



POSTGRADUATE STUDENTS' ATTITUDE TOWARDS E-LEARNING

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ABSTRACT

E-learning can be considered as process of learning formed by communication with contents delivered digitally with electronic services and support. It is basically a method for the delivery of a learning package (information, communication, education and training) using a combination of multimedia with a view to presenting a course of instruction in an interactive format. Along with the increasing inclination of students towards E-learning, it is imperative to know the views of the postgraduate students and for this the researcher made an attempt to study the attitude of postgraduate students of cluster university of Jammu towards E-learning. The sample size comprised 200 postgraduate student of different gender (male & female) and streams (Social Science & Pure Science) of Cluster University of Jammu. Simple Random Sampling Technique was used to select the sample for the study. A self- made Attitude Scale (Likert type scale) was used for collection of the data. The results of the study revealed that the no significant difference has been found in attitude of postgraduate student of different gender and streams towards E-learning.

Keyword: *Postgraduate students, E-learning and Attitude.*

INTRODUCTION

E-learning is a form of learning in which the educational process is supported by information and communication technology (ICT). ICT was first used to support the delivery process in distance education (DE) to overcome the spatial and time separation between the teacher and students. It covers a wide set of applications and processes such as computer-based learning, web-based learning, virtual classrooms and digital collaboration. Web- based learning is, therefore, a subset of e-learning delivered through Internet, Intranet and Extranet (LAN/WAN).

E-learning is one of ICT's in classroom instruction which has become more result-oriented in improving the teaching- learning process. Quality and efficiency of education depends to a great extent on the quality of teachers and only quality teachers opt for change or innovation in their teaching aspect through integrating technology in classroom instruction to give the best to student teachers (Gopal & Anandan, 2013). In an E-learning environment, learners can learn at their own convenience of schedule and willingness. Ease of access

to the learning material, time independence, repetitive leaning and mobility are the most important factors which derives the utilization of E-learning system (Thakkar & Joshi, 2017).

Since the teacher is the pivot of the entire educational system and he is the main catalyst agent for introducing desirable changes in the teaching-learning process, all attempts need to be made for motivating teachers to become innovative and creative. As postgraduate students are the future of the nation. Computer knowledge and e-learning should spread in the classroom transaction in all over the world. So it is an urgent need for developing certain strategies which can be improved their knowledge, attitude and skills on e-learning. Therefore, in order to know the attitude of postgraduate students of cluster university of Jammu towards e-learning, the researcher has decided to take up this study.

REVIEW OF RELATED LITERATURE

The researcher has reviewed some studies related to the present study. Sanders and Shelter (2001) studied student attitude with regard to web-enabled learning components in a general biology course for undergraduate and concluded its positive effect on students learning, problem solving skills and critical thinking skills. Behera (2013) revealed that the attitude of college teacher of Purulia district of west Bengal was neither more favourable nor unfavourable towards E-learning. Bhuvanewari and Padmanaban (2012) found no significant difference among students attitude towards E-learning. Prabhu and Suresh (2013) concluded no significant difference in the attitude towards E-learning between male and female, rural and urban, arts and science students of B.Ed. Karmakar and Behera (2015) examined that the attitude of Higher Secondary school teachers of Purulia district of West Bengal was neither more favourable nor unfavourable towards E-learning. Kumar (2015) also found no significant difference among B.Ed students towards E-learning. Behera, et. al. (2016) in their study revealed that male and female, rural and urban, pre-service and in-service, general and SC, ST and OBC, Government and Private as well as Science and Arts B.Ed students teachers didn't differ significantly. Vitoria, et al. (2018) showed that the students perceived the e-learning web-based module to be useful in improving their understanding, independence, self-discipline, motivation to learn, and interactions with each other and with the teacher. The students also agreed that the e-learning web-based module was easy to use. This study implied that the inclusion of technology in education at the university is beneficial. Samir and Nosseir (2020) believed that students did not prefer e-learning over face-to-face teaching during the lock down situation. Administration and faculty members should take necessary measures for improving e-learning for better learning during lock down.

From the above studies, it is concluded that no studies have been conducted to study the attitude of Postgraduate Students of Cluster University of Jammu towards E-learning in Jammu district, hence present study was undertaken.

OBJECTIVES OF THE STUDY

- To study the attitude of postgraduate students (male & female) of Cluster University of Jammu towards E-learning.
- To study the attitude of postgraduate students belonging to various streams towards E-learning.
- To study the effect of gender and faculties in attitude of postgraduate students towards E-learning.

HYPTOTHESES OF THE STUDY

- There is no significant difference between male and female postgraduate students of Cluster University of Jammu in relation to their attitude towards E-learning.
- There is no significant difference in attitude of students of Cluster University of Jammu belonging to various streams towards E-learning.
- There is no significant effect of gender and faculties in attitude of students of Cluster University of Jammu towards E-learning.

RESEARCH METHODOLOGY

The present study was designed on descriptive research methodology. Survey method was used for the study. Population of the study comprised Postgraduate students of Cluster University of Jammu. In the present study simple random sampling technique was used to select 200 (100 male 100 female) postgraduate students of Cluster University of Jammu.

TOOL USED

The investigator has used self made attitude scale (Likert type scale) to study the attitude of Postgraduate students of Cluster University of Jammu towards E-learning.

STATISTICAL TECHNIQUE USED

In the present study, the investigator applied Two-way ANOVA to analyze the collected data and to verify the hypotheses.

ANALYSIS AND INTERPRETATION OF THE DATA

Table 1. Showing the Summary of ANOVA for 2×2 factorial design

Sources of Variance	SS (Sum of Square)	Df (degree of freedom)	MS (Mean Square)	F-ratio	Significance
A	28.01	1	28.01	0.41	Not Significant
B	20.41	1	20.41	0.30	Not Significant
A×B	0.03	1	0.03	0.00	Not Significant
Within	3776.4	56	67.43		

INTERPRETATION

The F-ratio for the main factor A, Gender (Male and Female) came out to be 0.41 and the table value for significance are 4.02 and 7.12 at .05 and .01 level of significance against df 1 and 56. Since the calculated value of F is less than the table value at .05 and .01 level, it means there is no difference between male and female postgraduate students towards E- learning. Hence hypothesis no.1 is accepted.

The F-ratio for factor B, Stream (Social Science and Pure Science) came out to be 0.30. The value for F factor, B is also less then table value at .05 and .01 level of significance, it means there is no difference in

attitude of postgraduate students belonging to various stream towards E-learning. Hence hypothesis no 2 is also accepted.

The F-ratio for interaction (A×B) came out to be 0.00 which is less than the table value 4.02 and 7.12 against df 1 and 56 level of significance. It indicates that under joint influence of gender and different stream, there is no difference in attitude of postgraduate students towards E-learning. Hence, hypothesis no3 is also accepted.

CONCLUSION

It is concluded from the study that the postgraduate students are to be motivated to use the E-learning component in their classroom. For motivating postgraduate students towards E-learning, teacher-educators may be given in-service training on e-learning, so that they can able to use E-learning components in their teaching learning process. This will automatically keep their students more attentive and help them to understand the concepts of their subject-matter easily and will also enhance their teaching-learning process.

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