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# EXPLORING E -LEARNING ATTITUDE IN RELATION TO SELF-PERCEPTION AMONG UNDERGRADUATE STUDENTS AT B.P.S. MAHILA VISHWAVIDYALAYA

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**ABSTRACT**
*In today's digital age, the use of technology in education is exceptionally important.E-learning provides educational institutions with an opportunity to provide new and dynamic learning experiences for students. Through this approach, students develop the ability to learn according to their own schedule allowing them to work independently and enthusiastically towards their learning goals. This research paper explored the relationship between E-Learning Attitude and Self- Perception among undergraduate students at B.P.S. MahilaVishwavidyalaya. The study concluded that there is a very low degree of positive correlation between self-perception and E-learning. It is also found that arts students have more positive attitude towards e-learning than science students. This may be due to the fact that science students have lab work as a part of their curriculum, which is not possible through e-learning.*
**KEYWORDS**: - *E-learning Attitude, Self-Perception, Undergraduate Students.*

## INTRODUCTION

In today's digital age, the use of technology in education is exceptionally important.E-learning provides educational institutions with an opportunity to provide new and dynamic learning experiences for students. Through this approach, students develop the ability to learn according to their own schedule allowing them to work independently and enthusiasticallytowards their learning goals.E- Learning, characterized by the use of digital technologies to deliver educational content and facilitate learning, has become increasingly prominent in recent years.Over the past few years, e-learning has gained significance in the field of education. The growth might be ascribed to the shift in pedagogical paradigms and the need for adaptable learning alternatives. E-learning, which uses digital technologies to enhance learning beyond the confines of a traditional classroom, has become an essential component of modern educational systems. It enables convenient scheduling and provides remote access to materials. The implementation of e-learning has expedited, particularly in reaction to worldwide occurrences like as the COVID-19 pandemic. In the wake of the COVID-19 pandemic, traditional education, which was formerly confined to physical classrooms and in-person interactions, is now being augmented and occasionally substituted by online learning platforms. E-learning enhances education quality through the provision of diverse learning resources and the facilitation of personalized learning experiences ***(Ratnawati & Idris, 2020)***. For instance, e-learning broadens the scope of courses and programs accessible to students ***(Ozornina et al., 2022)***. Universities provide a diverse range of courses on online platforms, encompassing specialty or specialized subjects, enabling students to pursue their academic passions, particularly within the COVID-19 epidemic ***(Basu, 2022)***. Furthermore, e-learning platforms commonly have features that facilitate collaboration and communication among students and teachers ***(Ozornina et al., 2022)***. This form of communication has the potential to promote a sense of community, allow the exchange of knowledge between peers, and permit debates in courses that are conducted remotely or online. E-learning facilitates students in becoming proficient with technology and equips them for the professional environment, where there is a significant need for digital competencies ***(Akcil & Bastas, 2020)***. Moreover, online training can offer greater cost efficiency compared to traditional classroom instruction ***(Thapa et al., 2021)***, resulting in reduced expenses for transportation, accommodation, and physical course materials. This affordability enhances the accessibility of higher education to students ***(Abramova & Shishmolina, 2022).***

Multiple researches have investigated the perspectives of students regarding e-learning. In their study, Ozaydinet***. al. (2021)*** discovered that the attitudes of pre-service teachers towards e-learning varied based on their learning style, but not on factors such as age, gender, and subject area. ***Prakasha et al. (2022)*** conducted a study on the attitudes of university students towards e-learning and discovered that females had more favourable views towards e-learning compared to males. Men had a tendency to avoid e-learning. ***Uyar (2023)*** examined the attitudes of university students towards e-learning. The findings indicated that students exhibited a strong positive disposition towards e-learning. In this study, male students, students with previous experience in e-learning, persons who have internet access at home, those who own personal computers, and students enrolled in technical courses demonstrated a more positive disposition towards e-learning. The limitations of e-learning, as identified by students, include limited teacher-student

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interaction, unequal access to opportunities, and inadequate knowledge among both students and instructors. Students identified network connectivity issues, insufficient equipment, and limited internet access as challenges in the development of e-learning. Attitude towards e-learning is also related with self-perception. Constructivism posits that e-Learning is a dynamic process of acquiring information, since knowledge is created via personal experience, development, and engagement with the surrounding environment ***(Lee & Lee, 2008)***. The present study is an attempt to examine the relationship between self-perception and attitude towards e-learning of undergraduate students.

## STATEMENT OF THE PROBLEM

***"Exploring E-learning Attitude's in Relation to Self – Perception Among Undergraduate Students at B.P.S Mahila Vishwavidyalaya."***

## OBJECTIVE OF THE STUDY

The study is based on the following objectives.

- To compare the attitude of e-learning among hostler and day scholar undergraduate students.
- To compare the attitude of e-learning among Science and Arts undergraduate students.
- To compare the attitude of e-learning among rural and urban undergraduate students.
- To find out the relationship between e-learning attitude and self-perception among undergraduate students.

## HYPOTHESES

- There is no significant difference between attitude towards e-learning among hostler and day scholar undergraduate students.
- There is no significant difference between attitude towards e-learning among Science and Arts undergraduate students.
- There is no significant difference between attitude towards e-learning among rural and urban undergraduate students.
- There is no significant relationship between attitude towards e-learning and self-perception among undergraduate students.

## RESEARCH METHODOLOGY OF THE STUDY

This study wascarried out on the basis of descriptive survey method. 200 university students of B.P.S Mahila Vishwavidyalya were selected using simple random sampling. After selecting the sample, tools were selected to collect the data.Each tool was appropriate for collection of certain type of evidence or information. In this study, the researcher used E-learning Attitude Scale (ELAS) by Gupta andBansal (2022) andSelf- Perception Scale by Aagarwal (2015) for data collection. Descriptive statistics mean, standard deviations co-relation and t-test were used to analysis the data .

## RESULT AND DISCUSSION

**Objective 1.**To compare the attitude of e-learning among hostler and day scholar undergraduate students.

**To achieve this objective following hypothesis is developed:**

There is no significant difference between attitude towards e-learning among hostler and day scholar undergraduate students.

**Table 1.Comparison of the attitude of e-learning among hostler and day scholar undergraduate students.**

| Groups | No. of Students | Mean | S.D | t- value | Level of Significance |
|---|---|---|---|---|---|
| Hostlers | 100 | 178.02 | 14.89 | 0.900 | Not Significant at 5% level of significance |
| Day Scholars | 100 | 180.05 | 16.93 | | |

**Interpretation**

The table1shows that mean of hostler and day scholar towards e-learning attitude is 178.02 and 180.05 and whereas S.D.is 14.89 and 16.93 respectively.The t-value is 0.900. It is found not significant at 0.05 levels of significance which indicates that hostler and day scholar are not significantly differ in their e – learning attitude . so, the null hypotheses "There is no significant difference between attitude towards e-learning among hostler and day scholar undergraduate students is accepted."

**Objective 2 .**To compare the attitude of e-learning among Science and Arts undergraduate students.

**To achieve this objective following hypothesis is developed:**

There is no significant difference between attitude towards e-learning among Science and Arts undergraduate students.

**Table 2.Comparison the attitude of e-learning among Science and Arts undergraduate students.**

| Groups | No. of Students | Mean | S.D. | t-value | Level of significance |
|---|---|---|---|---|---|
| Arts Students | 100 | 182.62 | 17.55 | 3.124 | Significant 0.01 |
| Science Students | 100 | 175.59 | 14.08 | | |

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**Interpretation**

The table 2shows that mean of Arts and science on e-learning attitude is 182.62 and 175.59 and where as S.D. 17.55 and 14.08 respectively and the t-value is 3.124. it is found significant at 0.01 levels of significance which indicates that Arts and Science students are significantly differ in their e – learning attitude.so, the null hypotheses "There is no significant difference between attitude towards e-learning among between among Science and Arts undergraduate students."isrejected and concluded that arts students have more positive attitude than science students.

**Objective 3.**To compare the attitude of e-learning among rural and urban undergraduate students.

**To achieve this objective following hypothesis is developed:**

There is no significant difference between attitude towards e-learning among rural and urban undergraduate students.

**Table 3.Comparison the attitude of e-learning among rural and urban undergraduate students.**

| Groups | No. of Students | Mean | S.D. | t-value | Level of significance |
|---|---|---|---|---|---|
| Urban students | 100 | 179.25 | 18.23 | 0.436 | Not significant 0.05 |
| Rural students | 100 | 178.26 | 13.55 | | |

**Interpretation**

The table 3shows that mean of rural and urban Students on e-learning attitude is 179.25 and 178.26 and where as S.D. 18.23and 13.55 respectively it can be observed that the t-value is 0.436 it is not found significant at 0.05levels of significance which indicates that rural and urbanstudents are not significantly differ in their e – learning attitude.so, the null hypotheses "There is no significant difference between attitude towards e-learning among rural and urban undergraduate students'" is accepted.

**Objective 4.**To find out the relationship between e-learning attitude and self-perception among undergraduate students.

**To achieve this objective following hypothesis is developed:**

There is no significant relationship between attitude towards e-learning and self-perception among undergraduate students.

**Table 4. Relationship between attitude towards e-learning and self-perception among undergraduate students.**

| Variables | No. of students | Co-relation of coefficient |
|---|---|---|
| Self-Perception | 200 | 0.049 |
| E-Learning | 200 | |

Table 4 shows that there is a very low degree of positive correlation between self-perception and E-learning which means that if attitude towards e- learning increases than self-perception also increases. So, the null hypothesis 'There is no significant relationship between attitude towards e-learning and self-perception among undergraduate students. 'is rejected.

## CONCLUSION

The present paper analyses the attitude towards e-learning of undergraduate students. Most of the students have positive students towards e- learning due the fact that they find it easy to use and useful for study. The findings concluded that arts students have more positive attitude towards e-learning than science students. This may be due to the fact that science students have lab work as a part of their curriculum, which is not possible through e-learning. The study also concluded that there is a very low degree of positive correlation between self-perception and E-learning. In other words, If a student have a positive attitude towards e- learning then her/ his self perception is also increased .

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