

# EFFECTS OF DEMOGRAPHIC VARIABLE ON ATTITUDE TOWARDS E-LEARNING

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## ABSTRACT

Recently World is Fighting with a pandemic which has forced all the schools and colleges to shut their operations and to continue the regular classes through online mode only , Although E learning has so many advantages to all the learners but from literature review it is evident that Adaptability towards E-learning is one of the major concern in India , this paper aims to study the attitude towards eLearning among undergraduate students and give suggestions based on the outcome of the study.

**Keyword :** - E- Learning, Attitude, Demographic variables

## 1. INTRODUCTION

E-learning is the demonstration of taking part in an instructive course in a web based setting as such e Learning is getting the hang of using electronic advances to get to instructive educational program outside of a customary homeroom, it has number of advantages to understudies just as Teachers some of them are that it obliged everybody need, talk can be taken any number of time, it offer access to refreshed substance, Brisk conveyance , Diminished expense and so forth. Numerous examinations, and training establishments are worried about looking at changed configurations of e-learning, web-based learning, mixed learning or different courses to discover which arrangement is best as far as, learning result and understudy fulfillment. In any case, explore shows that educating and learning are unpredictable and are affected by something other than the showing design . Therefore, we ought to explore various components that may impact instructing and learning in various organizations and in various settings, this paper plans to recognize the understudy's disposition towards e learning with certain factors

## 2. LITRATURE REVIEW

**(Bernard et al., 2014)** in his study compared F2F teaching to online learning and/or blended learning and found out that the formats provides, e.g., the highest learning outcome, creates the most satisfied students or has the highest rate of course completion

**Blezu and Popa (2008)** in their study concluded that E-learning has lots of prospects in various sectors like: in dynamism, in real time, in collaboration, global reach and delivery of speech

**Sangeeta Kakoty, et. al. (2011)** analyses the current e-learning procedure and showing the new dimension of research work on this area that follows the important and most neglected research areas till today in this domain. It also analyses the importance of e-education system and recent market of e-learning procedure

**Venkatesh, et.al. (2003)** identifies the key factors in acceptance of e-learning as measured by behavioral intention to use the technology and actual usage in the Unified Theory of Acceptance and Use of Technology

**Abdullah Mohammad (2006)** looked to investigate female staff and understudy mentalities toward embracing on the web guidance, the advantages of actualizing on the web guidance, just as the most significant hindrances that may forestall powerful execution of online guidance ,The discoveries uncovered that workforce and understudies have uplifting perspectives toward online guidance; female personnel and understudies got the best advantages of online guidance; and understudies had a fundamentally better inspirational demeanor towards online guidance than personnel.

**Lars Cernerud (2002)** conducted a study with students at Jönköping University in 55 Sweden as an example. The students had experiences from two years of e-learning on campus. Students (n = 150) filled in a questionnaire with closed as well as open-ended questions The appropriate responses were dissected in a various relapse investigation, placing the understudies' discernments according to sexual orientation, age, past information on PCs, mentalities to new innovation, learning styles and the method for executing e-learning at the college. Points of interest and impediments of e-learning were ordered in a subjective substance examination. The fundamental end from the examination was that the procedure of executing the e-learning framework at the college was more significant in affecting understudies' recognitions than the individual foundation factors

**Dr. Fahad N (2009)** led an examination on the understudy's mentalities and discernments towards the adequacy of portable learning in King Saud University, Saudi Arabia. The review comprised of one hundred eighty-six undergrad female understudies at King Saud University about their disposition and observation to the utilization of versatile innovation in instruction.

### 3. RESEARCH METHODOLOGY

Primary data is collected from Vadodara district using a detailed questionnaire apart from that secondary data is used from books, magazine ,journals and Manuals, along with various online resources, are used .The sampling methodology has been simple random sampling by which sample size of 100 has been selected. SPSS software is used for data analysis.

### 4. OBJECTIVE OF STUDY

To study the impact of various demographic factors(Gender, Education level, locality, marital status) on Attitude towards E-learning.

### 5. HYPOTHESIS

1. There is no significant relationship between GENDER and the attitude towards E-learning .
2. There is no significant relationship between the Marital Status and Attitude students towards E- Learning.
3. There is no significant relationship between Respondent LOCALITY and the attitude towards E-learning.
4. There is no significant relationship between LEVEL OF EDUCATION and attitude towards E-learning
5. There is no significant relationship between INSTRUCTION MEDIUM and attitude towards students towards E-learning

### 6. DATA ANALYSIS

In order to check the reliability & validity of the data collection instrument Cronbach Alpha test was conducted.

Reliability Test: Cronbach Alpha

Cronbach's Alpha	N of items
.873	30

Table 1

The alpha coefficient for the 30 items is .873, suggesting that the items have relatively high internal consistency.

### 1. Demographic Profile

Sr.no	Demographic Factors	Frequency	%
<b>1</b>	<b>GENDER</b>		
	Male	<b>46</b>	<b>46</b>
	female	<b>54</b>	<b>54</b>
<b>2</b>	<b>MARITAL STATUS</b>		
	Married	<b>12</b>	<b>12</b>
	Unmarried	<b>88</b>	<b>88</b>
<b>3</b>	<b>LOCALITY</b>		
	Urban	<b>73</b>	<b>73</b>
	Rural	<b>27</b>	<b>27</b>
<b>4</b>	<b>EDUCATION</b>		
	Graduate	<b>56</b>	<b>56</b>
	Postgraduate	<b>42</b>	<b>42</b>
	Doctorate	<b>2</b>	<b>2</b>
<b>5</b>	<b>INSTRUCTION MEDIUM</b>		
	English	<b>91</b>	<b>91</b>
	Gujarati	<b>9</b>	<b>9</b>

### 2. Cross tabulation table, chi square

#### Relationship between gender and attitude towards E- learning

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	.864 <sup>a</sup>	2	.649

In the above table, the calculated Chi-Square, degree of freedom, and significant value is given. For all the factors P – Value is greater than 0.05, so we fail to reject the null hypothesis for the same. There is no relationship between attitude towards e learning with respect to gender of the respondent

**Relationship between Marital status and attitude towards E- learning**

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	.153 <sup>a</sup>	2	.926

In the above table , the calculated Chi-Square, degree of freedom, and significant value is given. For all the factors P – Value is greater than 0.05, so we fail to reject the null hypothesis for the same. There is no relationship between attitude towards e learning with respect to Marital status of the respondent

**Relationship between Locality and attitude towards E- learning**

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	2.153 <sup>a</sup>	2	.273

In the above table , the calculated Chi-Square, degree of freedom, and significant value is given. For all the factors P – Value is greater than 0.05, so we fail to reject the null hypothesis for the same. There is no relationship between attitude towards e learning with respect to locality of the respondent

**Relationship between Education level and attitude towards E- learning**

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	4.602 <sup>a</sup>	2	.002

In the above table , the calculated Chi-Square, degree of freedom, and significant value is given. For all the factors P – Value is smaller than 0.05, so we reject the null hypothesis for the same. There is a relationship between educational level with respect to the attitude towards e- learning.

**Relationship between Instruction Medium and attitude towards E- learning**

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	43.419 <sup>a</sup>	2	.000

In the above table , the calculated Chi-Square, degree of freedom, and significant value is given. For all the factors P – Value is smaller than 0.05, so we reject the null hypothesis for the same. There is a relationship between Instruction medium with respect to the attitude towards e- learning.

**7. CONCLUSION**

From the data analysis it is very clear that that Gender, marital status and Locality of the respondent does not have significant impact on the attitude towards the E-learning whereas Education level and the instruction medium has the positive impact on the attitude towards E-learning.

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