



Attitude Towards E-Learning In Relation To Study Habits Among College Students

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ABSTRACT

The study examined attitude towards e-learning in relation to study habits among college students. The 292 college students were selected on the basis of convenient and volunteer sampling from 11 selected colleges of Punjab. The Analysis of variance (ANOVA) analysis followed by post-hoc analysis was employed to compare the differences in mean scores of attitude towards e-learning in relation to their levels of study habits i.e. better, good & poor in attitude towards e-learning among college students were used to analyse the data. The results revealed that there was significant variance found in attitude towards e-learning in relation to better, good and poor study habits. Further, it was found that the college students with better study habits have high attitude towards e-learning, secondly followed by college students with good study habits have average attitude towards e-learning and thirdly by college students with poor study habits

have low attitude towards e-learning. On the basis of findings, it is suggested that the governments/academic institutions should focus on providing e-learning infrastructure such as desktops, laptops, and Wi-Fi routers at subsidized prices to the students, uninterrupted high-speed internet to students in villages and towns; improving technology awareness and fluency among teachers and students; developing easy-to-use applications on mobile phones, for both online and offline usage. The principal of the college must encourage teachers to attend workshops, seminars and conferences related to how to enhance their digital skills timely and also organize brain-storming drilling activities/inter-house competitions/quiz/projects at college level in order to develop study habits among students.

Keywords: Attitude towards e-learning, Study Habits and College Students.

I. INTRODUCTION

Educational sector has radically revised the teaching and learning strategies nowadays with the aim of providing better service to the learners through the intensive use of the ICT. Suri & Sharma (2013) reported that the evolution of information technology brings revolution in teaching and learning as it has created a need to transform how students learn by using more modern, efficient, effective and cost-effective alternatives in the form of e-learning. An e-learning environment which works as an interface between the students and their learning objectives and provides different means to achieve the learning goal.

Galeon et al. (2019) viewed that E-learning is a teaching-learning engagement using electronic devices such computers, mobile devices, content management systems, internet and other information and communications technology (ICT) based technologies. ICT has always been beneficial to all aspects of human engagement. Academics is as one

of the major beneficiaries with ICT being integrated ICT especially in open and distance education (ODE) to bridge the time and place barriers of learners and teachers. Arinto (2013) explained that e-learning flourished in the beginning of the 20th century with the introduction of online and virtual learning systems integrating various types of media including images, user interfaces, text, videos, hypertext, hypermedia, animations. Today, social media, video conferencing, collaboration tools, discussion tools, mobile applications and other related technologies are now important component of e-learning. Carraig et al. (2020) expressed that ICT's exponential change has been brought a huge shift in education that empowers people to learn new skills and approaches and transform the quality of the curriculum through the E-learning framework. Zakariah et al. (2011) viewed e-learning goes beyond digital technologies. New E-learning technology continues to become increasingly accessed and also implemented by people in all walks of life. Increasingly, the technologies are



becoming more integrated as an invisible and ubiquitous part of a global system. In other words, it targets reform and innovative tendency of every institution to initiate or stimulate academic responsibilities as well as enhancing students' capacity to learn aggressively and proactively too.

Agrawal & Teotia (2015) explained that study habits are a combination of two words 'Study' and 'Habits'. When taking it separately, study means, 'Application of the mind to the acquirement of knowledge'. Study habits are the ways or methods that one follow while studying - the habits that one have formed during their school years. Study habits can be good ones, or bad ones. Good study habits include working every day with good notes, reading text book, listening carefully in the classes and organization of all these. Bad study habits include skipping class, not doing work, watching TV or playing video games instead of studying. The Encyclopedia of Education (1971) revealed that the study habit is the methods of study. The teachers should present to the class the most effective techniques or methods of work, as proved by experience and experiment, so that the students may make their choice. According to Good's Dictionary of Education (1973), 'Study habit is the tendency of a pupil of student's way of studying whether systematic or unsystematic, efficient or inefficient etc'. Going by this definition, it literally means that good study habit produces positive academic performance while inefficient study habit leads to academic failure. Study habit are measured directly through reports, examination, assessment and rating. Students' attitude and study habit towards any subject has been described as a function of their belief about the subject and implicit evaluative responses with those beliefs. Nuthana & Yenagi (2009) explained that good study habits refer to the activities carried out by learners during the learning process for improving learning. Study habits are intended to elicit and guide one's cognitive process during learning. Patel (1976) suggested that study habits include home environment and planning of work, reading and note taking habits' planning of subjects, habits of concentration, preparation for examination, general habits and attitude and the school environment.

II. REVIEW OF RELATED LITERATURE

Pham et al. (2019) examined the relationships among e-learning service quality attributes, overall e-learning service quality, e-learning student satisfaction, and e-learning student loyalty in the context of Vietnam, an emerging

country. The survey data collected from 1232 college students. The results indicated that e-learning service quality was a second-order construct comprising of three factors, namely, e-learning system quality, e-learning instructor and course materials quality, and e-learning administrative and support service quality. The e-learning system quality was the most important dimension of overall e-learning service quality, followed by e-learning instructor and course materials quality, and e-learning administrative and support service quality. In addition, the overall e-learning service quality was positively related to e-learning student satisfaction, which in turn positively influences e-learning student loyalty. Also, overall e-learning service quality has a direct effect on e-learning student loyalty.

Pathak (2020) studied academic stress and self-efficacy in relation to study habits among adolescents. For the study, 100 students (50 male and 50 female) constituted the sample. The simple inclusion purposive technique was adopted to draw the sample. It was found that there is a significant negative relationship between academic stress and study habits of adolescents. And there is a significant positive relationship between self-efficacy and study habits of adolescents. Also, there is a significant negative relationship between male and female students at secondary school on their study habit.

Rana & Deepika (2020) found differences in the study habits of higher secondary school students with respect to various variables. The random sampling technique was applied to draw a sample of 200 students studying in ten higher secondary schools of Kathua district (J&K). The results showed that female higher secondary school students obtained higher scores on the interaction dimension while male students scored higher on the support dimension of Study Habits Inventory (SHI). The results also revealed that students studying in private higher secondary schools had better study habits as compared to students studying in government higher secondary schools especially on the drilling and support dimensions as well as on overall study habits. Further, science students were found to possess better study habits in comparison to art students on the dimensions of comprehension, concentration, task-orientation and sets, interaction, drilling and support as well as on overall study habits.

Tus (2020) addressed the influence of study attitudes and study habits on the academic performance of the students. The study respondents were the senior high school students in a catholic



school in Bulacan, Philippines. The descriptive-correlation research method was utilized to describe the respondents' profile in terms of their study attitudes, study habits, and academic performance. A total of one hundred thirty (130) senior high school students were participated in this study. It was revealed that study attitudes and study habits do not significantly affect senior high school students' academic performance.

Unwalla (2020) explored the comparative analysis of study habits between males and females. The sample includes 160 undergraduate students were selected for the study out of which 90 were males and 70 were females. It was found that the significant difference exists in the study habits of male and female students. The study habits of females is better compared to males. It has been observed that females are more self-disciplined, tend to complete work on time and are more attentive compared to males. Part of this could also be gender differences in cognitive development and characteristics. Female brains tend to mature about 1-2 years faster than male brains, especially during teen years. Females tend to be better at reading and writing tasks. This research has primarily been conducted to find out whether there is any difference in study habits of males and females. From the results and findings it would be safe to conclude that there exists a significant difference in study habits of males and females and females tend to have better study habits compared to males.

Quilez-Robres (2021) analyzed the Intelligence quotient, short-term memory and study habits as academic achievement predictors of elementary school: A follow-up study. The sample includes elementary school (74 pupils aged 8–9 years old). The instruments used are the General and Factorial Intelligence Test (GFI-3 revised), the Yuste Memory Test (MY), the Study Habits and Techniques Questionnaire (SHTQ) and the average score obtained in the final exams in both 3rd and 4th grade. It was found that IQ, short-term memory and study habits are significantly related to academic achievement. The study concludes that IQ and study habits are two significant predictor variables of academic achievement.

Singh et al. (2021) attempted a survey study on E-learning methods in nursing and medical education during COVID-19 pandemic in India. The participant includes nursing and medical undergraduate students (I-IV year). The results revealed that there is a need to improve information and communication infrastructure to enhance feasibility of e-learning for nursing/medical students in India. There should be guidelines (number of

classes/day, length of each class, break between classes, curriculum, etc.) to improve the retention capacity in students and reduce health issues. Continuous feedback from teachers and students will be required to make e-learning effective.

SIGNIFICANCE OF THE STUDY

21st century is regarded as technological century, where all information's are stored in the clouds. So the access of an electronic resource for collecting the information is necessary for every learner. The students how much they are access the e-learning resources for their academic purposes and it may be facilitate to their learning. Technology is a mediator of change and major technological innovations can result in entire paradigm shifts. Now-a-days anywhere, anytime education is possible. E-learning is dynamic, operates in real time, empowering, individual and comprehensive, effective and quick. The major benefit of e-learning resources is that it is eco-friendly because it takes place in a virtual environment and thus avoids travelling and reduces the usage of papers. E-learning techniques must be incorporated among college students and it is the high time to develop the positive attitude towards e-Learning resources access among college students. It will enhance good study habits and discipline in the righteous way and also will equally incorporate life-long learning habits among students. Rani (2013) explained that study-habits are the essence of a dynamic personality. A proper study habits enables an individual to reap a good harvest in future. The present society is a competitive society, where the principle of struggle for existence and survival for fittest exists. Study-habit is a process from which an individual gets proper input to feed his hunger and to quench his thrust for knowledge. The study habits thus are of great assistance to actualize the potentialities of the individual. Hence, study habits of students' plays important role in learning and fundamental to success.

OBJECTIVES OF THE STUDY

1. To study significant difference in mean scores of attitude towards e-learning in relation to better, good & poor study habits among college students.

HYPOTHESES OF THE STUDY

1. There is significant difference in mean scores of attitude towards e-learning in relation to better, good & poor study habits among college students.



RESEARCH TOOLS

1. Attitude Towards E-Learning Scale by Rani (2015): Attitude Towards e-Learning Scale prepared by Rani (2015) was employed on the total sample. The scale consists of 65 items. The scale is a five-point scale viz., Strongly Agree, Agree, Undecided, Disagree and Strongly Disagree. The scale has both positive and negative items. The 38 positively worded statements in the scale was scored as 5, 4, 3, 2, 1 for 'Strongly Agree', 'Agree', 'Undecided', 'Disagree' and 'Strongly Disagree' and the 27 negatively worded statements was scored in reverse order i.e. 1, 2, 3, 4, 5 for 'Strongly Disagree', 'Disagree', 'Undecided', 'Agree' and 'Strongly Agree' respectively. The total scores on 65 statements represent the Attitude Towards e-Learning Scale perceived by the college students.

2. Study Habit Inventory by Mukhopadhyay & Sansanwal (2002): To find out the study habits among college students, Study Habit Inventory by Mukhopadhyay & Sansanwal (2002) was used. The inventory comprises 52 items pertaining to line sub-components namely Comprehension (12 items), Concentration (10 items), Task Orientation (9 items) Study sets (7 items), Interaction (3 items), Drilling (4 items), Supports (4 items), Recording (2 items), Language (1 item) which characterize the basis of study habits. The items have been drafted in affirmative (34 items) and negative (18 items) forms. **Affirmative (+) items:** 1, 2, 3, 4, 5, 6, 7, 8, 9, 11, 12, 13, 14, 15, 22, 23, 24, 25, 27, 29, 30, 31, 32, 38, 39, 41, 43, 44, 46, 49, 50, 51, 52 (34 items). **Negative (-) items:** 10, 16, 17, 18, 19, 20, 21, 26, 28, 33, 35, 36, 37, 40, 42, 45, 47, 48, (18 items). The positive item should be given 4, 3, 2, 1, and 0 for responses 'always', 'frequently', 'sometimes', 'rarely', and 'never' respectively, whereas the scoring process should be reversed as 0, 1, 2, 3, and 4 for negative items. The maximum total Score 208 and minimum total Score 0 (Positive Items: 4, 3, 2, 1, 0 ; Negative Items: 0, 1, 2, 3, 4).

OPERATIONAL DEFINITIONS

1. Attitude towards E-learning: Attitude towards E-learning is operationally defined as the tendency to express one's acceptance or rejection of the use of electronic devices as (i) E-learning interest, (ii) Usefulness, (iii) Ease of e-learning and (iv) E-learning confidence.

2. Study Habits: Study habits are generic rather than specific in terms of its importance. It has very long reaching effect deep into the life of individuals and by cumulative and interactive effects in the society. It is operationally defined in

nine different kinds of study behaviours of human beings as (i) Comprehension, (ii) Concentration, (iii) Task Orientation, (iv) Study sets, (v) Interaction, (vi) Drilling, (vii) Supports, (viii) Recording and (ix) Language.

3. College Students: The students who are studying in (B.Sc.-Medical and Non-Medical/ B.A./ B.Com.) final semester in degree colleges are considered as college students for the present study.

DELIMITATIONS OF THE STUDY

- The present study was delimited to degree colleges affiliated to G.N.D.U. Amritsar only.
- The present study was delimited to (B.Sc. - Medical/Non-Medical/ B.A./ B.Com.) final semester college students only.
- The present study was delimited to privately self-financed degree colleges only.
- The present study was delimited to 300 college students only.

SAMPLE OF THE STUDY

In the present study, sampling frame comprised of 292 college students of degree colleges affiliated to Guru Nanak Dev University, Amritsar. The sampling area was selected from twenty two (22) districts of Punjab on basis of their literacy rate (Statistical Abstract of Punjab, 2020). The three groups were formed from twenty two (22) districts as districts of high literacy rate (80% and above), average literacy rate (70-80%) and low literacy rate (69% & below) according to the Statistical Abstract Punjab (2020). One district each was randomly selected from the low, average and high literacy status districts. The districts selected from high literacy rate was Pathankot and Jalandhar, from average literacy rate was Gurdaspur and Kapurthala and from low literacy rate was Tarn Taran (out of seven districts having low literacy rate, only one district has colleges affiliated to Guru Nanak Dev University, Amritsar). The 292 college students were selected on the basis of convenient and volunteer sampling from 11 selected colleges of Punjab. The degree colleges were selected by random sampling technique (lottery method).

STATISTICAL TREATMENT OF DATA

Analysis of variance (ANOVA) analysis followed by post-hoc analysis was employed to compare the significant differences in mean scores of attitude towards e-learning in relation to their levels of study habits i.e. better, good & poor in attitude towards e-learning among college students.



DATA ANALYSIS AND INTERPRETATION

1. Attitude Towards E-learning in Relation to Better, Good and Poor Study Habits Among College Students

For testing the hypothesis of the study the mean and SD scores of college students in attitude towards e-learning and better, good, poor study habits were computed and one-way analysis of variance was

applied to find out significance of difference among college students.

1.1 Comparison of Scores on Attitude Towards E-learning Among College Students in Relation to Better, Good and Poor Study Habits

Mean and SD scores of college students belong to better, good and poor study habits on attitude towards e-learning is given in table 1.

Table 1
Mean and S.D.'s of Attitude Towards e-learning Scores among College Students in Relation to Better, Good and Poor Study Habits (N= 292)

Study Habits	N	Mean	SD
Better	57	248.35	17.75
Good	145	235.87	31.93
Poor	90	211.32	4.67
Total	292	230.74	27.30

It is clear from table 1 that the mean of attitude towards e-learning among college students with better, good and poor study habits came out to be 248.35 (S.D.= 17.75), 235.87(S.D.= 31.93) and 211.32(S.D.= 4.67) respectively. In order to find out

the significance of mean difference in attitude towards e-learning with better, good and poor study habits, one-way analysis of variance was carried out and the summary is given in table 2.

Table 2
Summary of Analysis of Variance in Attitude Towards E-learning in Relation to Better, Good and Poor Study Habits

Source of Variation	Sum of Squares (SS)	df	Mean Square	F-ratio
Between Groups	55427.07	2	27713.53	49.58**
Within Groups	161519.14	289	558.89	
Total	216946.21	291		

** $p < 0.01$

The table 2 shows the results of F-value of attitude towards e-learning among college students belong to better, good and poor study habits. It was revealed that there was significant variance found in attitude towards e-learning in relation to better, good

and poor study habits. The F-value for attitude towards e-learning among college students belong to better, good and poor study habits was 49.58 which is significant at 0.01 level of significance.

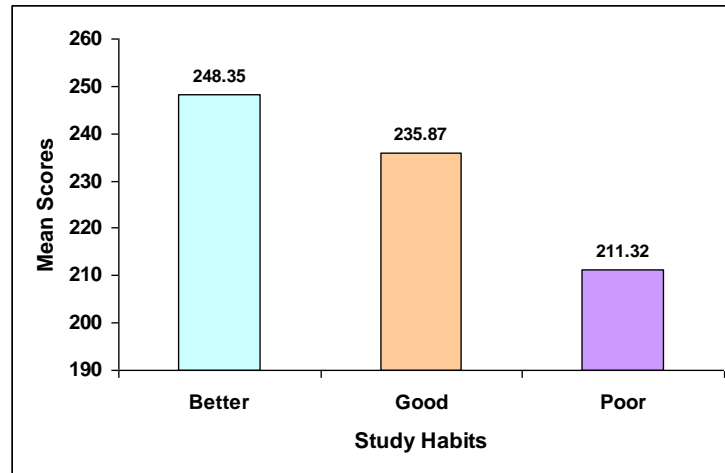


Fig. 1: Comparison of Scores on Attitude Towards E-learning Among college Students in Relation to Better, Good and Poor Study Habits

The fig. 1 depicts that mean score of attitude towards e-learning is high in better study habits (Mean=248.35) among college students which is secondly followed by good study habits of college students with average attitude towards e-learning (Mean= 235.87) and thirdly by poor study habits of college students who have low attitude towards e-learning (Mean=211.32). So it can be said that college students with better study habits have

high attitude towards e-learning.

The use of post-hoc test was made to study the significance of mean differences in attitude towards e-learning among college students with different study habits. The table 3 presented the results of post-hoc for testing the significance of study habits in attitude towards e-learning among college students.

**Table 3
 Better, Good and Poor Study Habits on Attitude Towards E-learning: Results of Post-hoc Analysis**

Study Habits	Better	Good	Poor
Better	---	3.52**	15.49**
Good	3.52**	---	9.12**
Poor	15.49**	9.12**	---

** $p < 0.01$

The table 3 revealed the results of post-hoc analyses of types of study habits in attitude towards e-learning among college students. The table 3 shows that the mean score of college students with better study habits came out to be 248.35 with SD of 17.75 and mean score of college students with good study habits was 235.87 with SD of 31.93 and mean score of college students with poor study habits was 211.32 with SD of 4.67.

The table 3 shows the t-value of better and good study habits is 3.52 which are significant at .01 level. It is indicating that there is significant difference in attitude towards e-learning among college students of better and good study habits. The significant difference also found in college students belongs to better and poor study habits (t-value=15.49) which is also significant at 0.01 level

of significance; and between good and poor study habits of college students (t-value= 9.12) which is significant at 0.01 level of significance.

This is indicating that college students with better study habits have high attitude towards e-learning with mean scores (248.35), secondly followed college students with good study habits having mean scores (235.87) have average attitude towards e-learning and thirdly by college students with poor study habits have low attitude towards e-learning with mean scores (211.32).

Hence the Hypothesis 1: "There is significant difference in attitude towards e-learning in relation to better, good & poor study habits among college students" was accepted.

The reason for significant difference in attitude towards e-learning in relation to better, good



& poor study habits among college students may be due to that web-based learning is used nowadays as another option to face to face education. The 21st century has seen rapid progress with such things as the Internet and online learning. Recent studies indicate that university students who have been enrolled on e-learning courses outperform those being taught on traditional courses. Helwan University gave an example of this can be found at Carnegie Mellon University (CMU) in America where student exam results have shown improvement as a result of e-learning techniques. Also E-learning makes better impact on students learning style and it brings creativity and ample of opportunities for the teacher to make their students understand about the concept in varied ways.

MAJOR FINDINGS OF THE STUDY

1. It was revealed that there was significant variance found in attitude towards e-learning in relation to better, good and poor study habits. Further, it was found that the college students with better study habits have high attitude towards e-learning, secondly followed by college students with good study habits have average attitude towards e-learning and thirdly by college students with poor study habits have low attitude towards e-learning.

EDUCATIONAL IMPLICATIONS

➤ E-learning is a good alternative to traditional classroom teaching. Hence, to make e-learning more acceptable to students, governments/academic institutions should focus on providing e-learning infrastructure such as desktops, laptops, and Wi-Fi routers at subsidized prices to the students, uninterrupted high-speed internet to students in villages and towns; improving technology awareness and fluency among teachers and students; developing easy-to-use applications on mobile phones, for both online and offline usage (Singh et al., 2021).

➤ The management should encourage staff to create innovative strategies to cultivate better study habits and to develop positive attitude towards e-learning.

➤ The principal of the college must encourage teachers to attend workshops, seminars and conferences related to how to enhance their digital skills timely.

➤ The principal should organize brainstorming drilling activities/ inter-house competitions/quiz/projects at college level in order to develop study habits among students.

➤ Finance is the backbone of any program. If the funds are lacking, excellence in the field cannot

be achieved. It is, therefore, essential to raise funds for ensuring quality e-learning at college level (Ullah et al., 2018).

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