

DISCUSSION

E-learning will become more and more popular with the progression and advancement of Information and Communication Technology (ICT). The result concluded that most of the University students have moderate attitude towards e-learning. The results are in line with the studies carried out by Dharanipriya & Bhuvanewari 2020; Dash, et al 2022; Pathak et al 2019; these studies also found that most of the students show moderate attitude towards e-learning. In this study, it was observed that there is no significant difference between male and female university students on attitude towards e-learning and both male and female University students have similar attitude towards e-learning. The results are in line with the studies carried out by; Sharma & Gope 2022; Sharma & Yadav 2021; Mahapatra 2021; Chatterjee & Paul 2021; Nachimuthu 2020; Fouzdar & Behara 2017; Khan 2017; Konwar 2017; Khirade 2017; Joshi & Thakkar 2017; Dhas 2016; Kar et al., 2014; these studies also found that there exists no significant difference between male and female students on attitude towards e-learning. Both the male and female University students in the current study exhibit a similar attitude about e-learning; they think it's intriguing, practical, and approachable. Both groups believe that e-learning is more flexible, practical, engaging, efficient, and

adaptive because each learner can learn at their own pace. They also mentioned that e-learning provides more adaptable communication channels, making it easy for learners to engage with one another and share resources.

CONCLUSION

The study reported that most of the students have moderate attitude towards e-learning. So the study suggests that administration should take keen interest to provide necessary ICT facilities to the University Students which are beneficial for their studies. The study recommends that teachers should make proper use of electronic gadgets in the classroom to make teaching-learning process more enjoyable. Now-a-days, e-learning occupies an imperative role in every field of life and one can access information, acquire knowledge, skills in anytime and anywhere (Lone, et al. 2023). With the help of e-learning students have improved their ability to work independently, and they can work at their own pace. It enhances and enriches the quality of higher education by providing number of online learning platforms and students are willing to take benefit from these online platforms. Thus we conclude it with the statement, “e-learning unlocks the promise of anytime and anywhere access to learning with the right and effective technological devices”.

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