

## **A study on Attitude of Undergraduate students towards E-learning**

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**Abstract:** E-learning is the only way of disseminating knowledge in the 21<sup>st</sup> century where there is explosion of knowledge and population. It is the best way to impart knowledge in a very easy, interesting and comfort manner with deeper understanding of a subject matter. The present study is a survey research where it aims to study the attitude of undergraduate students of Raha College towards e-learning in general and to study the attitude of male and female, urban and rural students in particular. For this purpose, 100 samples were collected where 30 were male and 70 female and 30 urban and 70 were from rural area. A standardized test was administered to collect data from the samples named as “Attitude towards e-learning scale” developed by Dimpal Rani. Collected data were organized and tabulated on the basis of scores and used Mean, Standard deviation and ‘t’ test for analyzing collected data. In this study, it is found that the undergraduate students of Raha College have different levels of attitudes and there is no difference in attitudes of male and female students towards e-learning.

**Keywords:** Attitudes, undergraduate, e-learning

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### **I. INTRODUCTION**

The concept of “attitude” has been frequently used in psychology. The term attitude refers person’s emotion, beliefs and behaviors towards particular objects, things, a particular person or particular event. Attitudes of a normal human being are formed on the basis of a day to day experience and it mainly depends upon the upbringing of human beings. It has a powerful influence over the behavior of a person. Psychologists have defined attitudes as a learned tendency of a human being which helps them to evaluate the things in a certain manner. It may include evaluation of general people, social issues, objects etc. Attitudes vary from person to person. It may be found as positive attitude, negative attitude and in certain times it may be neutral. For example: some people have positive attitude towards co-education of students, some may have negative attitude and some have mixed type of attitude. Again some people may have positive attitude towards the personality like Narendra Modi, Prime Minister of India, some may have negative attitude and some may have neutral type of attitude.

Sir Winston Churchill has said that, “Attitude is a little thing that makes a big difference”. There are three most important components of attitude. They are- cognitive, affective and behavioral components. Cognitive components refer to the beliefs, thoughts and attributes that we would have associate with an objects. It is the belief segment of an attitude. For example: “drinking wine is injurious to health”, etc. “walking is good for our health”. Affective components are the emotional or feeling segments. For example: someone might have the attitude that he or she should respects all the teachers as all teachers are given respects in our society and they may hate drinking wine because it is harmful to health. Behavioral components consist of a person’s tendencies to behave in a particular way towards an object. For example one person cannot wait to wish a teacher when he or she met his or her teachers in any situation etc. So from the above we can clearly state that attitude is important for an organization, for a student, for an individual being to succeed in their life or to achieve goals.

### **II. REVIEW OF RELATED LITERATURE**

To study the attitude of undergraduate students towards e-learning in general, and to study the difference in attitude of male and female, urban and rural students, the researcher has reviewed literature related to attitude, e-learning and attitude of students towards e-learning on the basis of sex and locality. Some of the important studies have been given below:

**Elina and Erkki (2007)** conducted a study on identifying students attitudes on e-learning, the effects of students learning skills and institutional support at University of Joensuu, Finland. The results revealed that

the amount of students training in e-learning is in correlations with their level of satisfaction towards the support by their institutions; in Universities where the amount and skills of students training was high, students attitude towards the support by their University were considerably more positive than in universities providing less training.

Literature suggests that gender represents critical part in realizing the variation in perceptions towards technology skills and attitudes on e-learning; numerous researches were conducted to explore impact of gender, year of study on student attitudes towards e-learning. Many studies confirmed that student's male owns more positively attitudes towards e learning than female students (**Liaw & Huang, 2011**).

**Liaw and Huang (2011)** explored individual's attitudes and behaviours in using e-learning with regard to gender difference, computer related experience, self-efficacy and motivation aspects. The results demonstrate males students have more positive e-learning attitudes than female students do. Computer related experience is a significant predictor on learner's self-efficacy and motivation towards e-learning.

**Bhuvaneswari and Padmanaban (2012)** examined the attitude towards e-learning of secondary students of Delhi and found that demographic variables play a significant role for e-learning.

**Suri and Sharma (2013)** clearly expressed that "no gender variations about the attitudes towards e-learning". These result fit with several new studies which exposed that the gap between male and female in this issue is narrowing (Bhattacharjee, 2008).

**Dhiman et al. (2014)**, mentioned that male and female students own a high attitude towards e-learning although female students have slightly higher attitude towards e-learning than their male counterpart. This finding is consistent with work of Mehra and Omnidan and Adewole-Odeshi who found that postgraduate students have high positive attitude towards e-learning.

**According to Sebnmen (2015)**, the mean score of female attitude toward e-learning is higher than those of the male are; difference between the mean scores not found to be statistically significant. Gender did not significantly affect student's attitudes towards e- learning did not significantly affected by gender.

### **III. SIGNIFICANCE OF THE STUDY**

E-learning has become viable alternative to pursue an education in the present scenario. The present trends show that e-learning has gained huge popularity due to the ease of access. It is more relevant, self-paced and personalized content than the traditional learning system. Due to the advancement of technology, e-learning has been rooted to each and every phase of learners. It provides the opportunity to students to learn at their own comfort and requirement. It accommodates everyone's needs and it helps in communicating with new concepts and ideas. It is cost-effective as compared to traditional forms of learning because learning through this mode happens quickly and easily. Due to the wide set of benefits it gives to students, e-learning has become quite popular and appreciated amongst students all over the world.

The present study aims at studying the attitude of undergraduate students towards e-learning. In this stage, students learn important skills and self-discipline, understand complex subjects, think analytically and communicate ideas effectively through which they can lead to prosperous career and financial security which improves the overall quality of life. In the present day career options are declining for those who haven't furthered or broadened their education. In furthering or broadening education, students can acquire a broad range of skills that can qualify students for a wider range of career choice in different fields which offer more room for advancement. And e-learning definitely provides the opportunity to students for gaining wide range of knowledge in this present era of explosion of knowledge and population. E-learning is the best way to get updated with reduced costs, less impact on environment with maximum effectiveness. Now in this present era of 21<sup>st</sup> century, a simple Arts graduate can also be an Architect or designer or a video game developer at the same time with the availability of e-learning.

### **IV. OBJECTIVES OF THE STUDY**

1. To study the attitude of undergraduate students towards e-learning.
2. To study the difference in attitude of undergraduate students towards e-learning between male and female students.
3. To study the difference in attitude of undergraduate urban and rural students towards e-learning.

#### ***Hypothesis of the study***

1. There is no significant difference between attitude of undergraduate male and female students towards e-learning.
2. There is no significant difference between attitude of undergraduate rural and urban students towards e-learning.

## V. MATERIAL AND METHOD

For the present study, the investigators collected data from both the primary and secondary sources. For collecting secondary data, they reviewed books, journal articles, periodicals etc. For collecting primary data, a standardized test has been conducted.

### Area of the study

For the present study, Raha College has been selected as the area of the study. Raha college was established in the memorable day of 28<sup>th</sup> July, 1964 which has proved a boon to the optimistic people as the only general degree college till date in the Raha Legislative Assembly Constituency reserved for scheduled caste. The college is permanently affiliated to Gauhati University and imparts higher education upto three year degree courses in Arts, Commerce and science. The college was provincialised in 2005 by Govt. of Assam. The college campus consists of a well equipped library, reading room, computer lab, gymnasium, hostel, playground etc.

### Population of the study

All the undergraduate students from fifth semester, arts Stream of Raha College are the population of the present study.

### Sample of the study

Researchers have selected 100 undergraduate students from fifth semester, B.A.

**Table-1:** Distribution of sample on the basis of gender and locality

Distribution of sample			Total Number	Percentage (%)	
Gender wise	Male	Female	100	30	70
	30	70			
Locality wise	Urban	Rural	100	30	70
	30	70			

### Tool used for data collection

For the present study, a standardized tool named “Attitude towards e-learning scale” developed by Dimpal Rani was used for collection of data. The scale can be applied on all the students who are above the age of 14 years to measure the attitude towards e-learning. The scale has four major areas, viz., 1. E-learning interest 2. Usefulness 3. Ease of e-learning and 4. E-learning confidence. The scale has total 65 items where 38 are positive and 27 in negative type. Each response category has different weightage such as –strongly agree has given a weightage of 5 scores, agree has given a weightage of 4, undecided has given 3 scores, disagree has 2 scores and strongly disagree scored as 1. These are the scores in case of positive statements and in case of negative statements the scoring is reversed. The minimum and maximum possible scores are 65 to 325.

### Analysis of data

For the analysis of collected data on the study the attitude of undergraduate students towards e-learning, the investigators have prepared a table on the basis of scores they scored. The level of attitude of students has been classified into three categories as positive, neutral and negative. Further, Mean, standard deviation and ‘t’ has been used to analyse the attitude of undergraduate students towards e-learning in regard to gender and locality.

### Analysis and interpretation

- Objective -1:** To study the attitude of undergraduate students towards e-learning.

**Table: 2** Level of attitude of undergraduate students

Level of Attitude	Ranges of scores
239-325	Positive
152-238	Neutral
65-151	Negative

To study the overall attitude of undergraduate students of Raha College towards e-learning, a frequency distribution table on the basis of scores has been prepared. The respondent’s attitude scores were classified into positive, negative and neutral. The respondents who scores between 239-325 labeled as positive attitude, between 152-238 as neutral and between 65-151 is labeled as negative attitude.

**Table: 3** Level of attitude of students

Level of attitude	Students in numbers	Percentage of students
Positive	45	45%
Neutral	37	37%
Negative	18	18%

The above table shows that undergraduate students of Raha College have different levels of attitudes towards e-learning. Data reveals that 45% students have positive attitude, 18% negative and 37% have neutral attitude towards e-learning.

2. **Objective -2:** To study the difference in attitude of undergraduate students towards e-learning between male and female students

**Hypothesis -1:** There is no significant difference between attitude of undergraduate male and female students towards e-learning.

To study the difference in attitude of undergraduate students towards e-learning between male and female students of Raha College, the investigators have calculated Mean, Standard deviation and 't' value of the scores they have achieved on the test they have been given.

**Table No: 4** Mean, SD and 't' value of male and female students attitude towards e-learning

Gender	Number	Mean	Standard deviation	't' value	Table value	Remarks
Male	30	213.5	21.6	00.43	1.98	
Female	70	215.5	19.3			

The above table reveals that the computed 't' value 0.43 is less than the criterion 't' value 1.98 at 0.05 level of significance for df.-98. As the computed 't' value 0.43 is not significant at 0.05 level, the hypothesis is accepted. From this it is understood that there is no significant difference in the attitude of undergraduate students towards e-learning between male and female members. The table reveals that the attitude of undergraduate students of male and female students have positive attitude towards e-learning as the mean scores of male and female students are 213.5 and 215.5 respectively.

3. **Objective-3:** To study the difference in attitude of undergraduate urban and rural students towards e-learning.

**Hypothesis -2:** There is no significant difference between attitude of undergraduate rural and urban students towards e-learning.

**Table No: 5** Mean, SD and 't' value of rural and urban students attitude towards e-learning

Area wise distribution	Numbers	Mean	Standard deviation	't' value	Table value	Remarks
Rural	70	207.07	15.8	8.26	1.98	
Urban	30	234.5	15			

The above table reveals that the computed 't' value 8.26 is greater than the criterion 't' value 1.98 at 0.05 level of significance for df.-98. As the computed 't' value 8.26 is highly significant at 0.05 level, the hypothesis is rejected. It is understood from the above table that there is significant difference in the attitudes of undergraduate students towards e-learning between urban and rural students. The table reveals that the mean scores of urban undergraduate students (234.5) are greater than the mean score of rural undergraduate students (207.07). Hence, it is interpreted that the urban undergraduate students have more positive attitude towards e-learning than the rural undergraduate students.

## VI. RESULTS AND FINDINGS

1. It has been found from the present study that undergraduate students of Raha College have different levels of attitudes towards e-learning. Data reveals that 45% students have positive attitude, 18% negative and 37% have neutral attitude towards e-learning.
2. It has been found that there is no significant difference in the attitude of undergraduate students towards e-learning between male and female members. The male and female undergraduate students of Raha College have positive attitude towards e-learning as the mean scores of male and female students are 213.5 and 215.5 respectively.

3. It has been found from the present study that there is significant difference in the attitudes of undergraduate students towards e-learning between urban and rural students. The mean scores of urban undergraduate students (234.5) are greater than the mean score of rural undergraduate students (207.07). Hence, it is found that the urban undergraduate students have more positive attitude towards e-learning than the rural undergraduate students.

## VII. CONCLUSION

E-learning is a system based on formalized teaching with the help of an electronic resource. It is playing a very important role in the present educational scenario. E-learning has the capacity to change the whole education system. Computer and internet are the main components of e-learning. It is changing the educational scenario very rapidly. Both the traditional and distance education system are using e-learning successfully for knowledge sharing. It is the combination of technology and especially designed learning materials. It can connect the students globally. It provides flexibility to students to access the learning materials at any time and any places. E-learning has the ability to serve large numbers of students at low cost. It also distributes the quality material by virtual classes. So, developing a positive attitude of students towards e-learning is a must in present day situation.

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