Attitude towards E-learning among D.El.Ed Students in Aizawl City

C. Lalsangpui, Prof Lallianzuali Fanai, Liantluangpuii Sailo, Lalrinfeli Khiangte, Dickson Vanalruatuat Chinzah

Research Scholar, Professor, Research Scholar, Assistant Professor, Research Scholar, Mizoram University, Mizoram, India

ABSTRACT

The present study was conducted to find the attitude towards e-learning among D.El.Ed (Diploma in Elementary Education) students and to compare their attitude with reference to their age and gender. Census survey method was adopted in which 160 samples were collected. Attitude Towards E-learning Scale, developed by Dimpal Rani, was used for collecting data. The result revealed that D.El.Ed students in Aizawl City have below average attitude towards e-learning and that they do not differ significantly with respect to their age or gender.

Key words: Attitude, E-learning, D.El.Ed, DIET, Aizawl

I. INTRODUCTION

Our world and way of life has changed dramatically as a result of technology. From communication, healthcare, transportation, entertainment, business etc., technology is becoming a necessary component of all aspects of life. It is safe to say that life in the 21st century revolves around modern technology. Modern technology has enabled a variety of clever tools and gadgets that have revolutionized society and simplified daily routines. The 21st century's approach to education has diverged significantly from that of the past. Students no longer simply rely on their teachers and textbooks for their education because of the power of the internet, which has made it possible for worldwide communities to grow and has made it easier to share ideas and information.

The introduction of e-learning is one of technology's most important contributions to education. E-learning, often known as online learning or electronic learning, is the process of learning through electronic media and technologies. Any type of educational setting that utilizes technology in some way falls under the category of e-learning. E-learning provides several benefits for both students and teachers. One of these is the ability for students to employ self-paced learning, select their own learning environments, and give a platform for teachers to quickly refresh their knowledge and sharpen their professional skills. Since e-learning overcomes the geographic barriers that are frequently connected with traditional classrooms and education it is also cost-effective and efficient. It becomes clear why the present trends in e-learning exhibit amazing growth globally when these advantages and many more are taken into account.

Rationale:

We have moved away from the conventional approach to education and schooling, where learning is entirely dependent on textbooks and teachers. Teachers in this modern age must be aware of the many advantages that technology has provided, such as e-learning, which makes teaching and learning incredibly simple and convenient, and work to incorporate these advantages into their lessons as much as they can. These days, every household and individual have some technology that can connect them to the internet, where there is a wealth of knowledge and information. Children are not an exception to this; it is not unexpected that adults frequently need to learn from them because children born in this era are so adept with technology. E-learning is not a foreign thing to children of this age.

Every teacher should be aware of the many advantages of e-learning and exercise caution when dealing with any potential drawbacks. They should also aim to make the best use of these advantages and incorporate them into their regular classes. Due to the exciting environment it will create and the fact that it will be more enjoyable than the traditional mode of instruction, e-learning will be particularly effective with elementary school students. Hence it is important to find out the attitude of D.El.Ed (Diploma in Elementary Education) trainees towards e-learning, keeping in mind the many benefits of e-learning in the educational system at every step. This study is expected to reveal the place of e-learning among the D.El.Ed students which will in turn help us to prepare necessary steps needed to be taken to promote e-learning at the elementary level of education if needed.

II. REVIEW OF LITERATURE:

Akimanimpaye (2012) in his thesis conducted a study on 'Attitudes of undergraduate nursing students towards e-learning at the University of the Western Cape'. The survey was conducted on 213 undergraduate nursing students to assess the attitudes towards e-learning. The study employed the survey methodology based on the questionnaire that was randomly distributed to students to assess their attitudes towards e-learning and to find out if any existing demographic effectiveness impact on the student's use of e-learning. The results revealed that males and females differ significantly in terms of satisfaction levels. When specific demographic variables with two outcome levels (age group, computer facility at home, computer training experience and experience in e-learning prior to registering at UWC) are considered, there is no statistically significant difference (from the sample t-test) in learner satisfaction between these groups.

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Barai (2018) studied primary teacher’s attitude toward personal contact programme – a quantitative study. The goal of the current study is to ascertain how primary teacher candidates who are in the field currently feel about the PCP and find out that that PCP trainees had a positive attitude, with no discernible gender differences. Khanra (2017) conducted a research on attitude of under graduate students towards e-learning in West Bengal: a case study of Jadavpur University. The findings revealed that majority of the students may be considered to have a positive attitude towards online learning. It has been discovered that male undergraduate students have a better outlook than their female counterparts. This study has also shown that undergraduate students in the science stream exhibit more positive attitudes than those in the arts stream. Vanan (2020) investigated attitude towards e-learning among student teachers. Random sampling technique was adopted. The 150 samples are taken from aided and self financing colleges situated in Madurai City. It is found in the course of the study that many students are not aware of the ICT. The study shows that 77% alone has high attitude towards ICT method. Urban students and aided college students significantly have higher attitude towards ICT method.

III. OBJECTIVES OF THE STUDY
1. To assess the attitude towards e-learning among D.El.Ed students in Aizawl City.
2. To compare the attitude towards e-learning among D.El.Ed students with respect to their age.
3. To compare the attitude towards e-learning among D.El.Ed students with respect to their gender.

IV. HYPOTHESES OF THE STUDY
1. There is a significant difference in the attitude towards e-learning among D.El.Ed students with respect to their age.
2. There is a significant difference in the attitude towards e-learning among D.El.Ed students with respect to their gender.

V. METHODOLOGY
In the present study, Descriptive Survey Method was adopted, in which Census Survey was employed for collecting data.

Population and sample
Since Census Survey Method was employed, the sample of the study comprised of the whole population, i.e., All D.El.Ed students in DIET (District Institute for Education and Training), Aizawl. The respondents in the present study were grouped into two main criteria. One, according to their age as students who are 25 years of age and those who are 25 years and above in age; and another according to gender, as male and female. The following table shows the profile of D.El.Ed students in DIET, Aizawl.

<table>
<thead>
<tr>
<th>Demography</th>
<th>Category</th>
<th>No. of Students</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender</td>
<td>Male</td>
<td>56</td>
<td>35</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>104</td>
<td>65</td>
</tr>
<tr>
<td>Age</td>
<td>Below 25 years</td>
<td>111</td>
<td>69.38</td>
</tr>
<tr>
<td></td>
<td>25 years and above</td>
<td>49</td>
<td>30.62</td>
</tr>
</tbody>
</table>

Tool
Attitude Towards E-learning Scale, developed by Dimpal Rani was the tool used for collecting data. It is a standardized tool for measuring Attitude Towards e-learning. This scale is categorized into four major areas namely e-Learning interest, usefulness, ease of e-learning and e-learning confidence. The positive and negative type questions, which total to 65 items were distributed in these four areas. The scale is a five point scale kept in order as: Strongly Agree, agree, undecided, disagree and strongly disagree, which comes with separate scoring for positive and negative items.

Statistical technique used
Collected data were analysed using statistical techniques namely: Mean, standard deviation and t-test.

VI. DATA ANALYSIS AND INTERPRETATION
The data collected were analysed and interpreted, in accordance with the given objectives.

Objective No.1: To assess the attitude towards e-learning among D.El.Ed students in Aizawl City.
To assess the attitude towards e-learning among D.El.Ed students in Aizawl City, the whole sample of D.El.Ed students were grouped into different levels of e-learning, according to the given norms in the manual of ‘Attitude towards E-learning’ prepared by Dimple Rani. In this, the different levels of e-learning are Extremely high, High, Above average, Average, Below average, Low and Extremely low.

Table No.2 shows the distribution of D.El.Ed students in Aizawl City, on the basis of analysis of data.

<table>
<thead>
<tr>
<th>Sl. No</th>
<th>Z-Scores</th>
<th>Frequency</th>
<th>Percentage</th>
<th>Level of attitude towards e-learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>+2.01 and above</td>
<td>3</td>
<td>1.87</td>
<td>Extremely High</td>
</tr>
<tr>
<td>2</td>
<td>+1.26 to +2.00</td>
<td>2</td>
<td>1.25</td>
<td>High</td>
</tr>
</tbody>
</table>
Table 2 reveals that majority of the prospective teachers (41.88%) have below average attitude towards e-learning, followed by those having average attitude towards e-learning (38.13%). It can also be observed that while 10% has low attitude towards e-learning, very few of the prospective teachers has extremely high (1.87%), high (1.25%), above average (4.37%) and extremely low (2.5%) attitude towards e-learning.

**Objective No.2:** To compare the attitude towards e-learning among D.El.Ed students with respect to their age.

In order to compare the attitude towards e-learning among D.El.Ed students with respect to their age, the hypothesis which stated that ‘There is a significant difference in the attitude towards e-learning among D.El.Ed students with respect to their age’ was converted into a null hypothesis which stated that, ‘There is no significant difference in the attitude towards e-learning among D.El.Ed students with respect to their age’.

In order to test this null hypothesis, a t-test was conducted and comparison was made on the basis of age between students who are below 25 years of age and those who are 25 years and above in age. The Mean and Standard Deviation of the scores were calculated and t-test was used to test the Mean differences. The details are presented in the following table.

### Table 3: Comparison of e-learning attitude of D.El.Ed. students between those below 25 years in age and those 25 years and above in age.

<table>
<thead>
<tr>
<th>Age (in years)</th>
<th>No. Of Students</th>
<th>Mean</th>
<th>Standard Deviation</th>
<th>SED</th>
<th>t-value</th>
<th>df</th>
<th>Significance level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Below 25</td>
<td>111</td>
<td>221.06</td>
<td>51.48</td>
<td>9.29</td>
<td>0.93</td>
<td>158</td>
<td>Not significant</td>
</tr>
<tr>
<td>25 and above</td>
<td>49</td>
<td>229.67</td>
<td>55.31</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 3 shows the comparison of e-learning attitude of D.El.Ed. students with respect to their age, i.e. below 25 years of age and those belonging to 25 years and above. The calculated t-value was found to be 0.93 with degrees of freedom 158, the t-value being less than the critical value at the required level of significance.

So, the null hypothesis, ‘There is no significant difference in the attitude towards e-learning among D.El.Ed students with respect to their age’ is not rejected.

**Objective No.3:** To compare the attitude towards e-learning among D.El.Ed students with respect to their gender.

In order to compare the attitude towards e-learning among D.El.Ed students with respect to their gender, the hypothesis which stated that ‘There is a significant difference in the attitude towards e-learning among D.El.Ed students with respect to their gender’ was converted into a null hypothesis which stated that, ‘There is no significant difference in the attitude towards e-learning among D.El.Ed students with respect to their gender’.

To test this null hypothesis, a t-test was conducted and comparison was made on the basis of gender- between male and female D.El.Ed students. The Mean and Standard Deviation of the scores were also calculated and t-test was used to test the Mean differences. The details are presented in the following table.

### Table 4: Comparison of e-learning attitude between male and female D.El.Ed. students

<table>
<thead>
<tr>
<th>Gender</th>
<th>No. Of Students</th>
<th>Mean</th>
<th>Standard Deviation</th>
<th>SED</th>
<th>t-value</th>
<th>df</th>
<th>Significance level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>56</td>
<td>231.16</td>
<td>70.44</td>
<td>10.19</td>
<td>1.13</td>
<td>157</td>
<td>Not significant</td>
</tr>
<tr>
<td>Female</td>
<td>104</td>
<td>219.68</td>
<td>39.81</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Analysis of data via table 4 shows the comparison of the level of e-learning attitude among male and female D.El.Ed. students in their attitude towards e-learning.

The calculated t-value was found to be 1.13 with degrees of freedom 157, the t-value being less than the critical value at the required level of significance.

So, the null hypothesis, ‘There is no significant difference in the attitude towards e-learning among D.El.Ed students with respect to their gender’ is accepted.

VII. FINDINGS
1. Majority of the prospective teachers (41.88%) have below average attitude towards e-learning.
2. There is no significant difference in the attitude towards e-learning among D.El.Ed students with respect to their age.
3. There is no significant difference in the attitude towards e-learning among D.El.Ed students with respect to their gender.

VIII. CONCLUSION
It is very important for D.El.Ed students to not only have interest in e-learning, but to be actually fluent with it for their future profession. D.El.Ed students are prospective teachers whose sole purpose for their education is to teach elementary students. And with this, comes a great responsibility to keep up with the growing technology, with which today’s children definitely grows intellectually too. It is very important that D.El.Ed students are sensitized with the need for e-learning for effective teaching.

REFERENCES: