

LEARNER'S ATTITUDE TOWARDS E-LEARNING

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Abstract

Test of e-learning related attitudes (TeLRA) scale developed by D.H. Kisanga and G. Ireson Nottingham Trent University, United Kingdom published in International Journal of Education and Development using information and communication technology (IJEDICT), 2016, Vol.12,issue1,pp 20-36 was used to study the attitude in relation to four areas as: Challenges of e-learning, benefits from e-learning, Attitude on using computer systems and leisure interest on e-learning and use of computers systems. The present study was conducted through descriptive survey method. The targeted population for this study comprised of all rural and urban student teachers of various educational institutions of Shimla city including Department of Education, Himachal Pradesh University. A sample of 400 and female student teachers were given (TeLRA) scale in the form of Google form online. Out of these 218 student teachers (109rural and 109urban) were taken as sample. t-test was computed for the statistical analysis of the data. Finding indicates that Rural and urban student teachers do not differ significantly on any of the factor of e-learning. Further from the mean values, the inference can be drawn that rural student teachers shows similar kind of attitude towards e-learning as compared to urban student teachers and are well known to the benefits from e-learning, also they have shown leisure interest on e-learning and are comfortable in using computer systems. But rural student teachers are found to be more comfortable on using computer systems as compared to its counterpart.

Keywords: Attitude, TeLRA scale, e-learning



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Introduction

E-learning has, over recent years, become ever more popular and it is gaining wide acceptance as a “non-traditional” mode of accessing higher education (UNESCO, 2009). Researchers investigating the role of e-learning in education systems suggested it to be the best alternative to cope up with constraints to access education (Garrison & Anderson, 2003; Weller, 2007; Clarke, 2008; Garrison, 2011). E-learning improves efficiency, effectiveness,

quality, time and access of education at all learning levels (COL 2003; Littlejohn and Pegler 2007; Salmon 2011). One aspect of success of e-learning programs depends, to a considerable extent, on teachers' attitudes towards e-learning systems (Raaij & Schepers, 2008). Teachers play a key role in the integration of e-learning in education such that their attitudes towards e-learning have significant impact not only to students' attitude formation toward e-learning (Pynoo et al., 2012) but also on the education transformation agenda as a whole. However, a willingness to change from traditional learning approaches like face-to-face to e-learning is a social phenomenon where attitude has an important role to play. The concept of attitude has been one of the most influential phenomena of all social and psychological constructs (Fishbein & Ajzen, 1980). Throughout the history of social psychology, social scientists have used attitude to explain human actions, since they regarded attitudes as a behavioral disposition. This study defines attitude to be positive or negative evaluative judgment of an entity based on affective, cognitive or behavioral experience (Schwarz, 2007). It implies that, people's evaluative judgment of an entity depends on how they feel about it (affective evaluation), knowledge they have about the object (cognitive evaluation) and how they Test of e-Learning Related Attitudes (TeLRA) scale 21 have acted towards it in the past (behavioral evaluation) (Eagly & Chaiken, 2007). Early literature on teachers' attitude towards technology development, adoption and implementation define attitude toward technology as an affective or evaluative judgement about the technology in question (Davis, Bagozzi & Warshaw, 1989; Barki & Hartwick, 1994). Technology which is believed to be both important and personally relevant is more likely to generate people's positive attitude towards it (Rogers, 2003)

E-learning is a means of education that incorporates self-motivation, communication, efficiency, and technology. Because there is limited social interaction, students must keep themselves motivated. The isolation intrinsic to e-learning requires students to communicate with each other and the instructor frequently to accomplish their assigned tasks. E-learning is efficient as it eliminates distances and subsequent commutes. Distance is eliminated because the e-learning content is designed with media that can be accessed from properly equipped computer terminals, and other means of Internet accessible technology. **Success or Failure** Early research indicates that online classes are an effective means for delivering education to the Pre K-12 market. Students in the market have a positive attitude toward online instruction, having grown-up surrounded by the technology used in instruction, primarily computers and the Internet. (United States Distance Learning Association [USDLA], 2006) In a 2004 report,

The Effects of Distance Education on K-12 Student Outcomes: A Meta-Analysis found that distance education had the same effect on measures of student academic achievement when compared to traditional instruction. (Cavanaugh, Gillam, Kromrey, Hess, and Blomeyer, 2004). Students enrolled in virtual Advanced Placement courses are experiencing a high success rate. (Solomon, 2005) However, there is data indicating that e-learning or virtual schools are not making the cut. 2003 proficiency data from students who attended Pennsylvania's six cyber schools were below the state average. Data from Colorado indicates that the attrition rate may be higher for students in virtual schools than of traditional schools. In addition, a higher percentage of students were rated as *unsatisfactory* in math when compared with the state average. (Solomon, 2005)

Objectives

To study the differences in the attitude toward e-learning between rural and urban student teachers in relation to:

- a) Challenges of e-learning
- b) Benefits from e-learning
- c) Attitude on using computer systems
- d) Leisure interest on e-learning innovations and use of computers.
- e) Overall attitude

Hypothesis

There exist no significant differences in the attitude of rural and urban student teachers towards e-learning in relation to:

- a) Challenges of e-learning
- b) Benefits from e-learning
- c) Attitude on using computer systems
- d) Leisure interest on e-learning innovations and use of computers.
- e) Overall attitude

Method

Participants: For this purpose, a sample size of 218 (109 rural and 109urban) student teachers was selected from teacher training institutions of Shimla city of Himachal Pradesh. Rural and urban student teachers were selected using simple random sampling from B. Ed and D. El. Ed courses of Shimla city.

Operational Definition

E-Learning: E-learning, also referred to as online learning or electronic learning, is the acquisition of knowledge which takes place through electronic technologies and media. In simple language, e-learning is defined as “learning that is enabled electronically”.

Student teachers: “Pre-Service Teacher” Teacher trainees of various D.El.Ed. And B.Ed. Colleges of Shimla City including Department of Education, Himachal Pradesh University.

Measures/Tools: Test of e-learning related attitudes (TeLRA) scale developed by D.H. Kisanga and G. Ireson Nottingham Trent University, United Kingdom published in International Journal of Education and Development using information and communication technology (IJEDICT),2016, Vol.12,issue1,pp 20-36 was used to study the attitude in relation to four areas as:

Table 1- Distribution of Items of TeLRA Scale

Sr. No.	Attitude areas	No. of items	Question Nos.
1	Challenges of e-learning	12	7,10,11,12,13,18,19,20,21,26,27,33
2	Benefits from e-learning	9	1,2,3,4,5,6,14,23,34
3	Attitude on using e-learning	6	28,29,30,31,35,36
4	Leisure interest on e-learning innovations and use of computers	9	8,9,15,16,17,22,24,25,32
Total		36	1-36

Reliability: Reliability of the scale was measured by computing Cronbach's coefficient alpha (Bryman & Cramer, 2011; Cronbach 1951) and scored 0.857 (N=258).

Validity: The 36-items TeLRA scale was submitted to experts so as to determine their face and content validity. Evaluation was conducted in terms of language clarity, adequacy as well as representative coverage of the domain, readability and complexity level of the items including appropriate time taken to complete the questions (Cohen, Manion & Morrison, 2011).

Procedure : 218 participants, 109rural and 109urban from Shimla district were taken as sample for the current study. The researcher converted the standardized tool into a Google form and further she made a whatsapp group of these student teachers. After that desired data was collected from the male and female student teachers from rural and urban localities perusing B. Ed and D. El.Ed courses. The prior permission was sought from the head of the institution to collect the data. Firstly, the researcher introduced herself through a Google meet to the student teachers and rapport was established with the student teachers. Then tool in the form of Google form was sent on the respective group of selected sample of student teachers.. After giving the necessary instructions student teachers were allowed to fill the form.

Statistical Technique Used: Mean, Standard deviation and t-test was used for the statistical analysis of data.

Results: The present study is aimed to determine the attitude of male and female student teachers towards e-learning. For this purpose sample consisted of 108 men and 110 women (N=218) is selected from different education colleges and Department of education, H.P.U. of Shimla district, sample is divided N=109rural and N=109 urban from Shimla district. TeLRA is administered to check attitude towards e-learning; t-test is used to find out the statistical significance of the two groups of men and women of Shimla district and result are given here in the form of Table 1.

Effect of Locality on Challenges of e- learning among Student Teachers: To study the differences between rural and urban student teachers on the one of the attitude factor towards e-learning i.e. Challenges of e-learning, t-test was applied. The means, standard deviations and t-value at different levels are given in Table 2 as under:

Table 2
Mean, Standard Deviations and t-Values of Challenges of e-learning in relation to Locality

<i>Locality</i>	<i>Group Statistics</i>				<i>df</i>	<i>t-value</i>	<i>Results</i>
	<i>N</i>	<i>M</i>	<i>SD</i>	<i>SE_M</i>			
Rural	109	32.48	3.58	0.34	216	0.48	Not-significant
Urban	109	32.22	3.98	0.38			

‘t’ value at 0.05 level of significance with df 216 = 1.97

‘t’ value at 0.01 level of significance with df 216 = 2.60

From the Table 2, it is clear that the calculated t- value on challenges of e-learning for rural and urban student teachers was found to be 0.48. Further it can be seen that as critical value at 0.05 level of significance (1.97) is greater than the calculated t- value 1.32, therefore, t-value have been found non-significant for Challenges of e-learning factor of attitude towards e-learning in relation to locality. Hence, Hypothesis which states that “There exist no significant differences in the attitude of rural and urban student teachers towards e-learning in relation to: Challenges of e-learning” stands accepted. Thus, the conclusion can be drawn that rural and urban student teachers do not differ significantly on Challenges of e-learning factor of attitude towards e-learning. Further, the mean of attitude scores for rural and urban student teachers was found to be 32.48 and 32.22 respectively, which is nearly same. Hence, the inference can be drawn that rural student teachers shows similar kind of attitude towards e-learning as compared to urban student teachers.

Effect of Locality on Benefits from e- learning among Student Teachers: To study the differences between rural and urban student teachers on the one of the attitude factor towards e-learning i.e. Benefits from e-learning, t-test was applied. The means, standard deviations and t-value at different levels are given in Table 3 as under

Table 3
Mean, Standard Deviations and t-Values of Benefits from e-learning in Relation to Locality

<i>Locality</i>	<i>Group Statistics</i>				<i>df</i>	<i>t-value</i>	<i>Results</i>
	<i>N</i>	<i>M</i>	<i>SD</i>	<i>SE_M</i>			
Rural	109	19.83	1.95	0.19	216	1.58	Not-significant
Urban	109	19.37	2.25	0.22			

‘t’ value at 0.05 level of significance with df 216 = 1.97

‘t’ value at 0.01 level of significance with df 216 = 2.60

It is evident from Table 3 that the calculated t- value of benefits from e-learning one of the factor of attitude towards e-learning came out to be 1.58 which is less than the table value 1.97. therefore, t- value has been found non-significant for the benefits from e-learning at 0.05 level of significance. Hence, Hypothesis which states that **“There exist no significant differences in the attitude of rural and urban student teachers towards e-learning in relation to: Benefits from e-learning”** stands accepted. Thus, the conclusion can be drawn that rural and urban student teachers do not differ significantly on benefits from e-learning as one of the factor of attitude towards e-learning. Also, Table 3 shows mean scores of rural and urban student teachers as 19.83 and 19.37 respectively. This indicates that both rural and urban student teachers are well known to the benefits from e-learning, and posses same attitude towards e-learning.

Effect of Locality Attitude on Using Computer Systems among Student Teachers: To study the differences between rural and urban student teachers on the one of the attitude factor towards e-learning i.e. Attitude on using Computers systems, t-test was applied. The means, standard deviations and t-value at different levels are given in Table 4 as under:

Table 4
Mean, Standard Deviations and t-Values Attitude on Using Computer Systems in Relation to Locality

<i>Locality</i>	<i>Group Statistics</i>				<i>t-value</i>	<i>Results</i>
	<i>N</i>	<i>M</i>	<i>SD</i>	<i>SE_M</i>		
Rural	109	19.11	1.92	0.18	1.68	Not-significant
Urban	109	18.65	2.18	0.21		

‘t’ value at 0.05 level of significance with df 216 = 1.97, ‘t’ value at 0.01 level of significance with df 216 = 2.60

It is evident from the Table 4 that the critical t-value for attitude toward using computers systems found to be 1.68. Table further reveals that t- value has been found non-significant on the factor using computer systems at 0.05 level of significance for 1/216 df. Hence, Hypothesis which states that **“There exist no significant differences in the attitude of rural and urban student teachers towards e-learning in relation to: Attitude on using computer systems”** stands accepted. Thus, the conclusion can be drawn that rural and urban student teachers do not differ significantly on the attitude on use of computer systems. Further from Table 4 it can be seen that mean scores of rural and urban student teachers came out to be 19.11 and 18.65 respectively. Hence, the inference can be drawn that rural student teachers are more comfortable on using computer systems as compared to its counterpart.

Effect of Locality on Leisure interests on e- learning Innovations and Using Computers among Student Teachers: To study the differences between rural and urban student teachers on the one of the attitude factor towards e-learning i.e. Leisure interests on e- learning Innovations and Using Computers, t-test was applied. The means, standard deviations and t-value at different levels are given in Table 5 as under:

Table 5

Mean, Standard Deviations and t-Values on Leisure Interest on e-learning Innovations and Use of Computers in Relation to Locality

Locality	Group Statistics				t-value	Results
	N	M	SD	SE _M		
Rural	109	23.33	3.22	0.31	1.24	Not-Significant
Urban	109	23.84	2.91	0.28		

‘t’ value at 0.05 level of significance with df 216 = 1.97, ‘t’ value at 0.01 level of significance with df 216 = 2.60

From Table 5 it is clear that calculated t-value (1.24) is less than critical value (1.97) for the factor leisure interest on e-learning innovations and using computers. Therefore, t-value has been found non-significant at 0.05 level of significance for df 216. Hence, Hypothesis which states that **“There exist no significant differences in the attitude of rural and urban student teachers towards e-learning in relation to: Leisure interest on e-learning and using computer system”** stands accepted. Thus, the conclusion can be drawn that rural and urban student teachers do not differ significantly on the factor leisure interest on e-learning and use of computers systems. Further from Table 5 it can be seen that

mean scores of rural and urban student teachers came out to be 23.33 and 23.84 respectively. Hence, the inference can be drawn that both rural and urban student teachers have shown leisure interest on e-learning and are comfortable in using computer systems..

Effect of Locality on Overall attitude towards e- learning among Student Teachers: To study the differences between rural and urban student teachers on the overall attitude towards e-learning, t-test was applied. The means, standard deviations and t-value at different levels are given in Table 6 as under:

Table 6
Mean, Standard Deviations and t-Values on overall attitude towards e-learning in Relation to Locality

<i>Locality</i>	<i>Group Statistics</i>				<i>t-value</i>	<i>Results</i>
	<i>N</i>	<i>M</i>	<i>SD</i>	<i>SE_M</i>		
Rural	109	94.75	8.56	0.82	0.55	Not-significant
Urban	109	94.10	8.88	0.85		

‘t’ value at 0.05 level of significance with df 216 = 1.97, ‘t’ value at 0.01 level of significance with df 216 = 2.60

Table 6 shows that t-value,for studying effect of gender on overall attitude towards e-learning, has come out to be 0.55 which is not significant at 0.05 level of significance for 1/216 df. Hence, Hypothesis which states that **“There exist no significant differences in the overall attitude of rural and urban student teachers towards e-learning ”** stands accepted. Thus, there is no significant difference in the mean scores of rural and urban student teachers on overall attitude towards e-learning. Further Table 6 reveals the mean values for rural and urban student teachers as 94.75 and 94.10 respectively, which are almost equal. From this it can be said that both rural and urban student teachers, do not differ significantly from each other on overall attitude towards e-learning.

Findings and Conclusions

- Rural and urban student teachers do not differ significantly on Challenges of e-learning factor of attitude towards e-learning. Hence, the inference can be drawn that rural student teachers shows similar kind of attitude towards e-learning as compared to urban student teachers.
- Rural and urban student teachers do not differ significantly on benefits from e-learning as one of the factor of attitude towards e-learning. This indicates that both rural and urban student teachers are well known to the benefits from e-learning, and posses same attitude towards e-learning.

- Rural and urban student teachers do not differ significantly on the attitude on use of computer systems. Hence, the inference can be drawn that rural student teachers are more comfortable on using computer systems as compared to its counterpart.
- Rural and urban student teachers do not differ significantly on the factor leisure interest on e-learning and use of computers systems. Hence, the inference can be drawn that both rural and urban student teachers have shown leisure interest on e-learning and are comfortable in using computer systems.
- Rural and urban student teachers do not differ significantly on overall attitude towards e-learning.

Discussion

E-learning is beneficial to education, corporations and to all types of learners. It is affordable, saves time, and produces measurable results. E-learning is more cost effective than traditional learning because less time and money is spent traveling. Since e-learning can be done in any geographic location and there are no travel expenses, this type of learning is much less costly than doing learning at a traditional institute. Flexibility is a major benefit of e-learning. E-learning has the advantage of taking class anytime anywhere. Education is available when and where it is needed. E-learning can be done at the office, at home, on the road, 24 hours a day, and seven days a week. . E- learning also has measurable assessments which can be created so the both the instructors and students will know what the students have learned, when they've completed courses, and how they have performed. Students like e-learning because it accommodates different types of learning styles. Students have the advantage of learning at their own pace. Students can also learn through a variety of activities that apply to many different learning styles learners have. Learners can fit e-learning into their busy schedule. If they hold a job, they can still be working with e-learning. If the learner needs to do the learning at night, then this option is available. Learners can sit in their home in their pajamas and do the learning if they desire. E-learning encourages students to peruse through information by using hyperlinks and sites on the worldwide Web. Students are able to find information relevant to their personal situations and interest. E-learning allows students to select learning materials that meet their level of knowledge, interest and what they need to know to perform more effectively in an activity. E-learning is more focused on the learner and it is more interesting for the learner because it is information that they want to learn. E-learning is flexible and can be customized to meet the individual needs of the

learners. E-learning helps students develop knowledge of the Internet. This knowledge will help learners throughout their careers. E-learning encourages students to take personal responsibility for their own learning. When learners succeed, it builds self-knowledge and self-confidence in them. Educators and corporations really benefit from e-learning. Learners enjoy having the opportunity to learn at their own pace, on their own time, and have it less costly.

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