



RESEARCH ARTICLE

Attitude of College Students towards E-Learning

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ABSTRACT

The main objective of the present research was to study the attitude of college students towards e-learning. The sample comprised of 200 college students out of which 100 male and 100 were female students. For the present study, the attitude scale towards e-learning developed and standardized by Anbarasi, V. L. and Nellaiyappen, N. O. was used to meet the objectives. To test the hypotheses t- test has been used. The results revealed that there is no significant difference in the attitude of male and female, arts and science, boys science and boys arts, girls science and girls arts, boys science and girls science, boys arts and girls arts, rural and urban, rural science and rural arts, urban science and urban arts, rural science and urban science; and rural arts and urban arts students with respect to their attitude towards e-learning.

Key words: Attitude, E-Learning, ICT, College Students

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INTRODUCTION

Students learning in tertiary institutions all over the world have undergone tremendous transformation, especially since the advent of information and communication technology (ICT). There is a shift from traditional approach of teacher directed to modern methods where computer technology plays a significant role. ICT has promoted learning and made it more meaningful, where students can stay even in their homes or classrooms and receive lectures without seeing the lecturer. The aspect of ICT that has brought about this revolution in students' learning is e-learning. E-learning in its broadest sense refers to any learning that is electronically enabled.

Students' attitude towards e-learning is influenced by its perceived advantages and disadvantages. The schedule flexibility is, without no doubt, an important advantage, the student having the opportunity to learn no matter his location, no matter the time as long as he has an Internet connection. Reducing costs is another benefit together with time saving, in case of students who are commuting. E-learning is a solution for students hired during their studies, allowing them to adapt their learning schedule to their job program. So, the student has the possibility to choose how he organizes his activities. This way he is encouraged to take full responsibility for his future, being the only one responsible for assessing the knowledge and the abilities required for professional development. Still, there are disadvantages which are connected to technical aspects of the e-learning system, meaning the availability of certain technologies not only for learning institutions, but also for students. Moreover, an important disadvantage concerns students' abilities to use it efficiently the technology. The basic abilities needed by a student entering an e-learning program refer to use of writing software, internet browsing, and email communication. If these are missing, learning efficiency through e-learning diminishes, the student having to face a stressful feeling, which can turn into frustration and insecurity. These emotions influencing the student's attitude toward e-learning usually appear due to the lack of human interaction with colleagues and especially with teachers who can induce a certain discipline of working for students establishing rules, dead-lines, evaluation systems throughout the whole period of learning. That is why students with low motivation, not being constraint by the presence of a teacher, by a strict program as in the traditional system, cannot adapt to e-learning (Bertea 2009).

A number of research studies have been conducted with respect to the attitudes toward e-learning. Liaw and Huang (2011) in their study entitled "A study of investigating learners attitudes toward e-learning" reported that regarding e-learning attitudes, the statistical results indicated there was a significant gender difference on perceived self-efficacy of using e-learning, enjoyment of using e-learning and behavioral intention of using e-learning. The results showed that male students had more positive attitudes toward e-learning. Gopal and Anandan (2013) undertook a study on the topic entitled "Attitude Towards E-Learning in Classroom Instruction among the B.Ed. Students at Colleges of Education" and found that there was no significant difference between the mean scores of the attitude of B.Ed. students towards e-learning for classroom instruction with respect to Gender. Further, they reported that here is a significant difference between the scores of the attitude of B.Ed. students towards e-learning for classroom instruction with respect to their discipline of the Subject wise. Rhema and Miliszewska (2014) conducted a study on the topic entitled "Analysis of Student Attitudes towards E-learning: The Case of Engineering Students in Libya" and found that there were slight differences between female and male students and between urban and rural students in their attitudes towards the statements provided. Suri, Navkiran, Kaur and Sharma (2014) in their study entitled "Gender influence in e-learning platforms: an Exploratory study of Punjabi University, Patiala, India" found that there is no significant gender difference in e-learning attitude. But the investigator was unable to find out the worthwhile endeavour which has been made so far to investigate attitude towards e-learning of college students in relation to their stream and locality wise, especially in the context of Sikkim state. To fulfil this purpose and to add more knowledge to existing one sincere and scientific attempt has been made to find out the attitude of college students towards E-learning with respect to their gender, stream and locality.

OBJECTIVES OF THE STUDY

1. To compare male and female college students with respect to their attitude towards e-learning.
2. To compare arts and science college students with respect to their attitude towards e-learning.
3. To compare boys science and boys arts college students with respect to their attitude towards e-learning.
4. To compare girls science and girls arts college students with respect to their attitude towards e-learning.
5. To compare boys science and girls science college students with respect to their attitude towards e-learning.
6. To compare boys arts and girls arts college students with respect to their attitude towards e-learning.
7. To compare rural and urban students of the college with respect to their attitude towards e-learning.
8. To compare rural science and rural arts students of the college with respect to their attitude towards e-learning.
9. To compare urban science and urban arts students of the college with respect to their attitude towards e-learning.
10. To compare rural science and urban science students of the college with respect to their attitude towards e-learning.
11. To compare rural arts and urban arts students of the college with respect to their attitude towards e-learning.

HYPOTHESES OF THE STUDY

The hypotheses formulated and tested in the present study were as follows:

1. There is no significant difference in the attitude of male and female college students towards e-learning.
2. There is no significant difference in the attitude of arts and science college students towards e-learning.
3. There is no significant difference in the attitude of boys science and boys arts college students towards e-learning.

4. There is no significant difference in the attitude of girls science and girls arts college students towards e-learning.
5. There is no significant difference in the attitude of boys science and girls science college students towards e-learning.
6. There is no significant difference in the attitude of boys arts and girls arts college students towards e-learning.
7. There is no significant difference in the attitude of rural and urban students of the college towards e-learning.
8. There is no significant difference in the attitude of rural science and rural arts students of the college towards e-learning.
9. There is no significant difference in the attitude of urban science and urban arts students of the college towards e-learning.
10. There is no significant difference in the attitude of rural science and urban science students of the college towards e-learning.
11. There is no significant difference in the attitude of rural arts and urban arts students of the college towards e-learning.

RESEARCH METHOD

In the present study, descriptive survey method was used.

SAMPLE

In the present study, the sample was drawn from the college students. Due to paucity of time and limited scope of the study, the college was selected on the basis of convenience and the sampled students were selected purposively keeping in mind the objectives of the study. The selected college was affiliated to Sikkim University and situated in East district of Sikkim. Finally, the total sample consisted of 200 (100 boys and 100 girls) students.

TOOLS USED

To collect the requisite data for present study the investigator used an Attitude Scale towards e-learning developed by Anbarasi, V. L. and Nellaiyappen, N. O. This scale contains 46 statements.

STATISTICAL TECHNIQUES USED

In order to test the hypotheses of the present study, the investigator used the technique of t-test.

ANALYSIS AND INTERPRETATION OF DATA

The obtained statistics pertaining to significance of difference among mean scores of different groups of college students have been given in table 1. It is revealed from Table-1 that t-value came out to be 1.65, 0.09, 0.25, 0.15, 1.26, 1.06, 1.03, 0.03, 0.30, 0.83 and 0.62 respectively for male and female, arts and science, boys science and boys arts, girls science and girls arts, boys science and girls science, boys arts and girls arts, rural and urban, rural science and rural arts, urban science and urban arts, rural science and urban science; and rural arts and urban arts college students which is not significant at 0.05 level of significance. This indicates that the college students do not differ significantly with respect to their mean scores on attitude towards e-learning. Hence, the hypotheses that "There is no significant difference in the attitude of male and female college students towards e-learning", "There is no significant difference in the attitude of arts and science college students towards e-learning", "There is no significant difference in the attitude of boys science and boys arts college students towards e-learning", "There is no significant difference in the attitude of girls science and girls arts college students towards e-learning", "There is no significant difference in the attitude of boys science and girls science college students towards e-learning", "There is no significant difference in the attitude of boys arts and girls arts college students towards e-learning", "There is no significant difference in the attitude of rural and urban students of the college towards e-learning", "There is no significant difference in the attitude of rural science and rural arts students of the college towards e-learning", "There is no significant difference in the attitude of urban science and urban arts students of the college towards e-learning", "There is no

significant difference in the attitude of rural science and urban science students of the college towards e-learning”, and “There is no significant difference in the attitude of rural arts and urban arts students of the college towards e-learning” are accepted. Hence, it may be inferred that college students exhibit more or less similar attitude towards e-learning. From the above results, it is found that college students do not differ significantly with respect to their attitude towards e-learning as compare to gender, locality and stream wise. The findings are in agreement with the findings of Gopal and Anandan (2013) and Suri, Navkiran, Kaur and Sharma (2014) as the gender wise comparison is concerned.

Table 1: Result of t-test showing difference among different groups of college students on their attitude towards e-learning

Variable	Group	N	Mean	S.D.	SE _M	df	t-test
Attitude towards E-Learning	Male	100	160.13	16.57	1.66	198	1.65
	Female	100	163.68	13.69	1.37		
Attitude towards E-Learning	Arts	100	162.01	13.94	1.39	198	0.09
	Science	100	161.80	16.55	1.65		
Attitude towards E-Learning	Boys Science	50	159.72	17.99	2.54	98	0.25
	Boys Arts	50	160.54	15.99	2.14		
Attitude towards E-Learning	Girls Science	50	163.88	14.88	2.10	98	0.15
	Girls Arts	50	163.48	12.56	1.78		
Attitude towards E-Learning	Boys Science	50	159.72	17.99	2.54	98	1.26
	Girls Science	50	163.88	14.88	2.10		
Attitude towards E-Learning	Boys Arts	50	160.54	15.99	2.14	98	1.06
	Girls Arts	50	163.48	12.56	1.78		
Attitude towards E-Learning	Rural	127	162.75	15.54	1.38	198	1.03
	Urban	73	160.44	14.76	1.73		
Attitude towards E-Learning	Rural Science	66	162.79	16.90	2.08	125	0.03
	Rural Arts	61	162.70	14.06	1.80		
Attitude towards E-Learning	Urban Science	34	159.88	15.92	2.73	71	0.30
	Urban Arts	39	160.92	13.87	2.22		
Attitude towards E-Learning	Rural Science	66	162.79	16.90	2.08	98	0.83
	Urban Science	34	159.88	15.92	2.73		
Attitude towards E-Learning	Rural Arts	61	162.70	14.06	1.80	98	0.62
	Urban Arts	39	160.92	13.87	2.22		

FINDINGS OF THE STUDY

After careful analysis of the obtained data and interpretation of the results with regard to the objectives and hypotheses of the study, the investigator reached at the following findings:-

1. There is no significant difference in the attitude of male and female college students towards e-learning.
2. There is no significant difference in the attitude of arts and science college students towards e-learning.
3. There is no significant difference in the attitude of boys science and boys arts college students towards e-learning.
4. There is no significant difference in the attitude of girls science and girls arts college students towards e-learning.
5. There is no significant difference in the attitude of boys science and girls science college students towards e-learning.
6. There is no significant difference in the attitude of boys arts and girls arts college students towards e-learning.
7. There is no significant difference in the attitude of rural and urban students of the college towards e-learning.
8. There is no significant difference in the attitude of rural science and rural arts students of the college towards e-learning.

9. There is no significant difference in the attitude of urban science and urban arts students of the college towards e-learning.
10. There is no significant difference in the attitude of rural science and urban science students of the college towards e-learning.
11. There is no significant difference in the attitude of rural arts and urban arts students of the college towards e-learning.

EDUCATIONAL IMPLICATIONS

The findings of the study have the following major educational implications which are thought to be essential:-

1. Orientation programmes for all the college students should be organized for developing the attitude of college students towards E-learning.
2. The teachers and parents should motivate the students to get up-to-date knowledge by using E-learning.
3. Proper facilities should be arranged in the colleges.
4. Emphasis should be given on Wi-Fi campus so that students may use more and more e-learning material in their teaching-learning process.

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