A Study of Commerce Students' Attitudes Towards E-learning with Special Reference to KDMC Region

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ABSTRACT:

E-learning is a modern teaching method that represents a new paradigm. Electronic learning is becoming a popular method of carrying out the teaching-learning process. In countries such as India, asthe population is large and educational resources are limited to meet the increasing demand for education, e-learning can play a critical role in overcoming this problem. Learners' readiness is an important consideration when embarking on the path of e-learning. Despite the numerous benefits of e-learning, it is meaningless unless learners adapt to it. The purpose of this study is to learn about the attitudes of Commerce students toward e-learning adaptation.

The research work is descriptive and analytical.The current study aims to determine students' attitudes toward e-learning. Primary and secondary data were used. For data analysis, various analytical tools were used. This study is limited to a specific time and scope.with primary data collected from Commerce Students in the KDMC region. A structured questionnaire was used to collect data from respondents using Random Sampling techniques. The data was gathered using an attitude scale based on gender, locality (rural/urban).

Working students are more likely to attend e-learning courses and place a higher value on this method; however, regardless of employment or study cycle, students prefer live lectures to individual studies in an e-learning environment. Blended learning has seemed to be the most appealing to them.

Keywords: e-Learning, Student Attitude, Online Classes, Satisfaction Level, Learners, commerce.

I. INTRODUCTION:

E-learning is a structured course or learning experience that is delivered electronically and can include performance support content. An e-learning program can also include a variety of elements such as live or pre-recorded lecture content, video, quizzes, simulations, games, activities, and other interactive elements.

A learning management system is typically used to manage and administer e-learning courses (LMS). An LMS, as author Steven D. Foreman points out in his book The LMS Guidebook, is a learning management system "a multiuser software application, usually accessed through a web browser. It helps organizations manage training events, self-paced courses, and blended learning programs. It provides automation that replaces rigorous and expensive manual work, saves time, and enables you to organize your content, data, and learners. It tracks and reports on training activity and results."

Thus, the concept of e-learning will be used in this paper to distinguish the learning process in which various types of ICT and digital information sources are used to promote the education process's efficiency, quality, and accessibility.

Although the composite method is considered the most progressive method of learning in the scientific literature, today's e-learning is based on the ideas of constructivism and connectivism. According to the constructivist approach, a learning person's consciousness incorporates and synthesizes various elements of previous experience and educational processes; additionally, previous experience is said to be the foundation for the formation and systematization of known knowledge. Connectivism defines learning as the combination of appropriate (relevant) information obtained from various sources (Siemens, 2004). ICT and digital information sources are essential for this purpose.

E-learning is the use of electronic assets in the teaching and learning process, which includes web-based learning, computer-based learning, virtual classrooms, and digital collaboration.

E-Learning has numerous applications in all sectors of society, and there are numerous examples of e-learning being used effectively.

- **Adult E-Learning:**For adults, e-learning frequently solves the numerous challenges those adult learners face during their studies. Online learning allows them to learn at their own pace, submit assignments, and take assessments when it is convenient for them. This kind of adaptability is especially beneficial for adult learners, who are frequently forced to balance employment, family responsibilities, and online learning.

- **Online Colleges:** E-learning has the most potential applications for educational institutions. Many accredited online colleges now offer online degree programs, and more will do so in the coming years. E-Learning degrees allow universities to accept far more students than they would otherwise be able to due to space and staffing constraints. Universities can become more international than ever before thanks to e-learning. Educational institutions that are properly able to adapt to the standards of Internet learning will undoubtedly see increased profitability as the number of admitted students increases and costs decrease.

II. REVIEW OF LITERATURE:

- According to Ali, Naila (2016), students' readiness to adopt E-learning and recognize its use in education, However, technical support and the stress of using technology were identified as deterrents to adopting E-learning.

- According to Lambrinidis' (2014) research, incorporating video clips, synchronous online tutorials, and online discussion groups in e-learning facilitates the use of interactive learning materials, increases their intelligibility, and strengthens bonds between students, teachers, and learning material.

- According to Bhuasiri, Xaymoungkhom, Zo, Rho, and Ciganek (2012), the most significant factors in developing countries were related to increasing technology awareness and improving attitude toward e-learning, enhancing basic technical knowledge and skills, improving learning content, requiring computer training, motivating users to use e-learning systems, and requiring a high level of university support.

- According to Kirby, Sharpe, Bourgeois, and Griene (2010), even though most students prefer face-to-face learning, believe that experience gained through e-learning will be useful in the future.

- Numerous factors influence students' attitudes. Student attitudes toward e-learning have been identified as critical to the success of e-learning by Zhang and Bhattacharyya (2008).

- Newton (2003) defined an e-learning system as having three main areas: improving access to education and training; (ii) improving teaching and learning quality; and (iii) the need for higher education institutions to maintain a competitive advantage in a changing market place for students.

III. OBJECTIVES OF THE STUDY:

The following study objectives have been established:

1. To evaluate the differences in male and female students' attitudes toward the use of E-learning.
2. To examine the differences in satisfaction with the quality ofe-learning among rural, urban and suburbanstudents.
3. To understand the preferred mode of e-learning of the Commerce students.

IV. HYPOTHESIS OF THE STUDY:

To achieve the above-mentioned objectives, the following hypotheses are formed

1. Hypothesis 1:

Null Hypothesis (H0): There is no significant difference in attitude towards the use of e-learning between male and female students.

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Alternate Hypothesis (H1): There is a significant difference in attitude towards the use of e-learning between male and female students.

2. Hypothesis 2:

Null Hypothesis (H0): There is no significant difference in satisfaction with the quality of e-learning materials providedvis-à-vis rural, urban, and suburban students.

Alternate Hypothesis (H2): There is a significant difference in satisfaction with the quality of e-learning materials provided vis-à-vis rural, urban, and suburban students.

3. Hypothesis 3:

Null Hypothesis (H0): There is no significant difference in preference towards a mode of e-learning based on gender.

Alternate Hypothesis (H3): There is a significant difference in preference towards a mode of e-learning based on gender.

V. RESEARCH METHODOLOGY:

The research is descriptive and analytical.A survey was designed to collect primary data. Secondary data were collected from official websites, journals, research papers, books, and scholarly articles, all of which were discussed during the study. Responses were collected from the Commerce students in the KDMC region. This survey was based on simple random sampling. The sample size of the study is 300.

VI. DATA INTERPRETATION AND RESULTS:

1. Genderand Locality of the Respondent:
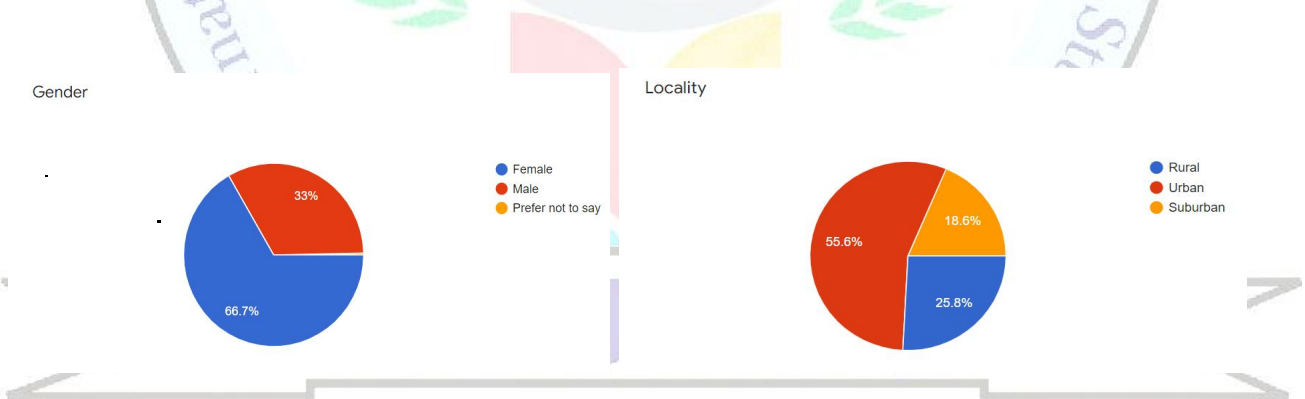
Source: Primary Data

Out of 300 Samples Collected, 199 respondents are female students and 101 are male students. 55 female & 24 male students' respondents of the studies fall into Rural locality, 113 female & 52 male students fall into Urban locality and 31 female & 25 male students respondent falls into the semiurban locality.

2. Do you own gadgets to attend online classes?

Do you own gadgets to attend online classes?
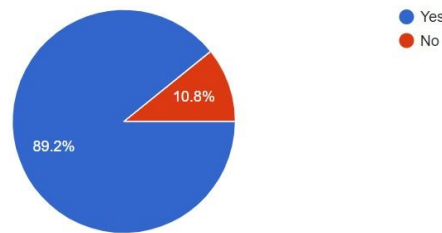
Source: Primary Data

Out of 300 Samples Collected 89.2% of respondents responded that they have their gadgets to attend the online classes whereas only 10.8% of respondents respond that they don't have their gadgets to attend the online classes.

4. Hypothesis 1:

Null Hypothesis (H0): There is no significant difference in attitude towards the use of e-learning between male and female students.

Alternate Hypothesis (H1): There is a significant difference in attitude towards the use of e-learning between male and female students.,

Data Entry

	B_1	B_2	B_3	B_4	B_5	Totals
A_1	7	44	82	50	16	199
A_2	5	17	39	23	17	101
A_3	-----	-----	-----	-----	-----	-----
A_4	-----	-----	-----	-----	-----	-----
A_5	-----	-----	-----	-----	-----	-----
Totals	12	61	121	73	33	300

Reset   Calculate

Chi-Square	df	P
6.23	4	0.1826

Cramer's V = 0.1441

Note that one of your expected cell frequencies is smaller than 5. For a rows by columns chi-square test, at least 80% of the cells must have an expected frequency of 5 or greater, and no cell may have an expected frequency smaller than 1.0. For a 2x2 table, the chi-square test is valid only if all expected cell frequencies are equal to or greater than 5. If this requirement is not met for a 2x2 table, use instead the Fisher Exact Probability Test. The Fisher Exact Test is also available for 2x3, 2x4, and 2x3

1. Attitude towards the use of e-learning between male and female students by using Chi-square test.

Source: Primary data:

To assess the relationship between the gender of the respondent and the usage of e-learning, Chi-square was performed. The results are shown in the table above. The calculated value of P-Value is more than 0.05 (5%) significance level. As a result, we accept the Null Hypothesis (H0) 'There is

no significant difference in attitude towards the use of e-learning between male and female students.'

5. Hypothesis 2:

Null Hypothesis (H0): There is no significant difference satisfied with the quality of e-learning materials provided between rural, urban, and suburban students.

Alternate Hypothesis (H2): There is a significant difference satisfied with the quality of e-learning materials provided between rural, urban, and suburban students.

ANOVA

Groups	Sum	Average	Variance
Rural	79	15.8	186.7
Urban	165	33	1237.5
Suburban	56	11.2	149.2

Source of Variation	SS	df	MS	F	P-value	F crit
Between Groups	1320.4	2	660.2	1.258803	0.318946	3.885293835
Within Groups	6293.6	12	524.46667			
Total	7614	14				

2 Difference in satisfaction with the quality of e-learning materials provided between rural, urban, and suburban students by using one-way ANOVA testing.

Source: Primary Data

To ascertain if there were any significant differences between the quality of e-learning materials provided between rural, urban, and suburban students, a one-way ANOVA was applied. The results are shown in the table above. The highest average (33) was recorded against 'Urban Region' followed by the second-highest average (15.8) which was recorded against 'Rural Region'. The lowest average (11.2) was recorded in correspondence to the 'Suburban Region' of the quality of e-learning materials provided. The P-value is more than 0.05 (5%) significance level. As a result, we accept the Null Hypothesis (H0): 'There is no significant difference satisfied with the quality of e-learning materials provided between rural, urban, and suburban students.'

6. Hypothesis 3:

Null Hypothesis (H0): There is no significant difference in preference towards a mode of e-learning based on gender.

Alternate Hypothesis (H3): There is a significant difference in preference towards a mode of e-learning based on gender.

ANOVA

Groups	Count	Average	Variance
Online	83	41.5	220.5
Offline	166	83	2450
Hybrid	51	25.5	24.5

Source of Variation	SS	Df	MS	F	P-value	F crit
Between Groups	3523	2	1761.5	1.960853	0.28534	9.552094
Within Groups	2695	3	898.3333			
Total	6218	5				

3. Difference in preference towards a mode of e-learning based on gender by using one-way ANOVA Testing.
Source: Primary Data

To ascertain if there were any significant differences between the various preference towards a mode of e-learning based on gender, a one-way ANOVA was applied. The results are shown in the table above. The highest average (41.5) was recorded against 'Online' followed by the second-highest average (83) which was recorded against 'Offline'. The lowest average (25.5) was recorded in correspondence to 'Hybrid' various preferences towards a mode of e-learning. The P-value is more than 0.05 (5%) significance level. As a result, we accept the Null Hypothesis (H0): 'There is no significant difference in preference towards a mode of e-learning based on gender.'

VII. CONCLUSION:

Working students are more likely to attend e-learning courses and place a higher value on this method; however, regardless of employment or study cycle, students prefer live lectures to individual studies in an e-learning environment. Blended learning has seemed to be the most appealing to them. Although the study materials presented in the e-learning environment are relevant, only about one-third of respondents believe that these materials help them concentrate. Students' attitudes differed significantly depending on whether studies in an e-learning environment were organized professionally, qualitatively, and effectively as traditional studies. More students stated that using the e-learning method was more difficult than traditional methods of study.

According to the study results of the preceding study, students' attitudes toward e-learning are unaffected by gender or location. As a result, the current study suggests that they are more likely to accept e-learning. Because students' attitudes toward e-learning are very positive, it is expected that students will use an e-learning strategy for their learning. Based on the findings of this study, we can conclude that college students are open to taking advantage of the online learning mode.

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