A STUDY OF ATTITUDE OF STUDENTS OF A TRADITIONAL UNIVERSITY TOWARDS E-LEARNING

Dr. Vishakha Shukla*; Prof. Hirak Kanti Chakraborty**

*Assistant Professor,
Department of Education, S.S.V.V.,
Varanasi, INDIA
Email id: vishakhashukla17@gmail.com

**Dean,
Faculty of Adhunik GyanVigyan,
S.S.V.V., Varanasi, INDIA

ABSTRACT

Process of sharing knowledge by means of various resources like e-books, e-libraries, e-lectures, webinars, e-conferences etc. is known e-learning. In present time e-learning is the need of the hour, it has changed the scenario of traditional classroom totally but in some institutions like in some traditional universities, colleges due to lack of infrastructural facilities students face problem in using e-learning platforms efficiently. They are bound to use their personal e-learning resources and also face various technological problems. Here in this study we are trying to study the attitude of students of a traditional university towards e-learning so that their status regarding use of e-learning platforms can be known and we can suggest some changes in policy framework or infrastructural changes or attitudinal changes.

KEYWORDS: *E-Learning, E-Conferences, Infrastructural*

INTRODUCTION

Formal teaching and learning with the help of electronic resources is known as e- learning. It is network enabled transfer of knowledge and skill to large number of recipients. It enables the students to acquire knowledge at any time, at any place efficiently. E-Learning has drastically changed the traditional methods of teaching and learning. It enabled the students to learn easily and effectively. In e-learning teacher and student may be face to face or there can be only one way learning. If there will be acceptance of electronic learning among students in academics then there would be great transformation in their achievement and skill development. The present condition is hybrid mode of learning. But the acceptance of anything new mostly depends on individual's attitude towards that variable. Attitude is the basis of individual's acceptance, rejection and change in the behavior.To increase the possibility of acceptance among students there must be a favourable attitude. Now here we are going to find the possibility of acceptance of e-learning in academic life among students of a traditional university.

Traditional University:

Traditional university is the institution where traditional subjects are taught in a traditional style. Traditional subjects are ved, darshan, ancient languages, ancient grammar, ancient political

science, jyotish, karmkand, yog-tantraagam etc. most of the subjects are taught in Sanskrit. Students in these universities mostly come from rural background and traditional school/colleges too, so they do not remain enthusiastic towards e-learning systemand try to avoid, with the time they also take interest for e-learning,. It is definite that their acceptance for e-learning will open the new avenues and breakthroughs in their academic and professional life as they can achieve new heights in their career and can be recognized on global platform. So this study tries to study their behaviour towards e-learning.

Aim of the Study:

The aim of this study is to examine the attitude of B.Ed. students of Sampurnanand Sanskrit University towards e-learning. The student attitude towards e-learning is measured with the six factors i.e. expectations, choice preference, beliefs, self-motivation, peer-support.

Significance of the Study:

The outcome of the study will depict traditional background student's to know their strength and weaknesses about use of e-learning platforms and this will help the university and higher education departments to take necessary steps to improve the learning system of students.

REVIEW OF LITERATURE:

In the field of e-learning there is vast range of research studies. Some of the literature related to student's attitude says that the strategy of implementation of e-learning at university level is more significant in influencing student's perception than the individual background variable. Some studies results revealed that students are satisfied and interested to use the e-learning platform. Some other study says that student's expectation purely depends upon their achievement goals than the course objectives. Some studies reveals that the instructors support is the best predictor for learning achievement and course satisfaction. Studies explore various methods of learning along with traditional methods of learning. Other work done related to traditional university student's attitude towards e-learning is very few, hence present study is an attempt to discover the attitude of students of a traditional university towards e-learning.

Objectives:

1. To find out the student's expectations and beliefs for e-learning system.

2. To find the students choice preferences for e-learning courses.

3. To know the motivation status of students for adopting e-learning platforms.

4. To know the student's peer support in using e-learning platforms.

5. To know the perception of students for e-learning.

Hypotheses:

According to objectives hypotheses are framed and tested and for this various variables like gender, age group, choice preferences, beliefs, peer support, expectations, and motivation are identified. This study tries to examine the cross relationship or interrelationship, if any regarding student's expectations. The details regarding this has been dealt under the head hypotheses testing.

Methodology:

In this study Survey Method was used to collect the data. After thorough literature review a structured questionnaire was prepared which uses 5 point Likert scale i.e. Strongly Disagree, Disagree, No Opinion, Agree, Strongly Agree to get student's opinion on e-learning. The population under study was B.Ed students of department of education, Sampurnanand Sanskrit University, Varanasi. Collected data was presented in Excel and analysed using SPSS PASW18.

Analysis and Interpretation:

A total 105 questionnaires were distributed among B.Ed. students of Sampurnanand Sanskrit University, Varanasi. Out of which 100 students have responded. The response rate was 95.2%.Demography of the students has been presented in tabular form. Out of 100 students 21 were female students and 79 were male students. So percentage of female students included in study was 21% and percentage of male students was 79%. The minimum age of the student included was 20 years and maximum age of student was 38 years. The students in the age group <25 were major respondents of the study which was 79% in the total study sample. We have also considered course discipline category, languages (Sanskrit, Hindi, English) and Social Studies (History, Geography, Civics, Economics) and they were 68% and 32%

Student Demographics

S.NO.	Characteristics	Respondents	Percentage
Gender			
1.	Female	21	21
2.	Male	79	79
Age Group			
1.	<25	79	79
2.	Between 25 and 29	18	18
3.	>29	03	03
Course Category			
1.	Languages	68	68
2.	Social Studies	32	32
	Total	**100**	

The student's choice preferences of an e-learning platform were assessed with Likert-5 point scale. Table 2 shows the choice of preferences, frequency and percentages. The students show choice preferences in the form of relevant information, appropriate format and meet needs of curriculum.

TABLE-2 STUDENTS CHOICE PREFERENCES OF AN E-LEARNING PLATFORM

S. No.	Description	Strongly Disagree	Disagree	No Opinion	Agree	Strongly Agree
1.	Relevant information	10	11	12	41	26
2.	Information in appropriate formats	11	13	09	39	28
3.	Meets the requirement of curriculum	10	16	03	58	13

Above table shows that most of the students of a traditional university agree and some of them strongly agree that they get relevant information on e-platforms which meet their curricular requirements and they are also available in appropriate formats.

TABLE-3 STUDENTS PERCEPTION ON E-LEARNING

S.No.	Description	Strongly Agree	Disagree	No Opinion	Agree	Strongly Agree
1.	It brings social change in academic learning	06	17	21	48	08
2.	Mastery learning	9	31	35	16	09
3.	Learning anytime and anywhere	08	09	04	77	02
4.	It is cost effective	06	24	15	37	18
5.	It's a wise idea	07	12	14	40	27
``						

Table-3 shows that most of the students believe on e-learning. They perceive that it is a mean to bring social change in the field of academic learning, along with that it also enable students to be master in learning. They think that they can learn anytime and anywhere and it is cost effective, it saves travelling expenses and time also. Overall it is a wise idea to use e-learning.

TABLE-4 STUDENT EXPECTATION ON E-LEARNING

S.No.	Description	Strongly Disagree	Disagree	No Opinion	Agree	Strongly Agree
1.	Should be organised	05	07	08	58	22
2.	Logical sequence	05	02	10	66	17
3.	Quick response	11	25	04	36	24
4.	Materials of good quality	07	15	08	48	22
5.	Reliable and valid information	13	13	10	52	12
6.	Good interface	06	14	13	51	16
7.	interactive	09	10	02	47	32
8.	flexibility	03	06	01	64	26

Table on student expectation on e-learning shows that they expect any course on e-platforms should be organised, logically sequenced, give quick response, materials available should be of good quality, reliable and valid. Sessions on e-platforms should be interactive flexible and must have good interface.

TABLE-5 STUDENT'S PEER SUPPORT TO USE E-LEARNING

S.No.	Description	Strongly Disagree	Disagree	No Opinion	Agree	Strongly Agree
1.	Used by peers	16	12	10	54	08
2.	Teacher recommendation	11	27	12	46	04
3.	Support from institution	47	28	11	10	04

Table shows that majority of students accept that their friends use e-learning platforms and teachers also recommend to use it but in traditional university due to lack of technological infrastructure support from institution is very less.

TABLE-6 STUDENT'S SELF-MOTIVATION TOWARDS E-LEARNING

S.No.	Description	Strongly Disagree	Disagree	No Opinion	Agree	Strongly Agree
1.	Positive attitude	13	16	14	42	15
2.	Satisfaction	17	13	09	49	12
3.	Enjoyment	04	10	08	58	20
4.	Enhancement of leaning experience	18	09	20	38	15
5.	Interest	11	13	06	51	19
6.	Using during leisure time	08	05	10	56	21

Above table shows that majority of students are motivated towards e-learning but due less exposure from institution only few students accept that it enhances learning experience.

Some students were asked to tell their opinion for using e-platforms, they reported that it is irritating sometimes to be dependent on technology when power cuts or network is slow or some other reasons, they say that traditional learning is more in depth than e-learning and it has affective domain in action also.

Hypothesis testing:

For verifying the significance level of factor score and age group, ANOVA test is applied

TABLE-7 FACTORS VERSES INDIVIDUAL CHARACTERISTICS

S.No.	Factors	Gender (P Value)	Age (P Value)
1.	Choice Preference	0.501	0.312
2.	Perception	0.58	0.420
3.	Expectation score	0.87	0.561
4.	Peer Support	0.04*	0.04*
5.	Self-Motivation	0.23	0.44*

*Significant at 0.05 level

The results show that few factors have statistical relationship with individual characteristics. So the results can be stated as:

1. There is no significance difference in student's choice preference and gender.

2. There is no significance difference in student's choice preference and age.

3. There is no significance difference in student's perception for e-learning and gender.

4. There is no significance difference in student's perception for e-learning and age.

5. There is no significance difference in student's expectation from e-learning and gender.

6. There is no significance difference in student's expectation from e-learning and age.

7. There is significance difference in student's peer support for e-learning and gender.

8. There is significance difference in student's peer support for e-learning and age.

9. There is no significance difference in student's self-motivation for e-learning and gender.

10. There is significance difference in student's self-motivation for e-learning and age.

Thus the result shows that seven null hypotheses are valid and proven and three i.e. 7,8, and 10 are not valid and changed as alternate hypotheses.

CONCLUSION:

The study results reveal that students studying B.Ed. inSampurnanand Sanskrit University, Varanasi also interested and prefer e-learning platforms but due to lack of infrastructural facilities, they get less chance to use it at institutional level. Most of the students use their own e-learning appliances and other electronic gadgets. They want courses to be well organised, logically sequenced on e-platforms. They get good peer support, majority of them are self-motivated and believe that if they are provided with good infrastructural facility at institutional level then they use e-learning platform easily, effectively and efficiently for pursuing academic work and enhancing knowledge.

REFERENCES:

1. Paechter M., Maier B. and Macher D., Students expectation and experience in E-learning: their relation to learning achievement and course satisfaction. Computer and education. 54, 1:2010. p 222-9.

2. Kothari C.R., Research Methodology, Allied Publishers, Ludhiyana, 2001.

3. Pauline V.Young, "Research Methodology in Social Science", Vikas Publications, Ludhiyana. P-98, 1998.

4. www.elearning.com.

5. www.adale.com.in