"Attitude towards E-learning of students of Higher education of different disciplines, An analytical study."

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Abstract

The present study was intended to know the attitude towards E-learning of students of Higher education of different disciplines. For measuring the attitude and to data collection Standardized tool- "Attitude towards e-learning Scale -65" developed by Dimpal Rani was used. In the present study, the researcher has taken 600 students of Arts, Commerce, Science and Management disciplines, studying in different higher institutions The data was analyzed through mean, standard deviation and ANOVA.The findings of the study revealed that students of higher education of different disciplines have similar attitude towards E- learning.

Keywords:- E-learning, Higher Education, Attitude, Discipline.

Introduction

In the modern time e-learning has taken most of the place of book learning because of invention of information and communication technology. ICT has dominated all the fields of life. The education is also one of the fields where we can see the impact of information technology.   E-learning has many important benefits in learning process. Students can work at their own pace by using e-learning. E-learning allows a learner to learn anywhere and usually at any time, as long as he/she have a properly configured computer. E-learning can be CD-ROM based, network based, intranet-based or Internet-based. It can include text, video, audio, animation and virtual environments. Zhang et al. (2004) suggested the students in the E-learning environment go significantly higher grades than those in the traditional classroom situation. And the lecturers used a virtual learning environment to synchronize video presentation with PowerPoint slides and lecture notes. Walker and Harrington (2004) compared the effects of computer-based learning and instructor-led training in fire safety. They found   that the computer based group used less time than the traditional lecture group for the training, so the computer-based learning might be more effective than traditional lecturing.

Maki (2000) indicate sometimes the online students performed significantly better or acquired greater learning than the face-to-face students.

E-learning helps the learners to achieve their wish to become in life. E-Learning enabled students to get higher education other than job work.eg. A person who left his/ her study at early stage due to some reason can continue his/her studies/education due to e-learning. E-learning doesn't give only him a chance to further education but also provide online learning material, online examination and online result at his own pace.

Operational Terms

E-learning

E-learning is the use of technology to enable people to learn anytime and anywhere.

Ong, Wang and Elliot Masie (2004) Accepted that "E-learning is use of network technology to design, deliver, select, administer and extend learning."

Higher education

Education beyond the level of secondary school, especially at a college or university.

Attitude

An **attitude** is an expression of favour or disfavour toward a person, place, thing, or event. An attitude can be as a positive or negative evaluation of people, objects, events, activities, and ideas. It could be concrete, abstract or just about anything in your environment.

Discipline

The word **'discipline'** is derived from the Latin word **"discipline"** which means **'teaching'**, learning, and from the French word **Disciples** which means **'pupil'**. In the absolute sense, discipline means 'instruction-a subject that is taught: a field of study. A discipline also means 'training' that corrects moulds or perfects the mental faculties or moral character.

Need of the study

In the present time, most of the students are getting knowledge/education through e-learning than traditional classroom situation. But e-learning have some drawbacks for students of adolescent age because in this age they don't know what is right and wrong for them? There is no supervisor and instructor in front of students at the time of e-learning, so students can indulge in wrong things through e-learning. They can get worse knowledge that is not useful for them at all. The researcher wants to awake youth that they should achieve right education through e-learning only.

Objectives of study

1. To know the attitude of higher education students of different disciplines towards E-learning.

Hypothesis

1. There is no difference between attitudes of higher education students of different disciplines towards e-learning.

Delimitations

1. The present study will be conducted on the students of higher education.

2. The present study will be conducted on the students of Science, Commerce, Arts and management discipline.

3. The present study is delimited to higher education institution situated in Dehradun district.

4. The present study will be delimited to 600 students of higher education.

Sample

In the present study 600 students of Arts, Commerce, Science and Management disciplines, studying in different higher institutions were taken.150 students of Arts discipline, 150 students of Commerce discipline, 150 students of Science discipline and 150 students of Management discipline were selected for present study.

Keeping in view the objectives of this study as well as the size of the population, random sampling technique will be adopted to draw an adequate and representative sample for this study.

Selection of Tool

Standardized tool- **"Attitude towards e-learning Scale -65"** developed by **Dimpal Rani** was used by the researcher.

Statistical Technique

 In the present study analysis of data has been done with the help of suitable statistical test. In the present study mean, standard deviation and ANOVA was used to know the attitude of higher education students of different disciplines towards E-learning.

Interpretation

Interpretation has been done based on ANOVA test results, the data analysis as it helped to find out the attitude of higher education students of different disciplines towards E-learning.

Hypothesis: There is no difference between attitudes of higher education students of different disciplines towards E- learning.

Table No 1.1

| Source of Variance	Degree of freedom	SS	MSS	F Ratio
(Between)Among the group	(K-1) 4-1	SS_B (0.123)	MSS_B 0.041	0.111
Within the group	(N-K) 260-4	SS_W (94.49)	MSS_W 0.369	

It is observed that Calculated value of 'F' (0.111) between attitudes of higher education students towards E-learning of different disciplines is less than table value (Critical value) of 2.66 and 3.88 at 0.05 and 0.01 level of significance. Hence, It's not significant. consequently, the null hypothesis is accepted and it can be concluded that, there is no difference between attitudes of higher education students towards e learning of different disciplines.

The statistical analysis of above table shows that Arts, Science, Management and Commerce Discipline Students have similar attitude towards E-learning.

Table No 1.2

Attitude towards E learning of different disciplines

Disciplines	MEAN	S.D.
Art	3.51	0.62
Science	3.54	0.64
Management	3.54	0.56
Commerce	3.57	0.61
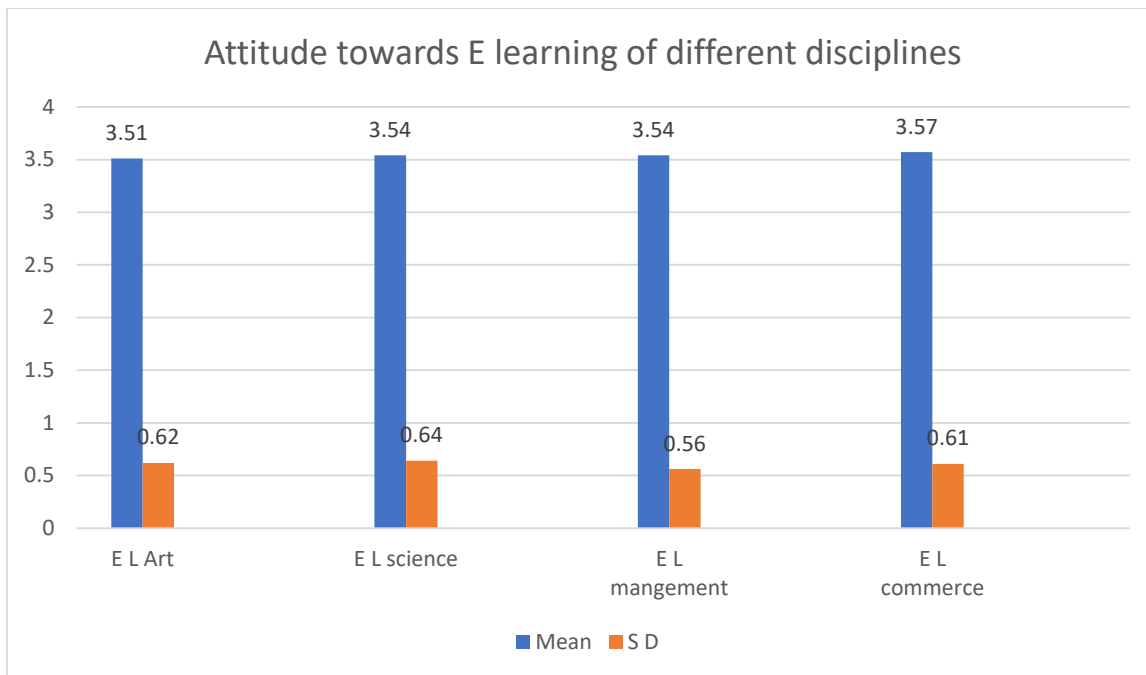
When we analyse above graph, the mean values of attitudes of higher education students towards E-learning of different disciplines, then we observed the following trend among them.

Commerce>Science =Management>Art

The Mean value (3.57) of Commerce Discipline in above table is slightly higher than other disciplines (Arts, Science, Management) indicate that Commerce students use E-learning more confidently, easily with interest.

Findings

Following findings have been found based on data analysis and interpretation: -

(1) The analysis of the attitude of higher education students of different disciplines towards E-learning shows that Arts, Science, Management and Commerce Discipline Students have similar attitude towards E-learning.

(2) The analysis of the attitude of higher education students of different disciplines towards E-learning shows that all educational institutions have similar type of resources and infrastructure to provide facilities for e-learning.

(3) The of analysis of the attitude of higher education students of different disciplines towards E-learning found that Students of different disciplines are equally interested, confident and feel easy to use E-learning.

Conclusions

The null hypothesis is accepted and it can be concluded that, there is no difference between attitudes of higher education students towards e learning of different disciplines. The researcher found that students of higher education of different disciplines have similar attitudes towards E- learning.

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