



## Students Attitude Towards Digital Learning with Reference in Coimbatore

*Ms. N. Kavishree<sup>1</sup>, Hariharasuthan P<sup>2</sup>*

<sup>1</sup>M. Com (FA) Assistant professor (Department of Commerce), Sri Krishna Adithya College of Arts and Science, Coimbatore

<sup>2</sup>B. Com, Sri Krishna Adithya College of Arts and Science, Coimbatore

### ABSTRACT

The main aim of the study is to determine the influence and dependencies of different factors on the attitudes of the students to online learning and distance education. The interrelations between students' attitudes and their demographics, the experience of using the technologies in everyday life and the experience of using technologies in an educational context are analysed. Conclusions drawn would be useful for the academic community and everyone concerned with the planning, development and implementation of strategies for online learning and distance education in a campus based university in a transition to distance education.

### INTRODUCTION:

Digital learning is a system designed to help students to gain access and acquired knowledge in any university of their choice Digital education helps learners build the skills they need to navigate technology and to get the best out of it.

### STATEMENT OF THE PROBLEM:

Students submit assignment to lectures through hard copies or personal emails. Students may get distractions while they using internet on their study purpose.

### OBJECTIVES OF THE STUDY:

- Online Education is not affordable by all corner of the people who does not able fulfill their basic needs
- To study the effectiveness of digital learning among the students.
- To find out the problems faced by the students in their online learning.
- To know the skills acquired and satisfaction level from digital learning. Online education is not affordable by all corner of the people who does not able fulfill their basic needs.
- To promote computers / System based educational resource

### REVIEW OF LITERATURE:

- AU - Lee, Ahreum (2013)<sup>1</sup> “Personality and its effects on learning performance” Design guidelines for an adaptive e-learning system based on a user model.
- JC Andersen – 2013<sup>2</sup> “ Learner satisfaction in online learning” An analysis of the perceived impact of learner-social media and learner-instructor interaction” The purpose of this study was to determine the relationships between general course satisfaction, learner-instructor interaction, and the learner-social media interaction scores of participants. This study used an online survey.

---

## RESEARCH METHODOLOGY:

### RESEARCH DESIGN:

Descriptive research was conducted in this study to make the research effective and Useful to the needy. This research design was adopted for this study is exploratory and Descriptive design, Research is a process of systematic inquiry that entails collection of data: documentation of critical information, and analysis and interpretation of that data/information, in accordance with suitable methodologies set by specific professional fields and academic disciplines

---

### DATA COLLECTION:

#### PRIMARY DATA:

The study uses only primary data confined questionnaire have been prepared and collected from students. Primary research is done to gather original data required for the research.

#### SECONDARY DATA:

Secondary data refers to data which is collected by someone who is someone other than the user. The research is focused on student's attitude towards digital learning. Secondary data are collected from websites, books, journals etc.

#### TOOLS FOR ANANALYSIS:

The collected data will be analyzed and interpreted properly to find the result of the research work. Further to know the association between two variables in deciding the particular issues statistical tools are used.

#### ✓ Simple Percentage Analysis

#### (Pie-chart and Bar-chart)

#### TABLE SHOWING THE DIGITAL LEARNING APPLICATION DO YOU USE TO LEARN

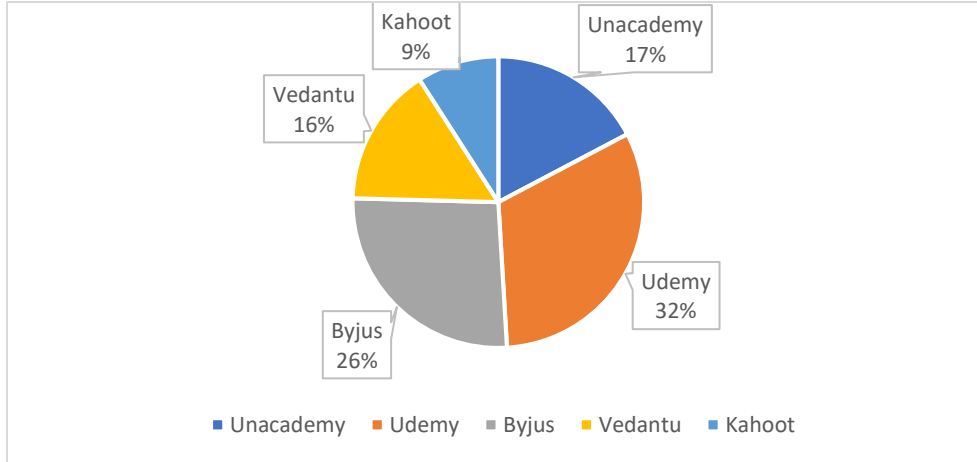
S.NO	LEARNING APPLICATION	RESPONDENTS	PERCENTAGE
1	UNACADEMY	19	17.3
2	UDEMY	35	31.8
3	BYJUS	29	26.4
4	VEDANTU	17	15.5
5	KAHOOT	10	9.1
	TOTAL	110	100

(Source: Primary Data)

#### INTERPRETATION:

It is clear from the above table that 17.3% of the respondents use unacademy for learning, 31.8% of the respondents use udey for learning, 26.4% of the respondents use byjus for learning, 15.5% of the respondents use vedantu and finally 9.1% of the respondents use Kahoot for learning.

#### CHART SHOWING THE DIGITAL LEARNING APPLICATION DO YOU USE TO LEARN



**TABLE SHOWING THAT YOUR DIGITAL LEARNING COURSES PROVIDED IN ALL LANGUAGES**

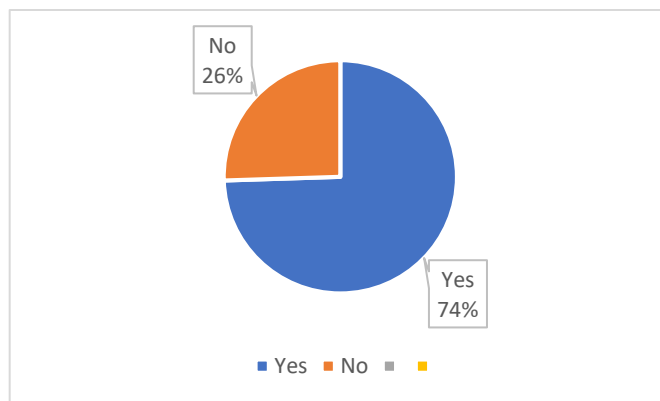
S.NO	COURSES IN ALL LANGUAGE	RESPONDENTS	PERCENTAGE
1	YES	82	74.5
2	NO	28	25.5
	TOTAL	110	100

(Source: Primary Data)

**INTERPRETATION:**

It is clear from the above table that 74.5% of the respondents have said that learning applications are providing courses in all languages, 25.5% of the respondents have said that online learning applications are not providing courses in all language.

**CHART SHOWING THAT YOUR DIGITAL LEARNING COURSES PROVIDED IN ALL LANGUAGES**



**FINDING, SUGGESTION AND CONCLUSION**

**FINDING**

Based on the responses collected the following are made:

- ❖ Majority (74.5%) of the respondents are learning courses in online applications, because it provides courses in all languages.
- ❖ Majority (78.2%) of the respondents have agreed that use of digital is easier and better.

- ❖ Majority (91%) of the respondents says that digital learning clearly explains what they were expected to learn.
- ❖ Majority (58.2%) of the respondents agreed they have gained some practical knowledge through digital learning.

### **SUGGESTION:**

Based on the responses collected the following suggestions are made:

- Almost 73% of the respondents are satisfied with the possibility of interactions with staffs, but the 1/3rd of respondents they are not satisfied with the interactions happening between the staffs and students.
- It shows that digital learning creates a distance among the staffs & students and it is disappointing that the students who are interested in conventional based learning.
- The majority of the students are using udey for learning purpose, because they come to know about this application through their schools/institutions.

### **CONCLUSION:**

The paper mainly identifies the student's perception towards the digital learning. Digital learning demonstrated to be a good ground for teaching students how to work in groups. If students manage to unite and work together, as it happened in some cases, lessons are usually more enjoyable, both for staffs and students. There is less stress involved as student aid each other and strive for success. This digital learning paves the way for the students to get more opportunities for their career growth.

Students' attitude towards e-learning is influenced by its perceived advantages and disadvantages. The schedule flexibility is, without no doubt, an important advantage, the student having the opportunity to learn no matter his location, no matter the time as long as he has an Internet connection. Digital learning is a solution for students hired during their studies, allowing them to adapt their learning schedule to their job program. So, the student has the possibility to choose how he organizes his activities. This way he is encouraged to take full responsibility for his future, being the only one responsible for assessing the knowledge and the abilities required for professional development.

### **BIBLIOGRAPHY JOURNAL:**

- Attwell, G. (2007) 'Personal Learning Environments - the future of eLearning?', E-Learning Papers, Vol. 2, No. 1, pp. 108. Bates, A. W. (2015) Teaching in a Digital Age: Guidelines for designing teaching and learning for a digital age, [Online], Available: <https://opentextbc.ca/teachinginadigitalage/>
- Downes, S. (2010) Learning Networks and Connective Knowledge. [Online], Available: <https://www.semanticscholar.org/paper/Learning-Networks-and-ConnectiveKnowledge-Downes/be5e744ec0565b7000e74b6ecb0d75882d37dcb>
- Agency for Strategic Initiatives (2015) Atlas of Emerging Jobs, [Online], Available: [http://www.skolkovo.ru/public/media/documents/research/sedec/SKOLKOVO\\_SEDeC\\_Atlas\\_2.0\\_Eng.pdf](http://www.skolkovo.ru/public/media/documents/research/sedec/SKOLKOVO_SEDeC_Atlas_2.0_Eng.pdf)