A Study on Attitude of College Students towards E-learning with Special Reference to North Lakhimpur of Lakhimpur District, Assam

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Abstract

In the era of science and technology, Information and Communication Technology (ICT) plays a significant role not only in classroom teaching but also in other field. Now a day, due to growth of internet technology, e-learning plays a significant role as a learning approach of higher educational institutions. It is the use of ICT i.e. internet, computer, mobile phone, Learning Management System (LMS), Television, Radio, CD-ROM, Teleconferencing and other to develop teaching and learning approach. The main objective of introducing e-learning as a learning approach in higher education aim is to increase accessibility of education and also help to reduce the cost and time as well as improving student's academic achievement. The present study examines the attitude of college students towards e-learning. ATEL Scale developed by Dimpal Rani is used to collect the data from the college students. The objectives of the study is to analyse the attitude of college students towards e – learning. Secondly, to study the difference in attitude of college students towards e- learning with regard to gender and the third is To study the difference in attitude of college students towards e- learning with regard to locality. The findings and analysis of the study are discussed in details in the full paper.

Keywords: Attitude, College students, E-learning

1.0: INTRODUCTION

In the era of science and technology, Information and Communication Technology (ICT) plays a significant role not only in classroom teaching but also in other field.

Now a day, due to growth of internet technology, e- learning plays a significant role as a learning approach of higher educational institutions. It is the use of ICT i.e. internet, computer, mobile phone, Learning Management System (LMS), Television, Radio, CD-ROM, Teleconferencing and other to develop teaching and learning approach. The main objective of introducing e-learning as a learning approach in higher education aim is to increase accessibility of education and also help to reduce the cost and time as well as improving student's academic achievement.

E- learning refers to the application of using electronic assets in teaching learning process which includes web- based learning, computer based learning, virtual classroom and digital collaboration.

Newton (2003) defined that e-learning system has three main areas: (i) improving access to education and training; (ii) enhancing the quality of teaching and learning; (iii) the need for higher education institutions to maintain competitive advantage in a changing market place for students.

In the study of Liaw & Huang (2011) found that male students have more positive e-learning attitudes than female students do, computer related experience is a significant predictor of learners' self efficacy and motivation toward e- learning.

There are different factors that influencing on student's attitude. Zhang & Bhattacharyya (2008) defines student attitudes towards e-learning have been identified as critical to the success of e-learning. Bhuasiri, Xaymoungkhom, Zo, Rho and Ciganek(2012) found that in developing countries the most significant factors were related to increasing technology awareness and improving attitude toward e-learning, enhancing basic technology knowledge and skills, improving learning content, requiring computer training, motivating users to utilise e-learning systems, and requiring a high level of support from the university. In the study of Kar, D & Saha, B & Mondal B.C (2014) i.e. "Attitude of University students towards e-learning in West Bengal" revealed that university student's attitude towards e-learning is independent with regard to gender, residence and area of the study.

Today's era is an era of e-learning. Therefore, to improve the performance of students in e-learning so that they feel more comfortable while using e-resources, it is very important to make them aware of its importance and its utility. Hence, the present study will help to know how the student's reacted and think about e-learning and what is their attitude towards it.

1.1: Study Area

The present study was undertaken in Assam, situated in the Himalaya foothills, the land of blue hills and red rivers with the area of 78,438 square kilometers and it represents 2.39 percent of the total land area of the country. Assam is surrounded by

international boundaries extending up to nearly 3200 km. The mighty river Brahmaputra flows through it, serving as a lifeline for its people Settled on both of its bank. The State, being T – shaped, is situated in the heart of the north – east corner of Indian subcontinent. The area of Assam extends from latitude 24'10 N to 27' 58 N and longitude 89'49 E to 97' 26 E between the foothills of eastern Himalayas and the Patkai and Naga Ranges. Assam is surrounded by Bhutan and Arunachal Pradesh on the North; Nagaland, Manipur and Arunachal Pradesh on the east; Meghalaya, Mizoram and Tripura on the South; and Bangladesh, Meghalaya and West Bengal on the West. The total population according to 2011 census is 3, 12, 05,576, comprising 1, 59, 39,443 male, and 1, 52, 66,133 female. There are 27 districts in Assam, out of them; the investigator selected one district namely Lakhimpur.

1.1.1: Brief description of the district

Lakhimpur district is situated on the North- East corner of Assam. It is located in the along both banks of the river Brahmaputra for about 4000 mtrs. This district lies in the border area of Arunachal Pradesh in North- East India. The district is divided into two sub divisions viz. North-Lakhimpur and Dhakuakhana.

Profile of Lakhimpur district

District	Lakhimpur
Head Quarters	North Lakhimpur
Area	2,277 sq km
Total population	10,42,137
Male	5,29,674
Female	5,12.463
Population in Urban Areas	91,333
Population in Rural Areas	950,804
Total Literacy (%)	77.20
Male (%)	83.52
Female (%)	70.67

Source: [According to 2011 census (www.census2011.co.in).]

1.2: Objectives of the Study

The main objectives of the present study are as follows:

1. To study the attitude of college students towards e – learning.
2. To study the difference in attitude of college students towards e- learning with regard to gender.
3. To study the difference in attitude of college students towards e- learning with regard to locality.

1.3: Hypotheses of the Study

1. There is no significant difference in attitude towards e- learning between male and female college students.

2. There is no significant difference in attitude towards e- learning between urban and rural college students.

1.4. Method of the Study

1.4.1: Research Design

Quantitative research technique was used in the present study. Survey method is used to collect the data.

1.4.2: Population and Sample

All the college students of North Lakhimpur of Lakhimpur district are the population of this study. Sample of 200 college students were randomly selected. The sample distribution is given in Table 1:

Table 1: Sample Profile

Groups		N		Percentage
Gender	Male	111	200	55.5
	Female	89		44.5
Locality	Rural	104	200	52
	Urban	96		48
Total = 200				

1.4.3: Tools

 Attitude Towards e-learning Scale developed by Dimpal Rani was used to collect the data. The scale has four major areas, viz., 1. E- Learning interest, 2. Usefulness, 3. Ease of e-learning and 4. E-learning confidence. The 65 items (both positive and negative type) have been distributed in these four areas.

The scale is a five – point scale viz. Strongly Agree, Agree, Undecided, Disagree and Strongly Disagree. Scoring was done separately for the positive and negative terms. Two stencil keys are used for scoring, one for positive terms and one for negative terms. A positive item carries the weights of 5, 4, 3, 2, 1 respectively for the categories of Strongly Agree, Agree, Undecided, Disagree and Strongly Disagree. The negative item is scored 1,2,3 , 4 and 5 respectively for the Strongly Disagree , Disagree , Undecided, , Agree, Strongly Agree . The minimum and maximum possible scores are 325.

1.4.4: Analysis

Descriptive statistics are used to interpret the data.

The entire sample of students was grouped into different level of e-learning which is

as follows:

Based on the percentile norms provided in the manual of Attitude of e-learning Scale, the students were grouped into five groups, viz. Extremely High, High, Above Average, Average and Low attitude of e learning for further interpretation. The distribution of students on the basis of attitude of e learning is shown in *Table 2* and *Figure: 1.0* that the 2.5% responses indicated Low Level of e-learning and 16.5 % fall under Average level whereas 37% of responses indicated Above Average Level of e-learning. 39% of responses indicated High Level of e-learning and only the 5% are extremely high level of e-learning.

Table: 2: Classification of students on level of e-learning

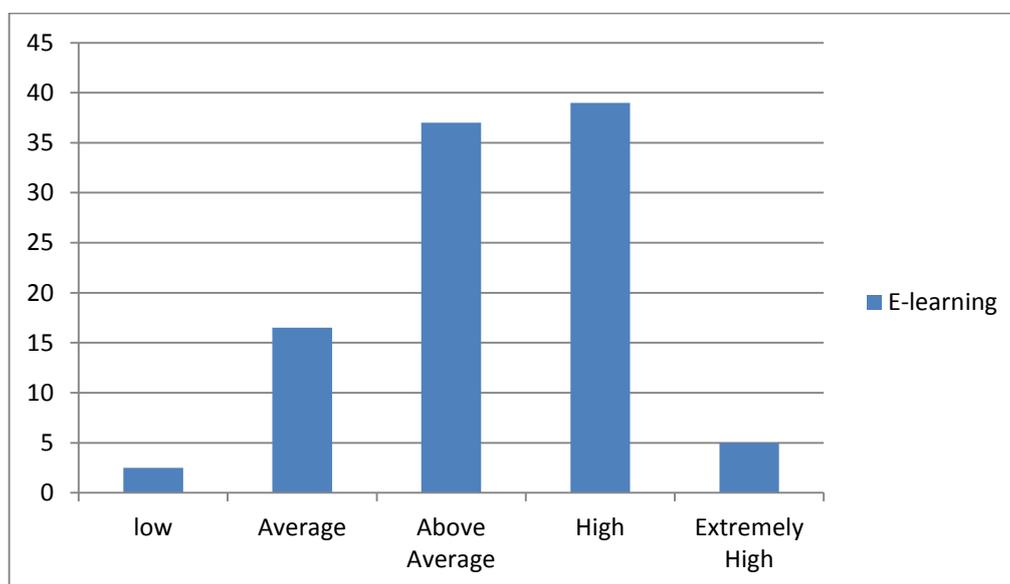| Level of e-learning	No. of Students	Percentage of students
Low	05	2.5%
Average	33	16.5%
Above Average	74	37%
High	78	39%
Extremely High	10	5%
N= 200		

Fig. 1.1: Bar graph showing the Classification of students in relation to the level of e-learning

The following Table No-3 presents the descriptive data in the form of Mean, Standard Deviation (SD) along with 't' value.

Table No- 3.: Determination of t-Values

Pair of Comparison	N	Mean	SD	Mean Difference	t-Value
Male	111	231.1	8.72	5.6	0.25*
Female	89`	238.2	15.18		
Rural	104	232.7	15.1	12.5	1.62*
Urban	96	240.5	7.79		

*Not Significant

1.5: Result and Discussion

1.5.1. Testing of Ho$_1$

The mean of attitude scores for male and female college students is found to be 231.1 (SD= 8.72) and 238.2 (SD= 15.18) respectively. The 't' value (0.25) is not significant at both levels i.e. 0.05 and 0.01 level of significance. This indicates that both male and female student posses high attitude towards e-learning but female students have slightly higher attitude towards e-learning than male college students. Thus, H$_1$ is accepted.

1.5.2. Testing of Ho$_2$

The mean of attitude scores for rural and urban college students is found to be 232.7 (SD= 15.1) and 240.5 (SD= 7.79) respectively. The 't' value (1.62) is not significant at both levels i.e. 0.05 and 0.01 level of significance. This indicates that both rural and urban students posses high attitude towards e-learning but urban students have slightly higher attitude towards e-learning than rural college students. Thus, H$_2$ is accepted.

1.6: Findings of the Study

The major findings of the present study are as follows:

- The study revealed that the college students have positive attitudes towards e-learning.

- There exists no significant difference in attitude towards e- learning between male and female college students.
- There exists no significant difference in attitude towards e- learning between urban and rural college students.

1.7. Conclusion and Suggestion

There is the perception that prevails among the developing countries that the implementation of e- learning helps in providing better quality of education (Hvorecky, et al, 2005). The developing countries started to adopt ICT by 1990's with the help of emergence of interest, growth in global economy and digital communications (Mujahid 2002) and also helps in digital integration among the developing nations (Macleod,2005). The Indian education system also focused on some global economy. The emergence of ICT in education system will help the students in developing motivation and confidence of the students. But some challenges are existing in developing countries like lack of awareness and systematic approach towards technology and transforming education system (Nawaz and Qureshi,2010)

From the above study, it can be revealed that the attitude of college students towards e- learning is independent with regard to gender and locality. Therefore, the present study suggests a greater probability on e-learning that they will accept it. As the attitudes towards e-learning have been found to be very high among college students, it is expected that college students will be uses e-learning strategy for their learning.

From the above study it has also been found that the students who has used e-learning as learning strategy they have got high marks or percentage than the less user of e-learning strategy. From this study, we can conclude that college students are ready to take the opportunity of online learning mode.

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