

A Study on Opinion of Under Graduate Students Towards E-Learning in Udham Singh Nagar District of Uttarakhand

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Abstract: The present study is survey research where it aims to study the opinion of undergraduate students towards e-learning in general and to study the opinion of male and female and government and private in particular. Opinion towards e-learning scale self-developed by investigator was employed in the current study. For this purpose, sample of 500 students were collected from government and private colleges from Udham Singh Nagar district of Uttarakhand. Collected data were organized and tabulated on the basis of scores and used Mean, Standard deviation and t-test for analyzing collected data. Results showed that gender plays an important role in opinion towards e-learning That means male and female undergraduate students differ significantly in this regard. Opinion of undergraduate female students are more towards e-learning than undergraduate male students. There exists no significant difference between government and private undergraduate students in their opinion toward e-learning.

Keywords: E- learning, Opinion, Opinion towards e-learning, Undergraduate students.

Introduction: Learning is a purposeful and planned activity that results in observable and lasting changes in behaviors through experience, study, and instruction. Traditionally, Indian classrooms involved face-to-face interaction between teachers and students, but advancements in computer technology and the Internet have transformed this system, giving rise to e-learning. It refers to teaching and learning conducted through electronic technologies, where teachers and learners may be geographically or temporally separated but connected via the Internet. It offers flexibility, accessibility, and cost-effectiveness, allowing learners to access educational content anytime and anywhere. In India and worldwide, e-learning is emerging as a major educational innovation, creating new opportunities for both teachers and learners. It supports a learner-centered approach, enhances performance, and promotes lifelong learning. Higher education institutions increasingly provide online resources such as lecture notes and study materials, thereby improving study flexibility. Organizations like UGC, NCERT, and NCTE actively encourage the development of e-learning infrastructure and quality enhancement in higher education.

E-learning has emerged as the newest trend in the contemporary society. Better opportunities for teaching and learning are offered by e-learning to both teachers and students. E-learning is basically the delivery of education via digital technologies that are networked and computer enabled. These technologies include computers,

intranets, satellite television, CD-ROMs, computers, internet, and audio and video sources. Using information and communication technologies, e-learning is a novel idea in education that improves and promotes learning by distributing digital content and creating a learner-centered environment for both teachers and students. This education could take the form of fully online classes or email exchanges between instructors and students. Thus, it is a changing trend in the field of education.

Literature Review:

Mehra, V. and Omidian, F. (2011) conducted study on examining students' attitudes towards e - learning: a case study from India. According to the study's findings, the majority of students had a good attitude towards e - learning and perceived e - learning. It also revealed that the students who are more positive are highly used to practice with technology while learning.

Adewole-Odeshi (2014) studied the attitude of students towards e-learning in South-West Nigerian Universities. Findings of the study showed that students have a positive attitude towards e-learning and attitude influences the intention to use an e-learning system.

Neelam Dhamija (2016) The study examined undergraduate students' attitudes toward e-learning using a self-developed attitude scale. A representative sample of 300 students from science, commerce, and arts streams was selected. The findings revealed that students generally possessed a positive attitude towards e-learning. While attitudes appeared to vary across academic streams, no significant differences were found between arts and commerce students, arts and science students, or science and commerce students. However, a significant difference in attitudes toward e-learning was observed with respect to gender and locality of residence.

Konwar (2017) studied the attitude of college students towards e-learning with special reference to the North Lakhimpur district of Assam. The sample consists of 200 college students from North Lakhimpur district. Attitude towards E-leaning Scale constructed and standardized by Dimple Rani was used to collect the data. It was found from the study that college students have a positive attitude towards e-learning and gender as well as locality is not the contributory factor regarding the attitude of college students towards e-learning.

Rafiq, F. et al, (2020) also exhibited the study's conclusions that there is a significant attitude gap between men and women and that all students had a good attitude towards e - learning.

Singh and Riza (2022) conducted a study on the attitude of Rajiv Gandhi University students towards e-learning. The main findings of this study are (i) there was a significant difference between the attitude of male and female students towards e-learning and no difference was found based on tribal status, settlement, and subject background.

Need and Significance of the Study:

In today's digital age, technology has become an essential part of education, making e-learning a widely used method for accessing information and learning resources. Education system has been digitalized and more blended with e - learning. In this era students are started to learn with different electronic devices. Out of the traditional system of education e - learning is the totally new concept, where student needs to engage themselves towards e-learning and its effectiveness in their education and academics. The integration of ICT has transformed traditional classrooms into flexible and interactive learning environments, especially after COVID-19. Students, teachers, and administrators now rely heavily on technology, and those who lack digital skills face difficulties in keeping up. Universities across India are increasingly offering online courses to meet the growing demand for flexible learning. E-learning provides opportunities for students to learn anytime and anywhere, share knowledge, and access a variety of digital materials. To make e-learning effective, well-designed platforms and proper digital resources are essential. The New Education Policy (NEP) 2020 also highlights the importance of online and digital education. It promotes the use of technology in teaching, learning, assessment, and lifelong education through initiatives like online courses, ICT-equipped libraries, and the proposed National Educational Technology Forum

(NETF). As a result, e-learning, blended learning, and MOOCs are becoming more important in the Indian education system. Because of these rapid changes, it is important to understand how students feel about e-learning. Students must be digitally prepared to meet the challenges of modern education and technological life. Studying their opinions helps us know whether they feel comfortable using e-resources, what difficulties they face, and how e-learning can be improved. In districts like Udham Singh Nagar of Uttarakhand, where both rural and urban students' study, differences in digital access and awareness may affect their experiences with e-learning. Understanding student's opinions will help identify challenges, gaps, and opportunities to make online education more effective and inclusive.

Statement of the Problem:

A Study on Opinion of Undergraduate Students Towards E-Learning in Udham Singh Nagar District of Uttarakhand

Operational Definition of Key Terms:

E-learning: The term refers to the use of electronic media, educational technology, and information and communication technologies in education. In this study, the term covered four aspects namely e-learning interest, usefulness, ease of e-learning, and e-learning confidence.

Opinion: An opinion is a subjective belief, judgement or perspective that a person has formed about a topic, issue, person or thing.

Opinion Towards E-Learning: The opinion towards e-learning can be viewed as an umbrella for the methods of education support by ICT and specified with the consent or lack of consent of the students or lack of consent on the importance of technology and their special skills. Besides that, student's opinion towards e-learning affected through what they see as the advantages and disadvantages for this style of education.

Under-Graduate Students: The term 'Under-Graduate Students', here in this investigation, refers to the students of Udham Singh Nagar District of Uttarakhand pursuing their graduation in various Government and Private colleges.

Objectives of the Study:

The following are the objectives of this study:

- 1- To find out the significant difference between the opinion of Under Graduate Students towards e-learning with respect to their gender.
- 2- To find out the significant difference between the opinion of Under Graduate Students towards e-learning with respect to type of Educational Institutions in which they are studying i.e., Government or Private Institutions.

Hypotheses of the Study:

The following are the hypotheses of this study:

1. Male under-graduate students and female under-graduate students do not differ in their Opinion toward E-Learning.
2. The two variables namely Types of Educational Institution(government and private) and Opinion towards E-Learning are not associated with one another in case of the under-graduate students.

Research Methodology:

- a) **Selection of Research Method:** The present study tries to explore the opinion of undergraduate students towards e-learning; hence it studies the present phenomena. Thus, the Descriptive survey method is applied in this study.
- b) **Population and Sample:** The population of the study consisted of the students who were enrolled in Kumaun University in 2024-2025 the academic year. Out of total colleges (Government and Private), eight colleges are selected as a sample out of which 3 colleges are government and 5 colleges are privately managed. From eight colleges 500 undergraduate students, 250 from government colleges and 250 from private colleges are selected by applying the Stratified random sampling technique.

Tool Used: In order to know the opinion of the undergraduate students towards e-learning, an opinion scale was developed and standardized by the investigator based on an extensive review of relevant literature and discussions with students and teachers. An initial pool of 86 opinion statements was prepared. These items were subjected to content validation by eight experts from the field of teacher education, who evaluated them for clarity of language, structural adequacy, relevance, and redundancy. Based on their suggestions, irrelevant items were removed and some statements were modified. As a result, 74 items were retained for further testing.

The refined scale was administered to a sample of 100 undergraduate students from three colleges as part of a pilot study to examine the suitability of the items. The reliability of the tool was assessed using Cronbach's alpha to determine internal consistency. The analysis, carried out using SPSS, yielded a Cronbach's alpha coefficient of 0.895, indicating excellent reliability. During this process, 13 items with low item-total correlations were eliminated. The final scale consisted of 61 items, all contributing positively to the reliability of the instrument. Thus, the finalized Opinion towards E-learning Scale was found to be highly reliable for data collection.

- c) **Statistical Techniques:** For analysis of raw data, descriptive statistics and t-tests are used in this study.

Analysis and Interpretation:

The collected data are analyzed and interpreted objective-wise in the following manner:

Hypothesis 1: Male under-graduate students and female under-graduate students do not differ in their Opinion toward E-Learning.

Table No. 1: Showing mean, standard deviation and t-value of significant difference between opinion of male and female undergraduate students towards e-learning.

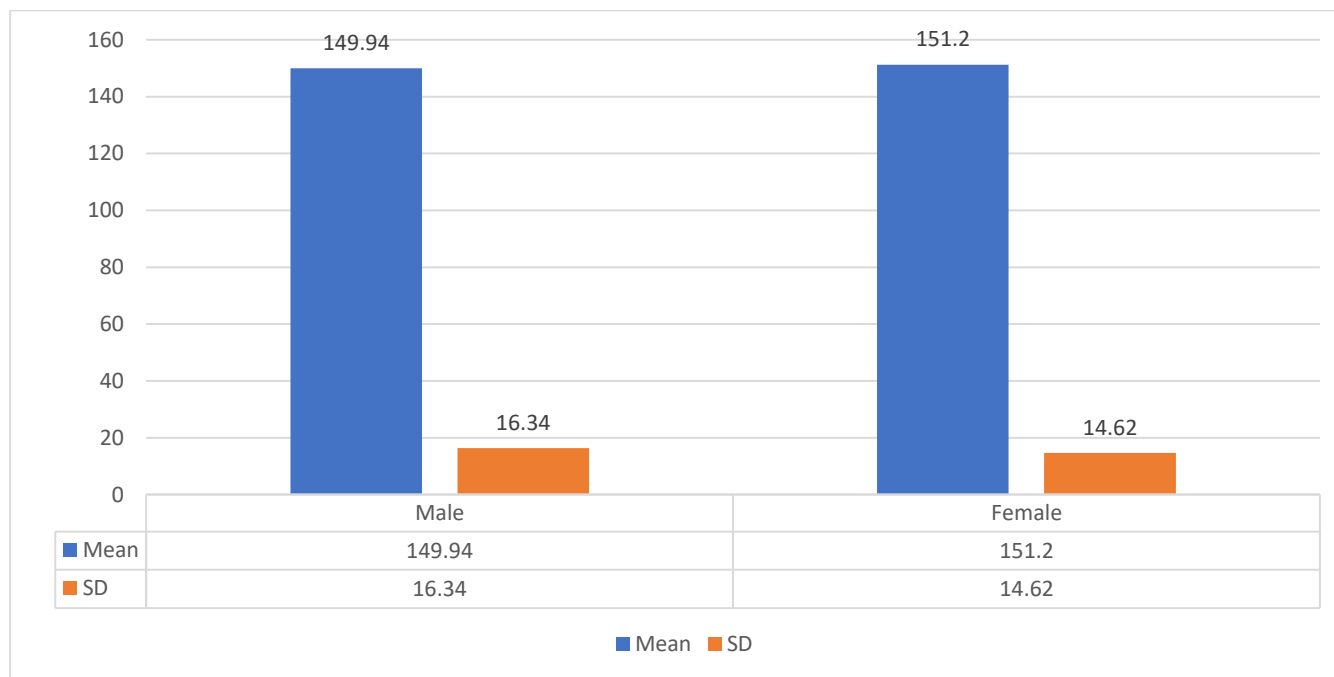
Pair of Comparison	N	Mean	SD	t-Value	df	Significance at 0.01 level
Male	250	149.94	16.34	-3.069	498	Significant
Female	250	151.20	14.62			

Interpretation:

The above table shows significance difference between opinion of male and female undergraduate students towards e-learning. It shows the mean score of male students is 149.94 and of female students is 151.20 and Standard Deviation of male students is 16.34 and of female students is 14.62. The calculate t-value is 3.069 with 498 degrees of freedom, indicating a significant difference between opinion of male and female undergraduate students towards e-learning. These findings suggest that female students hold more positive attitudes towards e-learning compared to their male counterparts.

Hence, the hypothesis is rejected.

Graph No. 1: Showing mean and standard deviation of Male and Female undergraduate students towards e-learning



Hypothesis 2: The two variables namely Types of Educational Institution and Opinion towards E-Learning are not associated with one another in case of the under-graduate students.

Table No. 2: Showing mean, standard deviation and t-value of significant difference between opinion of Government and Private undergraduate students towards e-learning.

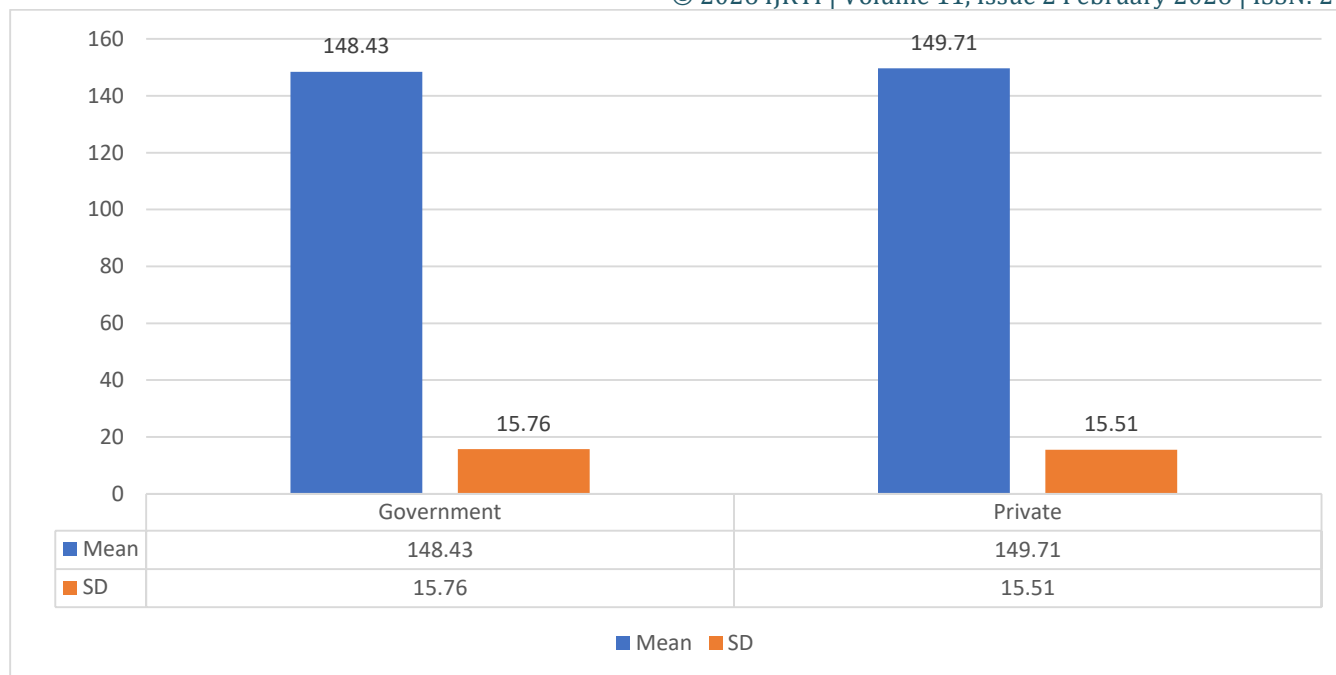
Pair of Comparison	N	Mean	SD	t-Value	df	Significance at 0.01 level
Government	250	148.43	15.76	-.915	498	Not Significant
Private	250	149.71	15.51			

Interpretation:

The above table shows significance difference between opinion of Government and Private undergraduate students towards e-learning. It shows the mean of Government undergraduate students is 148.43 and of Private undergraduate students is 149.71 and Standard Deviation of Government undergraduate students is 15.76 and of Private undergraduate students is 15.51. The calculate t-value is .915 at 498 degrees of freedom, indicating a no significant difference between opinion of Government and Private undergraduate students towards e-learning.

Hence, the hypothesis is accepted.

Graph No. 2: Showing mean and standard deviation of Government and Private undergraduate students towards e-learning.



Findings of the Study:

After analysis and interpretation of collected data, the following findings emerged in the present research study.

1. Gender is a factor in opinion towards e-learning: Gender plays an important role in opinion towards e-learning. That means undergraduate male and female students differ significantly in this regard. There exists significant difference between male and female undergraduate students in their opinion towards e-learning. The female undergraduate students hold more positive opinion towards e-learning than their male counterparts.

2 Type of college is not a factor in opinion towards e-learning: There exists no significant difference between government and private undergraduate students in their opinion toward e-learning.

Implications of the Study:

The findings of the present study have important educational implications for teachers, administrators, curriculum planners, and policymakers:

1. Gender-Sensitive E-learning Strategies

Since female students show a more positive opinion towards e-learning, efforts should be made to identify the challenges faced by male students and design gender-sensitive instructional strategies to enhance their engagement and motivation in e-learning environments.

2. Teacher Training and Support

Teachers should be trained to use innovative and interactive e-learning methods that cater to the learning needs of all students, regardless of gender. This may help reduce the observed gender gap in opinion towards e-learning.

3. Uniform Implementation Across Colleges

As no significant difference was found between government and private colleges, policymakers can implement e-learning initiatives uniformly across institutions without concern for institutional type.

4. Curriculum Development

Curriculum planners should integrate e-learning components effectively into undergraduate courses, ensuring accessibility and inclusiveness for all students.

5. Future Research

Further studies may be conducted by including additional variables such as academic discipline, socio-economic status, digital competence, and learning styles to gain a more comprehensive understanding of factors influencing opinion towards e-learning.

Conclusion of the Study: The present study was conducted to examine the opinion of undergraduate students towards e-learning with respect to gender and type of college. The findings of the study reveal that gender is a significant factor influencing students' opinion towards e-learning. A significant difference exists between male and female undergraduate students, with female students demonstrating a more positive opinion towards e-learning than their male counterparts. This indicates that gender-based differences play an important role in shaping students' acceptance and perception of e-learning. On the other hand, the type of college does not significantly influence undergraduate students' opinion towards e-learning. The study found no significant difference between students studying in government colleges and those in private colleges. This suggests that e-learning has been accepted uniformly across different institutional settings, irrespective of administrative or infrastructural differences.

Overall, the study concludes that while gender differences exist in students' opinion towards e-learning, institutional type does not act as a determining factor. E-learning has emerged as a common and widely accepted mode of learning among undergraduate students. In conclusion, this study underscores the importance of understanding undergraduate student opinion toward e-learning as a critical component in the successful integration of digital education. Future research should continue to explore this area, focusing on long-term impacts and the development of strategies to overcome the challenges identified in this study.

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