



Attitude of Post Graduate Students towards E-Learning

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ABSTRACT

The intention of the study is to discourse the attitude of post graduate students towards e-learning. Thirty students from a group of students studying in the post graduate level participated in this study. Taking into the consideration the nature of study the investigator adopted descriptive research design to explore the facts related to the different dimensions of the study regarding attitude of postgraduate students. By using a five-point Likert type E-learning attitude scale data were collected. The data analysed and interpreted by using the statistical techniques such as mean, S.D.& t-ratio. The study revealed that the attitude towards E-learning has been found very significant with regard to gender, residence and stream of study. Finally, the study suggests that proper steps should be taken by the policy makers, administrators and academicians of different educational institutions to promote e-learning as the attitude towards E-learning found to be very high among the learners.

Keywords: Attitude, Post-graduate students, E-learning.

Introduction

As the years go by, ways of learning are changing and adapted by us to suit the trends and requirements of the era. Today people first search for their queries on the internet rather than looking for books or asking someone. Hence, this has led to the importance of e-learning in education. E-learning refers to all electronic learning through systems that are used as part of the learning system such as digital (smart) classrooms, satellite education, web-based learning (WBL) or Internet based training (IBT) and computer-based training (CBT). E-learning refers to the use of information and communication technologies to enable the access to online learning/teaching resources. In its broadest sense, Abbad et al (2009)^[1], defined E-learning to mean any learning that is enabled electronically. They however narrowed this definition down to mean learning that is empowered by the use of digital technologies. This definition is further narrowed by some researchers as any learning that is internet-enabled or web-based (LaRose et al, 1998)^[6]; Keller and Cernerud (2002)^[4]. E-learning brings the opportunity for the students to study anywhere and anytime. It can reduce the costs and increase the productivity of education. According to a study carried out by Pilli, Olga & Yasemin (2014)^[8] indicates students are interested and satisfied to use the E-learning system for their study as it is very flexible and on-demand. Another study revealed that students have a positive attitude towards e-learning because they find the system easy to use and useful for their course work. Adewole-Odeshi, Egbe (2014)^[2]. In e-learning the students can study from home or any other place, that is most convenient for them. They can acquire learning material online. The study materials in online education could be texts, audio, note, videos and images. However, the method of study has its benefits and various drawbacks too. Kar, Saha, Mondal (2014)^[3] conducted a research on university students to discourse their attitude towards e-learning revealed that students' have high attitude towards e-learning and their attitude scores did not differ significantly with their personal variables. Participants own a high standard on attitude towards E-learning and their attitude results are significantly vary with their gender, technology usage and skill, uncovered in a study conducted by Zabadi, Abdelrahim (2016)^[9]. Konwar, Ishmirekha Handique (2017)^[5] explored that acceptance of e-learning systems is typically very high among college going students for their study and also for their personal development as it allows one to follow-through on their individual development plans in focused manner while conducted a study to find students' adaptation, use and acceptance of e-learning. A study yields few conclusive statements about that large majority of students (91%) have positive perceptions about E-Learning because they can train themselves anytime and anywhere with privacy as it can be accessed 24 by 7. Ogunnowo, Olumayowa, Oluwafemi (2016)^[7].

Objectives of the study

The objectives of the study are:

- To collect the views of postgraduate students towards the use of E-learning.
- To study the attitude of postgraduate students towards E-learning with regard to gender (male/female).
- To study the attitude of postgraduate students towards E-learning. with regard to their stream of study (arts/science).
- To study the attitude of postgraduate students towards E-learning with regard to their locality (urban/rural).

Hypotheses of the study

- There is no significant difference in attitude between male and female postgraduate students towards E-learning.
- There is no significant difference in attitude between Arts and Science postgraduate students towards E-learning.
- There is no significant difference in attitude between urban and rural postgraduate students towards E-learning.

Methodology

The study was based on descriptive research design. In this study the post graduate students of NorthOrissa University were taken as population. And from this above population 30 students (18 from boys and 12 from girls) were selected as samples by the utilization of simple random sampling technique. A self-made standardized tool "Study E-learning attitude scale" was used to find the attitude of post graduate students towards e-learning. This is a five-point Likert type scale consists of 35 items having both positive and negative type. The scale is a five-point scale viz. Strongly Agree, Agree, Undecided, Disagree and Strongly Disagree. 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 5, 4, 3, 2, 1 respectively for the Strongly Disagree, Disagree, Undecided, Agree, Strongly Agree. The correlation coefficient of the tool is determined by using Karl Pearson's product moment method and the reliability coefficient is determined by using the Spearman Brown prophecy. The co-efficient of reliability is calculated and come out to be 0.88.

Analysis and Interpretation

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

Table No. 1

(Significance of difference between attitude of male and female post graduate students towards E-learning)

Group	N(No of sample)	Mean	S.D.	Mean Diff.	S.Ed.	t-ratio	Level of significance
Male	18	127.5	4.99	2.5	2.001	1.25	No significant difference at any level
Female	12	130	5.61				

It is revealed from the table no-1, that the mean of scores of male and female students towards E-learning is 127.5 and 130 with SD 4.99 and 5.61 respectively. The t-ratio between the two groups was found to be 1.25, which is less than tabulated value of t-ratio for $df=28$ is 2.05 at 0.05 level and 2.76 at 0.01 level, which show that it is not significant at both levels. This means that there is no significance difference between male and female post graduate students' attitude towards E-learning.

Hypothesis-2: There is no significant difference in attitude between Arts and Science postgraduate students towards E-learning.

Table No.2

(Significance of difference between attitude of science and arts post graduate students towards E-learning)

It is revealed from the table no-2, that the mean of attitude scores of science and arts students towards E-learning is 128.69 and 128.28 with S.D. 5.62

Group	N(No of sample)	Mean	S.D.	Mean Diff.	S.Ed.	t-ratio	Level of significance
Science	16	128.69	5.62	0.41	1.96	0.21	No significant difference at any level
Arts	14	128.28	5.10				

and 5.10 respectively. The t-ratio between the two groups was found to be 0.21, which is less than tabulated value of t-ratio for $df=28$ is 2.05 at 0.05 level and 2.76 at 0.01 level, which show that it is not significant at both levels. This means that there is no significance difference between science and arts post graduate students' attitude towards E-learning.

Hypothesis-3: There is no significant difference in attitude between urban and rural postgraduate students towards E-learning.

Table No.3
(Significance of difference between attitude of rural and urban post graduate students towards E-learning)

Group	N(No of sample)	Mean	S.D.	Mean Diff.	S.Ed.	t-ratio	Level of significance
Rural	10	126.1	4.87	3.6	1.93	1.86	No significant difference at any level
Urban	20	129.7	5.23				

It is revealed from the table no-3, that the mean of attitude scores for the resident of rural and urban students towards E-learning is 126.1 and 129.7 with SD 4.87 and 5.23 respectively. The t-ratio between the two groups was found to be 1.86, which is less than tabulated value of t-ratio for $df=28$ is 2.05 at 0.05 level and 2.76 at 0.01 level, which show that it is not significant at both levels. This means that there is no significance difference between rural and urban post graduate students' attitude towards E-learning.

Recommendations

The study is conducted by taking few samples; it may also conduct by taking large sample. Here in this case the study is conducted by taking taking post graduate students but for the convenience for better generalization the study may be undertaken by taking secondary, graduate and any professional students. Furthermore, the study was conducted by taking one university i.e., North Orissa University, but for the convenience for better generalization the study may be undertaken by taking other university of our state. In addition to this the study may conduct by taking teachers as the samples in order to know their efficiency in teaching process and digital literacy.

Discussion and Conclusion

The finding of the present study revealed that the attitude of postgraduate students towards E-learning has been found to be very high, it is expected that university student will use E-learning strategy for their work like creating visual presentations, presenting written work and researching topics. Further the study also revealed that there is no significant difference related to the different dimensions (i.e., sex, stream of study and locality of the students) regarding attitude of postgraduate students towards e-learning.

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