

Attitude towards E-learning among College Students

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Abstract

Because of COVID-19 pandemic, E-learning has gigantic importance in the school system of the country. These days, many colleges, schools, institutions, universities are outfitted with computers and electronic gadgets such as projectors, web for instructing their understudies actually and effectively. Teachers and instructors utilizing computers and screens for educating and directions, for keeping up with data set of understudies. This study was conducted with main aim to assess the attitude level towards e-learning among 100 College Students. The research approach adopted for the study was descriptive in nature. Convenience sampling technique with total enumeration was used to select the sample. The data was collected through a standardized tool which consisted of two sections i.e. section A (socio-demographic profile sheet) and section B (attitude scale towards e-learning). The analysis was done by descriptive and inferential statistics. The result of study showed that majority of students had positive attitude towards E-learning. There was no significant relationship between attitude level and selected socio-demographic variables among college students at $p < 0.05$ level of significance.

Key terms: Attitude, E-learning, College Students

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I. Introduction

In the period of science and innovation, information and communication technology (ICT) assumes a critical part in homeroom educating as well as in other field. Presently a day, because of development of web innovation, e-learning assumes a critical part as a learning approach of higher instructive institutions.¹ Due to COVID-19 pandemic, numerous nations all over the planet proceed with guidance with Distance learning, Online advancing rather than conventional learning. There are numerous exercises which can be helped out through distance instruction utilizing computers.²

The term e-learning covers a wide range of educational devices and approaches that keep on developing to address the issues of understudies and instructors. E-learning framework gives an extra, more adaptable method for imparting that empower understudies to communicate effectively with others. Essentially, this framework empowers the understudies to get to assorted contents any time and from any location.³ E-learning has fundamental three regions: further developing admittance to instruction and preparing, improving the nature of instructing and learning and the requirement for advanced education establishments to keep up with upper hand in a changing commercial center for students.¹

Exhaustive the overall web, training has turned into a universal help conveyed whenever anyplace. E-learning is essential to set up the understudies, staff, and instructive foundations for the future inclusions in instructive processes.⁴ E-learning can be conveyed by any gadget like web, computer, cell phone, learning the executive framework, television, radio, CD-ROM, video chatting and other to foster educating and learning approach. The principle point of acquainting the e-learning is with foster the availability and to lessen the expense and time to further develop the academic achievement.¹

Student's attitude towards e-learning is a basic component in the learning climate upheld by internet learning apparatuses. Student's attitude connected with their though process, feel about and how they act towards e-learning. Strong attitude can guides conduct and helps in the uplifting, work as well as execution of new learning strategies.⁵ Therefore, to work on the exhibition of understudies in e-learning so that they feel more good while utilizing e-assets, it is vital to make them mindful of its significance and its utility.¹ The present study was embraced with the main aim of assessing the attitude of college students towards e-learning in relation age, gender, course, father and mother's education, family income.

Objectives

1. To assess the attitude level towards e-learning among college students.
2. To find out the association between attitude level and their selected socio-demographic variables.

II. Material and Methods

Design: This study adopted a quantitative descriptive design to assess the attitude level towards e-learning.

Sample and Sampling technique: Convenience sampling technique with total enumeration was employed to select the sample of the study. A total of 100 students were included as sample under the study.

Selection and development of research tool: Standardized questionnaire consisted of 2 sections-A and B. Section A includes Socio Demographic Profile sheet consisted of 8 items. Section B includes Attitude scale towards e-learning consisted of total 51 items which were rated on a five point Likert scale: 5 (Strongly agree), 4 (agree), 3 (undecided/neutral), 2 (disagree) and 1 (Strongly Disagree) for positive items and 5 (Strongly disagree), 4 (disagree), 3 (undecided/neutral), 2 (agree) and 1 (Strongly agree) for negative items. The permission for a standardized tool was taken via e-mail before data collection.

Ethical Consideration: Ethical Approval was obtained from ethical committee of Saraswati Professional and Higher Education, Gharuan, Mohali, Punjab. Informed consent was taken from the subjects. Confidentiality of the data was maintained. They were personally contacted. The standardized tool was distributed to the students via Google Form. Tool was filled by students themselves. Average time taken to fill the questionnaire was 10-20 minutes.

Analysis: The data was collected by the researcher was transformed on to a master sheet prepared for each section of tool. The data has been analyzed by using descriptive statistics i.e. calculation of frequency and percentage, Mean, SD and inferential statistics, chi- square test was used to identify the association between Attitude level towards e-learning and selected socio demographic variables.

III. Results

Table 1 Frequency and Percentage distribution of subjects as per their Socio-Demographic Variables N=150

Sr. no.	Socio demographic variables	F	%
1.	Age in years		
	a. 17-19 years	055	36.7
	b. 20-22 years	068	45.3
	c. Above 22 years	027	18.0
2.	Gender		
	a. Male	029	19.3
	b. Female	121	80.7
3.	Course		
	a. B Sc Nursing	050	33.3
	b. Post- Basic Nursing	016	10.7
	c. GNM	084	56.0
4.	Locality		
	a. Urban	047	31.3
	b. Rural	102	68.0
5.	Marital Status		
	a. Married	014	09.3
	b. Unmarried	136	90.7
6.	Father's Education		
	a. 10 th	044	29.3
	b. 12th	062	41.3
	c. Graduate	021	14.0
	d. Post Graduate	002	01.3
	e. Non Formal Education	021	14.0
7.	Mother's Education		
	a. 10th	051	34.0
	b. 12 th	039	26.0
	c. Graduate	019	12.7
	d. Post Graduate	004	02.7
	e. Non Formal Education	037	24.7
8.	Family income		
	a. Below 5000 RS	033	22.0
	b. 5001-10000 RS	051	34.0
	c. 10001-20000 RS	033	22.0
	d. Above 20000 RS	033	22.0

Table-1 depicts that majority of the subjects 68% were in the age group of 20-22 years, 80.7% subjects were females. 56% subjects were from GNM course. 68% were from rural area and 90.7% were unmarried. The mothers of majority of subjects 34 % did 10th and 62% fathers did 12th. Mostly subjects 51% had family income in the range of 5001-10000 rupees.

Table 2 Attitude level towards E-learning of Study Subjects as per Attitude Scale N=150

Sr. No.	Category	Score range	Mean±SD	f	%
1.	Negative Attitude	<163.9	163.9±8.11	54	36.0
2.	Positive Attitude	>163.9		96	64.0

Table 2 depicts that majority of subjects 96 (64%) had positive attitude regarding e-learning whereas 54 (36%) had negative attitude regarding e-learning among college students.

Table 3 Association between Attitude level towards e-learning and their Socio-Demographic Variables N=150

Sr No.	Socio-Demographic Variables	Attitude level		Chi-square value	df	p value
		Negative	Positive			
1.	Age in years			.606	2	.738 ^{NS}
	d. 17-19 years	21	34			
	e. 20-22 years	25	43			
	f. Above 22 years	08	19			
2.	Gender			2.351	1	.125 ^{NS}
	c. Male	14	15			
	d. Female	40	81			
3.	Course			.404	2	.817 ^{NS}
	d. a. B Sc Nursing	17	33			
	e. b. Post- Basic Nursing	05	11			
	f. c. GNM	32	52			
4.	Locality			1.461	1	.227 ^{NS}
	e. a. Urban	20	27			
	f. b. Rural	33	69			
5.	Marital Status			1.423	1	.233 ^{NS}
	e. a. Married	03	11			
	f. b. Unmarried	51	85			
6.	Father's Education			2.135	4	.711 ^{NS}
	r. a. 10 th	18	26			
	t. b. 12 th	22	40			
	u. c. Graduate	08	13			
	v. d. Post Graduate	00	02			
w. e. Non Formal Education	06	15				
7.	Mother's Education			2.792	4	.593 ^{NS}
	x. a. 10 th	20	31			
	y. b. 12 th	15	24			
	z. c. Graduate	07	12			
	aa. d. Post Graduate	00	04			
bb. e. Non Formal Education	12	25				
8.	Family income			3.297	3	.348 ^{NS}
	dd. a. Below 5000 RS	12	21			
	ee. b. 5001-10000 RS	19	32			
	ff. c. 10001-20000 RS	08	25			
	gg. d. Above 20000 RS	15	18			

Table 3- depicts that there was no significant association between Attitude level and selected socio-demographic variables at $p < .05$ level of significance among students.

IV. Discussion

The study was aimed at assessing the Attitude level towards e-learning among students. The present study revealed that out of 150 students, 64% had high or positive attitude level measured by Attitude scale towards e-learning among students. The results were consistent with the findings of another study conducted by Konwar IH (2017) on Attitude towards E-learning among 200 college students in Assam. The findings had concluded that university students had higher attitude level towards E-learning.¹

There was no significant association between Attitude level and selected socio-demographic variables at the level of $p < .05$ among students. These findings were consistent with the study conducted by Dhas JS (2017)

that most of the socio-demographic variables such as gender, course, marital status, residence found to be non-significant with attitude level towards E-learning among students ($p < .05$).⁶

V. Conclusion and recommendations

The present study concluded that students had positive attitude towards E-learning. There was no significant association between Attitude level and selected socio-demographic variables at the level of $p < .05$ among students. The study further recommended that online teaching program can be planned and developed which will serve the needs of students better. More social and psychological variables like intelligence, learning styles, motivation can be taken up in the research designs which may possibly influence attitude and perception regarding e-learning among different population groups.

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