AN ANALYTICAL STUDY OF ATTITUDE OF UNIVERSITY STUDENTS TOWARDS E-LEARNING

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Abstract

Present study is an attempt to study of attitude of University Students towards E-Learning in Sirsa District. A sample of 100 i.e. 50 govt. and 50 pvt. CDLU university students is selected randomly. The investigators have used the tool Attitude towards E-learning Scale was used which has been constructed and validated in 2015 by Dimpal Rani For analysis and interpretation of the data the mean and the standard deviation of the Attitude scores of E-Learning of CDLU University students was calculated. The test of significance 't' test was used in order to find out the significance of the difference between any two means of variables of samples involved in this study. After collection of the data, all questionnaires were screened and the scores obtained were organized in the tabulated from to make analysis easier. Analysis of data was made in conformity with the objectives and hypotheses formulated by the investigator for the present study and results were analysed.

Keywords:-Attitude, Cyber Crime, E-learning, Internet

INTRODUCTION

Today, information is everything and it forms the part of any progressive thinking. Information is being recorded, published and disseminated through several media, though the print media still dominates. Nowadays, scholar's work requires the application on broader scale of new methods and means of searching, processing, storage and transfer of information. Controlling information has a direct relation with the information explosion, which is one of the ever-growing phenomena in the world. So, the Government of India's Ministry of Education has recently started implementing a project of Computer education in the country. It has been launched as a pilot project for introducing Computer Literacy and internet knowledge in Colleges in collaboration with the Department of Electronics. At the first instance,250 colleges all over the country were brought under the purview of this project and training courses were organized for the teachers in the selected Resource Centers. Gradually all the colleges would be covered in a phased manner. This has raised a wave of discussion in the country why computer in the field of education also? There has very often been hue and cry when computer has entered into the area of industry, business, banking, examination and so on. It is usually complained that computer will replace the man and unemployment will be rampant as a result of this. The even expanding field of education among the human race has necessitated a continuous modification and innovation of its technology. The present growth in innovation techniques of teaching and learning had been resulted in such an outburst of explosion of technology. Educational researchers have indicated the need for a systematic approach for the effective teaching and

learning education literature has emphasized teaching as an art, learning as a scheme, which depends on instructional objectives, appropriate instructional design and proper media selection. The commitment of the teacher and the college to the learner lies on the various learning resources. New technologies manage to develop the student's interest in learning activity. Technology can make learning more interactive and enhance the enjoyment to learning and teaching. Technology can individualize and customize the curriculum to match

learner's developmental needs as well as personal interests. Technology may transform

the educational content and motivate students towards lifelong learners. Technology is

likely to be more successful when the software, the purpose for instruction and learning

objectives matches teachers understanding of learners need, to memorize and respond to

predetermined answers. Equally important is an appropriate matching of the levels of

student's knowledge and prerequisite skills and expectations of the software. The use of

Internet in Computer is increasing by the students because it has been made mandatory

and prescribed in the curriculum due to its importance in the global world.

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STATEMENT OF THE PROBLEM

The problem selected for the study may be stated as **AN ANALYTICAL STUDY OF ATTITUDE OF UNIVERSITY STUDENTS TOWARDS E-LEARNING**

OPERATIONAL DEFINITIONS OF THE STATEMENT

(a) Attitude: According to Anastasi (1976) An attitude is often defined a tendency to react favorably or unfavorably towards a designated class of stimuli, such as national and social group, a custom or an institution.

According to Breckler (1984) and Jones & Clarke (1994) proposed that affect, behavior and cognition are distinguishable, yet inter related components of attitude. Attitude is defined as an indicidual's positive or negative feelings about performing the target behavior.

(b) Attitude towards E-Learning: This means that learner's positive or negative feelings of participating in e-learning activities through computer use will directly influence their behavior to use online learning to study. Different students have different insights in online learning. Understanding students' attitude towards E-Learning can help to determine the extent to which students utilize the E-Learning system.

(e) Computer: Computer or an electronic data processing machine is one of the greatest innovations of the scientist in the present era. This was originally owned only by the wealthiest industries but now, it has become common equipment, which is used in various organizations. Hence it has been taken to the classroom. The western scenario manifests the use of computer in every walk

of their daily life needless to emphasize the condition of Indian educational setting, which has a very big constraint of economic recession. However, these constraints have not hindered the introduction of computer in India.

(f) Internet: Cambridge International Dictionary of English defines Internet as "large system of many connected computers around the world which people use to communicate with each other". (Network of networks) The internet knowledge is the knowledge of the basic theoretical aspects of the internal and its practical application. The internet reaches government, commercial and educational organization around the world. Internet, the students can get the application in the internet and apply through online. Nowadays, online learning becomes very popular among school student

REVIEW OF RELATED LITERATURE:

Persaud et al., 2019: E-learning in Massachusetts was the focus of Graziano's study in 2010. Schools are taking use of internet technology in a variety of ways, according to this report. According to the findings, instructors in Massachusetts are making good use of the many benefits that electronic learning offers their students. Educators throughout the state are seeing an increase in the number of students taking online courses and materials, participating in online activities and projects, and seeking out online professional development opportunities. It discusses issues including 21st century skills, intellectual property, and online safety, among other things, in relation to e-learning. The future of education for students and teachers in Massachusetts will also be discussed in this presentation. Educators and members of the community will have a better grasp of how e-learning may enhance classrooms and learning experiences as a result of these instructional models. Appendices provide contact information and resources.

Alsabawy et al. (2011): They devised four theoretical models to analyse e-learning systems: TAM, and the D&M IS success model. An e-Learning system's success model takes into account a wide range of variables, including technical and marketing aspects as well as user attitudes and organizational factors. Students, academic staff, and information and communications technology (ICT) specialists all provide input to the model, which is then used to verify its accuracy and validity. Systems, data, and IT infrastructure are all thought to have an effect on usability and pleasure. Each net profit is broken down into three separate categories: customer and societal values. User satisfaction is thought to have a direct effect on net profitability. It was shown that IT infrastructure quality, system quality, and information quality all predicted perceived usefulness, and that the connection was totally mediated by Service Delivery Quality in a long-term study project by Alsabawy and colleagues (2016). Data, information, service delivery, and perceived usefulness objectives of an organisation may be achieved only if IT infrastructure services are properly implemented.

Cheng et al. (2012): They created and assessed a model that emphasized the importance of workplace-related components in the area of E-Learning system research. The 28 employees are projected to benefit from management, organizational, and work assistance. Environment-related factors Managerial Support and Job Support are available. An internal source of assistance A product or service's perceived usefulness Inquiry-based education Learning via interacting with others Individual and social learning may affect the user's intention to use a system, which in turn influences the user's desire to use the system. SEM examination of data originating from mainland China China was able to demonstrate the statistical significance of the links that had been postulated. As a consequence, the findings of the research show that elements in the workplace play a significant role in motivating workers to use an e-learning system, and it is vital to take this into account when making E-Learning investments.

OBJECTIVES OF THE RESEARCH

1. To study the attitude of Arts & Science University students towards E-Learning.
2. To study the attitude of male Arts & Science University students towards E-Learning.

3. To study the attitude of female Arts and Science University students towards E-Learning.

4. To study the awareness of Urban & Rural Arts University students towards E-Learning.

5. To study the awareness of Urban & Rural Science University students towards E-Learning.

HYPOTHESES OF THE STUDY:

1. There is no significance difference in the attitude of Arts and Science University students towards E-Learning.

2.. There is no significance difference in the attitude of male Arts and Science University students towards E-Learning.

3. There is no significance difference in the attitude of female Arts and Science University students towards E-Learning.

4. There is no significance difference in the awareness of Urban & Rural Arts University students towards E-Learning.

5. There is no significance difference in the awareness of Urban & Rural Science Sr. Sec School students towards E-Learning.

DELIMITATIONS

Even though the investigator will try his best to make the study as successful as possible there are certain delimitations. They are:

● The present study was delimited to, Sirsa District of Haryana only.

● The study was delimited to Arts and Science university Students and further classified on the basis of gender   (male and female) and area (urban and rural) university students only.

● The study was delimited to one variable i.e. Attitude Towards E-Learning in this research.

● The study was delimited to 100 students i.e. 50 Arts and 50 Science students.

● The objectives, hypotheses and statistical techniques used in this research was delimited.

METHODOLOGY

In the present study, normative survey method will be employed to describe and interpret what exists at present. It involves some types of comparison between two variables. The normative study to educational problems is one of the most commonly used approaches.

POPULATION OF THE STUDY:

In this research all the Arts and Science students studying in CDLU Sirsa state university of Haryana constituted the population of the study.

SAMPLE OF THE STUDY

In the present study, sample was selected as the 100 Arts and Science university students from CDLU, Sirsa of Haryana State. The data was collected from 50 Arts and 50 Science CDLU University students of Haryana State, which were selected at random.

STATISTICAL TECHNIQUES

The following Statistical Techniques was adopted to realize the given objectives and to test the hypotheses.

I. Descriptive Analysis (Mean and S.D)

II. Test of Significance ('t'-test)

ANALYSIS OF THE DATA

Hypothesis 1- There is no significant difference in the attitude of Arts and Science students towards E-Learning.

Table 1

Mean, S.D. & 't' Value of Arts and Science university students towards attitude of E-Learning.

df= 98

.01=2.63

.05=1.98

Variables	N	Mean	SD	df	C.R. value	Level of significant
Attitude of Science university Students towards E-Learning	50	220.28	10..07	98	9.85	Significant at both levels i.e. .05 &.01
Attitude of ArtsUniversity Students E-learning	50	201.45	8.69			

Interpretation- In table No.1, the mean, S.D. of Attitude towards E-Learning of

Arts and Science University Students is 220.28, 10.07, & 201.45, 8.69

respectively. The calculated 't' Value is 9.85, which is more than standard table value

at both levels of significance. Therefore hypothesis No. 1 is rejected. It is concluded that

there exists significant difference of Attitude towards E-Learning of Arts and Science University students. Further, it is analysed that the mean value of Science Universtiy Students is more than the mean value of Arts Universtiy students towards attitude of E-Learning. Further, it is analysed that the Attitude towards E-Learning of Science Universtiy students is more than Arts Universtiy students

Hypothesis 2- There is no significant difference in the attitude of Male Arts and Science university students towards E-Learning.

Table 2

Mean, S.D. & 't' Value of Male Arts and Science university students towards attitude of E-Learning.

df= 48 .05=2.01 .01=2.68

Variables	N	Mean	SD	Df	C.R. value	Level of significant
Attitude of Male Science University Students towards E-Learning	25	215.33	9.85	48	3.05	Significant at both levels i.e. .05 &.01 level
Attitude of Male Arts university Students towards E-learning	25	207.42	9.01			

Interpretation- In table No. 4.2, the mean, S.D. of Attitude towards E-Learning of Male

Science and Arts University Students is 215.33, 9.85, & 207.42, 9.01 respectively. The calculated 't' Value is 7.32, which is more than standard table value at both levels of significance. Therefore hypothesis No. 2 is rejected. It is concluded that there exists significant difference of Attitude towards E-Learning of Male Science and Arts University students. Further, it is analysed that the mean value of Male Science University Students is more than the mean value of Male Arts University students towards attitude of E-Learning. Further, it is analysed that the Attitude towards E-Learning of Male Science University students is more than Male Arts University students.

Hypothesis 3- There is no significant difference in the attitude of Female Science and Arts University students towards E-Learning.

Table 3

Mean, S.D. & 't' Value of Female Private & Government Sr. Secondary School students towards attitude of E-Learning.

Variables	N	Mean	SD	df	C.R. value	Level of significant
Attitude of Female Science University Students towards E-Learning	25	210.65	9.21	48	2.71	Significant at both levels i.e. .05 &.01 levels
Attitude of Female Arts University Students E-learning	25	203.78	8.72			

df= 198 .05=2.01 .01=2.68

Interpretation- In table No.3, the mean, S.D. of Attitude towards E-Learning of Female Science and Arts University Students is 210.65, 9.21, & 203.78, 8.72 respectively. The calculated C.R. Value is 2.71, which is more than standard table value at both levels of significance. Therefore hypothesis No. 3 is rejected. It is concluded that there exists significant difference of Attitude towards E-Learning of Female Science and Arts University Students. Further, it is analysed that the mean value of Female Science University Students is more than the mean value of Female Arts University Students towards attitude of E-Learning. Further, it is analysed that the Attitude towards E-Learning of Female Science University Students is more than Female Arts University Students.

Hypothesis 4- There is no significant difference in the attitude of Urban and Rural

University Students towards E-Learning.

Table 4

Mean, S.D. & 't' Value of Urban and Rural Science University Students towards attitude of E-Learning.

Variables	N	Mean	SD	df	C.R. value	Level of significant
Attitude of Urban Science University towards E-Learning	48	220.42	10.08	48	3.40	Significant at both levels i.e. .05 &.01
Attitude of Rural Science University Students Towards E-learning	48	201.16	9.20			

df= 488 .05=2.01 .01=2.68

Interpretation- In table No. 4 the mean, S.D. of Attitude towards E-Learning of Urban and Rural Science University Students is 220.42, 10.08 & 210.16, 9.20 respectively. The calculated 't' Value is 3.40, which is more than standard table value at both levels of significance. Therefore hypothesis No. 4 is rejected. It is concluded that there exists significant difference of Attitude towards E-Learning of Urban and Rural Science University Students Further, it is analysed that the mean value of Urban Science University Students is more than the mean value of Rural Science University Students towards attitude of E-Learning. Further, it is analysed that the Attitude towards E-Learning of Urban Science University Students is more than Rural Science University Students.

Hypothesis 5- There is no significant difference in the attitude of Urban and Rural

University Arts Students towards E-Learning.

Table 5

Mean, S.D. & 't' Value of Urban and Rural Science University Students towards attitude of E-Learning.

Variables	N	Mean	SD	df	C.R. value	Level of significant

Attitude of Urban Arts University towards E-Learning	48	208.42	9.39	48	5.22	Significant at both levels i.e. .05 &.01
Attitude of Rural Arts University Students Towards E-learning	48	195.30	8.42			

df= 48 .05=2.01 .01=2.68

Interpretation- In table No. 5 the mean, S.D. of Attitude towards E-Learning of Urban and Rural Arts University Students is 208.42, 9.39 & 198.3, 8.42 respectively. The calculated 't' Value is 5.22, which is more than standard table value at both levels of significance. Therefore hypothesis No. 5 is rejected. It is concluded that there exists significant difference of Attitude towards E-Learning of Urban and Rural Arts University Students Further, it is analysed that the mean value of Urban Arts University Students is more than the mean value of Rural Arts University Students towards attitude of E-Learning. Further, it is analysed that the Attitude towards E-Learning of Urban Arts University Students is more than Rural Arts University Students.

FINDINGS

1. There exists significant difference of Attitude towards E-Learning of Arts and Science University students.
2. There exists significant difference of Attitude towards E-Learning of Male Arts and Science University students
3. There exists significant difference of Attitude towards E-Learning of Female Arts and Science University students.
4. There exists significant difference of Attitude towards E-Learning of Urban and Rural Science University students.
5. There exists significant difference of Attitude towards E-Learning of Urban and Rural Arts University students.

Educational implications

In this study the researcher found that the Arts and Science University Students have significant difference between attitudes towards E-Learning. The investigator further found that students of Male and Female and Urban and Rural Arts and Science University students have also significant difference between attitude towards E-Learning.

In this research the major findings indicate that science university students are better in E-Learning than Arts university students. Similarly the Male Science University Students is better than Male Arts University students towards attitude of E-Learning. Female Science University Students is better than Female Arts University students towards attitude of E-Learning. Urban Science

University Students is better than Rural Science University students towards attitude of E-Learning. Urban Arts University Students is better than Rural Arts University students towards attitude of E-Learning. Students can improve themselves in Internet and have better attitude using E-Learning.

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