

Undergraduate Attitudes Toward E-Learning: Correlations with Pedagogical Practices

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Abstract: *This research is an examination of the study on attitude towards e - learning among undergraduate students in relation to learning practices. One hundred undergraduate students who were chosen as a representative sample from the Sonitpur district of Assam using simple random selection techniques participated in the current study. The Student Learning Practise Scale (self - developed) and the Attitude towards e - learning scale by Dimpal Rani (2016) were both employed in the current study. Results showed that attitudes towards e - learning and learning practices among undergraduate students are not significantly different by gender and significantly different by location. Results also show that there is a significant positive relationship between attitude towards e - learning and learning practices, which indicates the importance of learning practice and involvement among students to develop positive towards e - learning.*

Keywords: E- learning, Learning practices, Attitude, Undergraduate students

1. Introduction

In the 1st century era, the education system is being emerged in a comprehensive way. Now, it has been seen that the education system being digitalised and learning has turned towards e - learning process. (Makosa, P. (2013) Digital education has much more significance in present education system. It helps students to get more personalized learning by giving the self - learning opportunities with a higher engagement rate. Therefore, without the Internet and the rapid advancement of computers and technology, this form of schooling would not be conceivable. Modern e - learning programmes, instructional games, electronic assessments, and portals are now integrated with educational materials as a consequence.

E - learning is currently the most significant component of digital education. Students are now using various technological gadgets to learn. Nowadays, everything is dependent on e - learning, even the educational system. This system is the delivery of learning and training through different digital resources. Now education system becomes electronic based in the whole world especially from the period of covid19. For e - learning it's necessary to have a positive attitude, which will increase the learning tendency, interest and motivation among students. In active and effective e - learning, student's learning practices also can impact. Because learning and practice is the two side of the same coin which is also interlink with creating positive attitude. So, this study has been emphasized on to examine the relationship between learning practices and its impact on creating attitude towards e - learning.

2. Review of Related Literature

Mehra, V. and Omidian, F. (2011) conducted study on examining students' attitudes towards e - learning: a case study from India. According to the study's findings, the majority of students had a good attitude towards e - learning

and perceived e - learning. It also revealed that the students who are more positive are highly used to practice with technology while learning. Another study conducted by Manimozhi, T. K. (2016), the title of the study is a study on learning styles practised by the students in English at secondary level and its influence on academic development'. The findings said that different types of learning practices are there that students have followed according to their choices. And those learning styles practices are varying from low to high. According to individual differences, based intelligence, gender, understanding level, and needs of students, has chosen their styles of learning practices for academic achievement. Similarly, Konwar, H. H. (2017) conducted a study on the attitude of e - learning among college students to analyse the attitudes of college students towards e-learning and their practices on it. According to the study, college students have a favourable attitude towards online e - learning. And also, the result defined the students who have the positive attitude is very connected with the process of technology - based learning in daily interaction. Bahiti, R. and Farizi, A. (2018) conducted study on the investigation of lecturer's attitude towards e - learning according to demographic variables. The study's results revealed that there is not a significant difference between male and female lectures perspectives about the attitudes towards e - learning that affect its implementation, with female lecturers' attitudes being more common than male lecturers'. Rafiq, F. et al, (2020) also exhibited the study's conclusions that there is a significant attitude gap between men and women and that all students had a good attitude towards e - learning.

Significance of the Study

In the 21st century education system has been digitalised and more blended with e - learning. In this era students are started to learn with different electronic devices. Out of the traditional system of education e - learning is the totally new concept, where student needs to engage themselves towards e - learning and its effectiveness in their education and academics. Student learning practices is also important for improving the span of learning. For effective engagement

with this system of learning student's practices and span of learning is important. How much a student going to give their best to this learning, it will determine the needs of student learning practices. So, as there have no any study has done in this field so, the researcher has designed the study to determine impact of student's learning practices on students' attitudes towards e - learning.

Objectives of the study

- 1) To study the nature of distribution of student's attitude towards e learning,
- 2) To study and compare gender wise and locality wise attitudes towards e - leaning among under - graduate students.
- 3) To study and compare gender wise and locality wise learning practices among students of under - graduate level.
- 4) To study the relationship between students' attitude towards e - learning and student learning practices.

Hypotheses of the present study

- 1) There is no significant gender wise difference in attitude towards e learning.
- 2) There is no significant gender wise difference in learning practices.
- 3) There is no significant locality wise difference in attitude towards e - learning.
- 4) There is no significant locality wise difference between student's learning practices.
- 5) There is no significant relationship between student's attitude towards e - learning and students learning practices.

3. Methodology and Procedure:

In order to gather important and accurate information on the present state of phenomena and the relationships between the variables, the descriptive survey method was employed by the researcher. The sample for the current study comprised of 100 undergraduate students, selected through simple random sampling techniques from 2 colleges of Sonitpur district. For the present investigation the target population is all the undergraduate students of 2 colleges of Sonitpur district, pursuing their bachelor's degree under Guwahati University, Assam. Tools used for data collection was Attitude towards e - learning scale by Dimpal Rani (2016) and Student Learning Practice Scale, which was a self - developed tool.

4. Analysis and Interpretation of Data

Comparison of attitude towards e - learning and learning practices scores on the basis of gender and locality among undergraduate level students

Variables	Gender	N	Mean	S. D,	df	SEd	t - value
Attitude towards e - learning	Female	50	261.04	16.37	98	0.95	1.59
	Male	50	256.38	13.24			
	Urban	50	269.25	13.24	98	0.03	4.67
	Rural	50	257.68	12.99			
Learning Practices	Female	50	114.82	10.51	98	0.45	1.44
	Male	50	111.44	12.55			
	Urban	50	114.56	8.43	98	- 0.35	4.08
	Rural	50	1104.37	10.95			

Significant at 0.05 levels of significance

Nature of Distribution of Attitude towards E - learning scores and Student's learning Practices score of undergraduate level students.

In order to verify the distribution of attitude towards e - learning and student's learning practices among already selected sample of undergraduate level students, the investigator calculated the descriptive statistics given in the table below:

Frequency distribution of attitude towards e - learning among undergraduate level students

Class Interval	Frequency	Cumulative Frequency	% of Cumulative Frequency
291 - 300	4	100	100%
281 - 290	30	96	96%
271 - 280	23	66	66%
261 - 270	16	43	43%
251 - 260	10	27	27%
241 - 250	6	17	17%
231 - 240	8	11	11%
221 - 230	3	3	3%
N=100			

Mean	Median	Mode	Q. D	S. D	Skewness	Kurtosis
255.36	255.5	257	18.5	13.33	0.17	- 0.30

Frequency distribution of learning practices among undergraduate level students

Class Interval	Frequency	Cumulative Frequency	% of Cumulative Frequency
125 - 129	8	100	100%
120 - 124	12	92	92%
115 - 119	6	80	80%
110 - 114	18	74	74%
105 - 109	17	56	56%
100 - 104	10	39	39%
95 - 99	15	29	29%
90 - 94	12	14	14%
85 - 89	0	2	2%
80 - 84	2	2	2%
N=100			

Mean	Median	Mode	Q. D	S. D	Skewness	Kurtosis
108.11	109	109	19.25	11.03	- 0.04	- 0.92

Gender wise and locality wise comparison of Attitude towards E - learning and Student's Learning Practices among undergraduate level students.

To determine the importance of the difference between the mean scores of students' learning practices and their attitudes towards e - learning, mean, standard deviations, and the 't' value were computed.

The calculated 't' value for comparing gender wise students' attitudes towards e - learning and learning practices was 1.59 and 1.44, which is not significant at the 0.05 level of significance and $df=98$. Because the calculated 't' value (1.59 and 1.44) is less than the table 't' value (1.98), the hypothesis that states that there is no significant gender - wise difference in students' attitudes towards e - learning and learning practices was accepted. The finding of this study is not consonance with the findings of Rafiq, F. et al, (2020), who found that, there was significant difference between genders in attitude towards e - learning.

Likewise, calculated 't' value to see the differences in attitude towards e - learning and learning practices between urban and rural students was 4.67 and 4.08, and this is significant at 0.05 level of significance, for the $df=98$, so, it can be seen that the calculated one is larger than tabulated 't' value. Hence the hypothesis determines significant locality wise difference in attitude towards e - learning and learning practices among under graduate students was not accepted. The findings of the study is not consonance with the findings of Manimozhi, T. K. (2016), who founded that learning practices is differ individual to individual irrespective of gender, needs, aspiration etc.

Co - efficient of correlation between attitude towards e - learning and learning practices among undergraduate level students

To test the significance of correlation between attitude towards e - learning and learning practices among undergraduate students, their mean, standard deviation, co - efficient of correlation value was calculated:

Co - efficient of correlation between attitude towards e - learning and learning practices among undergraduate level students

Variables	Mean	S. D.	df	Coefficient of correlation	Level of significance
Attitude towards e - learning	255.36	13.33	98	0.212	0.05
Learning Practices	108.11	11.03			

The table shows that the computed co - efficient value (0.212) is higher than the tabulated co - efficient of correlation value (0.195), it reflects no significant relationship between two mentioned variables was not accepted. So, it can be said that both the variables, are correlated with each other and there has a significant relationship between attitude towards e - learning and learning practices.

5. Conclusion

The study's findings and analysis make it evident that there are no significant gender differences in undergraduate students' views towards e - learning. Once more, studies regarding learning practices show that students' localities significantly varied from one another. And finally, it can be stated that there is a strong association between learning practices and attitudes towards e - learning, indicating the significance of learning practices and student engagement in helping students acquire favourable attitudes towards e - learning.

6. Educational Implications

In this 21st century, education and teaching learning process getting more connected with electronic technologies and online learning, which is different from traditional teaching learning process. In this system student need to have proper device for technology - based learning, they need to get proper guidance and instruction to use those materials. They need to be engaging with technology to access learning resources. So, in this process student's own learning practices is very much necessary. It is very important to have positive attitude among students towards their further education and learning. The craziness to learning new things will make students always engaging with learning. Teachers and students should comprehend the requirements of learning practise in order to be more aware of and supportive of e - learning, according to the study's results. For that, teacher should apply different kind of teaching strategies to make students engaged and practiced with e - learning and technology - oriented learning.

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