



## Analysis of students Attitudes towards E-learning through Internet: The case of Media Studies students in Tamilnadu and Puducherry of India

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### ABSTRACT:

The study examined the student attitudes towards e-learning, as well as their satisfaction with technology. This research gives a special emphasis on e-learning through the internet. This research presents findings on the experiences and perceptions of technology-supported learning gathered from media studies students at two states of India. Specifically the study looked at the relationship between attitude and e-learning with the application of Perceived Usefulness, Performance Expectancy, Perceived Ease of Use, Social Influence, Perceived Enjoyment and Facilitating Condition. Questionnaire was used to collect data from a sample of 1700 research scholars, postgraduate and undergraduate students. Statistical techniques used for the analyses of data were frequency distribution and multiple regression analysis. Findings showed that students have a positive attitude towards e-learning because they find the system easy to use and useful for their learning. Also, Perceived Usefulness, Performance Expectancy, Perceived Ease of Use, Social Influence, Perceived Enjoyment and Facilitating Condition influence the attitude. The reported findings might be of interest to academics, administrators, and decision-makers involved in planning, developing and implementation of future e-learning through internet strategies in India and similar developing countries.

**KEYWORDS:** E-learning, Attitude, Internet, Perceived Usefulness, Performance Expectancy, Perceived Ease of Use, Social Influence, Perceived Enjoyment and Facilitating Condition

### 1. INTRODUCTION:

Computer technology plays a significant role in learning and there is a shift from traditional approach of teacher directed to usage of Information and Communication Technology. In this scenario, E-learning is a broad term used to describe a wide range of applications of electronic technologies such as Radio, Film, Television, CD-ROM, DVD, Cell Phone and Internet in study environments. This is a mode of teaching and learning such as on-line learning, virtual learning, distributed learning, blended learning and networked or web based learning. E-learning has taking place to emerge in many developing countries where it has the prospective to facilitate an increasing demand for education and address the growing decline of trained teachers (UNESCO (2006)).

The application of e-learning in developing countries has gradually advanced in recent years with an improved availability of Internet connections, local area networks, and IT support (Omidinia, Masrom, & Selamat, 2011).

In India, two states of Tamilnadu and Pondicherry, more than one hundred and fourteen institutions offer various courses in media studies as on 2016 - 2017 academic year. The under graduate courses are B.A. (Journalism and Mass Communication) ,B.Sc (Visual Communication), B.Sc (Electronic Media), B.Sc (Visual Art) and B.Sc (Animation). The post graduate courses are M.Sc (Electronic Media), M.A (Communication), M.A. (Journalism and Mass Communication) and M.Sc.(Visual Communication). Some institutions and deemed universities offer these courses as five year integrated programmes. Regarding research degrees are offered as M.Phil (Mass Communication), M.Phil (Journalism and Mass Communication) and M.Phil (Communication). In addition, Ph. D. programmes are also offered in the above given avenues. Hence, the term media students mean the students of the above mentioned courses. This study is an attempt to reports the findings of 1700 media studies students in Tamilnadu and Puducherry of India regarding how students have a positive attitude towards e-learning.

The study found that mixed support of TAM (Technology Acceptance Methodology) and UTAUT (Unified Theory of Acceptance and Use of Technology variables like Attitude, Perceived Usefulness, Performance Expectancy, Perceived Ease of Use, Social Influence, Perceived Enjoyment and Facilitating Condition.

#### **1.1. OBJECTIVES:**

1. To locate the relationships between student attitudes towards Perceived Usefulness, Performance Expectancy, Perceived Ease of Use, Social Influence, Perceived Enjoyment and Facilitating Condition.
2. To find how Perceived Usefulness, Performance Expectancy, Perceived Ease of Use, Social Influence, Perceived Enjoyment and Facilitating Condition influence the attitude.

#### **2. R E V I E W O F L I T E R A T U R E :**

Review of literature is an early step of research to avoid duplication of research work and broadens the understanding of the research problem. According to Bassey et al.(2007) students learning in tertiary institutions all over the world have undergone conversion, particularly since the advent of Information and Communication Technology (ICT).

A study on educational technology acceptance using UTAUT examined that educational technology also includes e-mail, discussion forums and chat (Gogus & Nistor, 2012). Factors such as patience, strength of will, good technical skills, easiness in using software, and abilities regarding time management impact on students' attitude towards e-learning.

University students in developing countries have changing attitudes towards e-learning but generally their attitudes are positive (El-Gamal & El-Aziz, 2011).

A favourable attitude shows a greater chance that learners will accept the new learning system. The new form of education fits the students needs and description required (Berteau, 2009). Nassoura (2012) who pointed out that many students had positive attitudes towards e-learning because it had a positive force on their motivation as well as self-esteem.

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

### 3. RESEARCH METHODOLOGY:

The researcher has employed a well structured questionnaire for collecting the data from the media studies students of Tamilnadu and Puducherry. The questionnaire has been prepared in such a way that the respondents could easily understand the items. A total number of 1700 questionnaires were distributed among the media studies students (Under Graduates Post Graduates and Research Scholars) and they are personally requested to fill up the questionnaire at the earliest convenience in order to help the researcher to collect the same.

The first determinant, Perceived Usefulness can be defined as “the degree to which a person believes that using a particular system would enhance his or her job performance” (David (1989)). Research suggested that this is one of the most important predictors of the intention to use technology (Venkatesh et al., 2003; Kijisanayotin et al., 2009; Liu et al., 2014). Subsequently Perceived Ease of Use defined as “The degree to which a person believes that using a particular system would be free effort” (David (1989)).

Performance Expectancy: “the degree to which the user expects that using the system will help him or her to attain gains in job performance” (Venkatesh et al., 2003, p. 447). Effort Expectancy “explained as the anticipated complexity of the technology and the degree of energy needed to use it”. Social influence (SI) refers to the believe of important others that the individual should accept the new system. The effect of facilitating conditions on actual use was stronger for older workers and people with higher levels of experience (Venkatesh et al., 2003).

#### 3.1. SAMPLING:

Instead of obtaining information from each and every unit of the universe, only a small representative part is studied and the conclusions are drawn on that basis for the entire universe or whole population. Hence, this research uses sampling method for collecting data. For this research proportionate Quota sampling is used for collecting the data.

The sampling units are the *Media Studies Students in Tamilnadu and Puducherry of India*. Each location is treated equally as Quota (Homogeneous sub groups or sub population). The sample size for the study is calculated with the margin of error of 2 % and 99 % confidence level. Here researchers use the 99% confidence level and the sample size is calculated with 95%, 2% sample size =1819. After editing the sample size reduces to 1700.

$$\text{Required Sample size for Group} = \left( \frac{SS}{1 + \frac{SS - 1}{N}} \right)$$

$$\text{Where Sample size} = \left( \frac{Z^2 * P(1 - P)}{C^2} \right),$$

Z = Standard normal value = 2.58 for 99 % confidence and 1.96 for 95 % confidence.

P = Percentage picking a choice normally 0.5,

C = Level of significance = 2 % =0.02

**Example**

$$SS = \left( \frac{1.96^2 * 0.5(1 - 0.5)}{0.02^2} \right) = 0.9604/0.0004 = 2401$$

$$\text{Hence the Required Sample size} = \left( \frac{2401}{1 + \frac{2401 - 1}{7500}} \right) = 1818$$

**N = Population size = 7500**

**n = Required Sample size = 1818**

After editing the sample size reduces to 1700.

**3.2. INSTRUMENTS FOR DATA COLLECTION:**

One of the main research instruments for collecting primary data is questionnaire. Questionnaire method helps in fulfilling several purposes, like measurement, descriptions and drawing inferences. The primary data is collected through the well framed questionnaire comprising optional type and Likert’s five point scales. The questionnaire is mainly focused on personal details, the Perceived Usefulness, Performance Expectancy, Perceived Ease of Use, Social Influence, Perceived Enjoyment, Facilitating Condition, Attitude, Behavioral Intention.

**4. DATA ANALYSIS AND FINDINGS:**

The 1700 usable questionnaires were coded after data collection the data obtained and analyzed using statistical package SPSS.

**4.1 Description of demographic variables of the respondents:**

The table 1 shows the distribution of demographic variables of the respondents observed over the factors of “Age, Gender and Loyalty”. Regarding the *Age* the distribution shows that 19.65% of respondents were in the age group of Up to 18, 36.59% were in the age group of 19-20 years old, 18.00% were in the age group of 21-22 years old, 7.41% were in the age group of 23-24 years old and 18.35% were in the age group of above 24 years. Thus it can be interpreted that highest percentage of age group is 19-20 years.

**Table: 1. Frequency and % regarding the demographic variables of respondents**

		Frequency	%
Age	Up to 18	334	19.65
	19 – 20	622	<b>36.59</b>
	21 – 22	306	18.00
	23 – 24	126	7.41
	Above 24	312	18.35
Gender	Male	996	<b>58.59</b>
	Female	704	41.41
Locality	Urban	741	<b>43.59</b>
	Suburban	460	27.06
	Rural	499	29.35
Total		1700	100

**4.2. Opinion about ICT gadgets owned:**

The table 2 shows the distribution of ICT gadgets owned of the respondents’ shows that 31% of the respondents are Personal Computer (PC). 75% of the respondents are Laptop. 82% of the respondents are Smart Phones and 12% of the respondents are Palmtop /Tablet.

**Table: 2 ICT gadgets owned**

	No		Yes		Total
	N	%	N	%	
Personal Computer (PC)	1177	69	523	31	1700
Laptop	428	25	1272	75	1700
Smart Phones	306	18	1394	<b>82</b>	1700
Tablet	1491	88	209	12	1700

**Out of the 1700 respondents 82% of them own smart phones.**

**4.3. Opinion about ICT gadgets used for Internet Browsing**

The ICT gadgets measured under the study are “Personal Computer (PC), Laptop, Smart Phones, and Tablet”. The distribution of ranks for the various factors assigned by the respondents was shown in the Table 3. The table 3 shows that regarding the ICT gadget “**Personal Computer (PC)**” 14% of the respondents’ assigned rank one. 21% of the respondents assigned rank two, 38% of the respondents’ assigned rank three. 27% of the respondents assigned rank four.

**Table: 3. ICT gadgets used for Internet Browsing:**

	Rank								Total
	1		2		3		4		
	N	%	N	%	N	%	N	%	
Personal Computer (PC)	235	14	357	21	652	<b>38</b>	456	27	1700
Laptop	582	34	592	<b>35</b>	363	21	163	10	1700
Smart Phones	694	<b>41</b>	570	34	365	21	71	4	1700
Tablet	189	11	181	11	320	19	1010	<b>59</b>	1700

The analysis shows that majority of the respondents’ assigned rank three for the factor “Personal Computer (PC)”. In the direction of “Laptop” majority of the respondents’ assigned rank two, towards “Smart Phones” majority of the respondents’ assigned rank One, towards “Tablet” majority of the respondents assigned rank Four.

In order to identify the factor which is more influencing the respondent towards attitude the Garret Rank analysis was used and the results were given in Table 3a.

**Table: 3a Garret Ranking – ICT gadgets that you use for Internet Browsing**

	Mean	SD	Garret Score	Garret Rank
Personal Computer (PC)	<b>2.78</b>	0.99	46.18	III
Laptop	<b>2.06</b>	0.97	56.83	II
Mobile/Smart Phones	1.89	0.88	59.49	I
Palmtop /Tablet	<b>3.27</b>	1.04	38.51	IV

It could be noted from the above table that among the 4 ICT gadgets “Mobile/Smart Phones” was ranked first. It is followed by the “Laptop”. “Personal Computer” was ranked third.

**4.4. Multiple Regression analysis - Attitude of Media studies students about e-learning**

It is to explore the Attitude of Media studies students about e-learning. We have analyzed the joint impact of Perceived Usefulness, Performance Expectancy, Perceived Ease of Use, Social Influence, Perceived Enjoyment and Facilitating Condition towards Attitude of Media studies students about e-learning through internet.

**4. 4.1. Measurement of variables:**

Selection of variables which are the Perceived Usefulness, Performance Expectancy, Perceived Ease of Use, Social Influence, Perceived Enjoyment and

Facilitating Condition is utilized as an inclusive determination of Attitude of Media studies students about e-learning have been used to achieve the objectives of the study.

**4. 4.2. Empirical models:**

In order to test proposition, regression analyses have been employed in the study. Under these circumstances, the following regression models are tested.

$$Y = b_0 + b_1X_1 + b_2X_2+ b_3X_3 + b_4X_4+ b_5X_5$$

Dependent variable

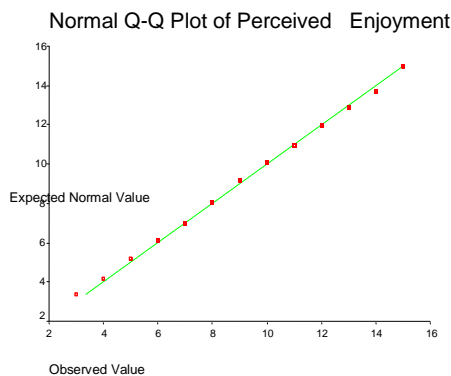
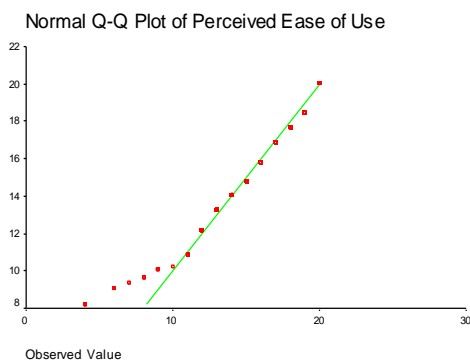
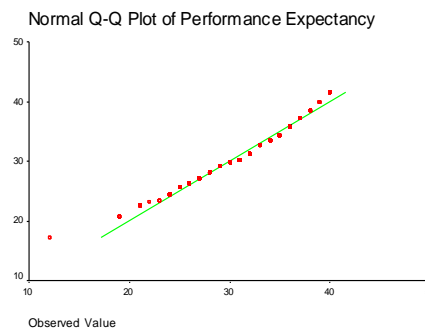
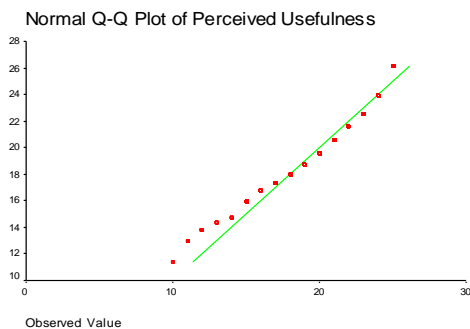
Y = Attitude of Media studies students about e-learning through Internet.

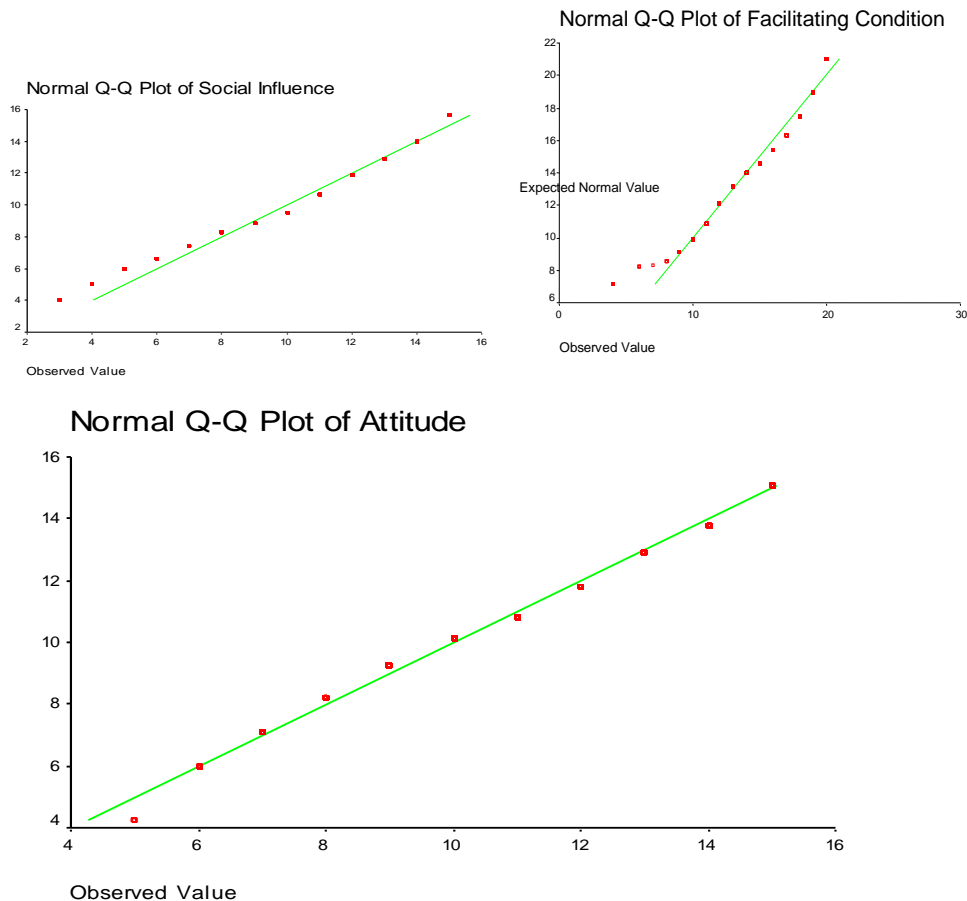
Independent variables are

- X<sub>1</sub> = Perceived Usefulness
- X<sub>2</sub> = Performance Expectancy
- X<sub>3</sub> = Perceived Ease of Use
- X<sub>4</sub> = Social Influence
- X<sub>5</sub> = Perceived Enjoyment
- X<sub>6</sub> = Facilitating Condition

**4.4.3. Test of normality-Q-Q Plot:**

Q-Q Plot Plots the quantiles-quantiles of a variable's distribution against the quantiles of any of a number of test distributions. Probability plots are generally used to determine whether the distribution of a variable matches a given distribution that is Normal distribution. The Q-Q Plot technique is used to check whether the data relating to the variables “Perceived Usefulness, Performance Expectancy, Attitude of Media studies students about e-learning through Internet, Perceived Ease of Use, Social Influence, Perceived Enjoyment and Facilitating Condition” are normally distributed and the results are shown in the following diagrams.





**4.4.4. Correlation statistics - Attitude of Media studies students about e-learning through internet:**

In interpreting the results of Pearson’s correlation, one should be awfully careful, since the coefficients results are unable to present a dependable indicator of relationship in a way that organizes meant for supplementary independent variables. Moreover, analysis of easy and uncomplicated bi-variate correlation coefficients under a traditional matrix, do not consider the correlations between each selected variables and entire independent variables. It is for this reasons, our major investigation results will originates from suitable multivariate regression model.

Table 4 - Attitude of Media studies students about e-learning through internet – Pearson Correlation (r) for all variables

	Attitude	Perceived Usefulness	Performance Expectancy	Perceived Ease of Use	Social Influence	Perceived Enjoyment	Facilitating Condition
Attitude	<b>1.000</b>	0.420	0.535	0.479	0.476	0.594	0.371
Perceived Usefulness	0.420	<b>1.000</b>	0.564	0.583	0.443	0.458	0.589
Performance Expectancy	0.535	0.564	<b>1.000</b>	0.570	0.471	0.536	0.505
Perceived Ease of Use	0.479	0.583	0.570	<b>1.000</b>	0.405	0.379	0.498
Social Influence	0.476	0.443	0.471	0.405	<b>1.000</b>	0.598	0.451
Perceived Enjoyment	0.594	0.458	0.536	0.379	0.598	<b>1.000</b>	0.369
Facilitating Condition	0.371	0.589	0.505	0.498	0.451	0.369	<b>1.000</b>

Result in Table 4 reveal Pearson’s correlation analysis among all variables with respect to Attitude of Media studies students about e-learning through internet under investigation. It has been found that Attitude of Media studies students about e-learning through internet has a positive relationship with Perceived Usefulness, Performance Expectancy, Perceived Ease of Use, Social Influence, Perceived Enjoyment, Facilitating Condition and highly significant (significant at1%).

**4.4.5. Regression statistics - Attitude of Media studies students about e-learning through Internet:**

To examine the influence of Perceived Usefulness, Performance Expectancy, Perceived Ease of Use, Social Influence, Perceived Enjoyment, Facilitating Condition on Attitude. According to Taylor & Todd (1995), attitude towards use as well as direct and indirect effects of perceived ease of use and the perceived usefulness, factors which can be controlled to some extent by a system designer as these give indication about the points of concern from the users’ perspective

The multivariate regressions analysis models are expressed in the general form as given in equation. Table 5 below gives the results of the regression coefficients. It is right away understandable from the R<sup>2</sup> values that the explanatory power of these models have been improved by using a firm specific intercept. In regression, the R<sup>2</sup> and adjusted R<sup>2</sup> explain 45.4% and 45.2 % of the variation in Attitude of Media studies students about e-learning through internet. The Durbin-Watson value of 2.047 indicates the presence of positive serial correlation among the variables. This table shows the coefficients of the regression line. It states that the expected Attitude of Media studies students about e-learning through internet score is equal to

$$Y = 1.057 - 0.012X_1 + 0.087X_2 + 0.165X_3 + 0.078X_4 + 0.36X_5 + 0.007X_6$$

Table 5 - Regression of Attitude of Media studies students about e-learning through internet

Regression Model	Dependent Variable: Attitude of Media studies students about e-learning through internet			
	Coefficients	SE	T	Sig.
(Constant)	1.057	0.321	3.290	0.001
Perceived Usefulness	0.012	0.019	0.647	0.518
Performance Expectancy	0.087	0.012	7.218	0.000
Perceived Ease of Use	0.165	0.020	8.422	0.000
Social Influence	0.078	0.021	3.759	0.000
Perceived Enjoyment	0.360	0.024	15.226	0.000
Facilitating Condition	0.007	0.016	0.456	0.649
R		0.674		
R <sup>2</sup>		0.454		
Adjusted R <sup>2</sup>		0.452		
SEE		1.693		
Durbin-Watson		2.047		

We have also examined the impact of all explanatory variables on Attitude of Media studies students / teachers about e-learning the results of which are given in table 5. It has been observed that with one unit increase in Perceived Usefulness, Performance Expectancy, Perceived Ease of Use, Social Influence, Perceived Enjoyment, and Facilitating Condition. The Attitude of Media studies students about e-learning increases by 0.012, 0.087, 0.165, 0.078, 0.360 and 0.007 units respectively.

#### **5. CONCLUSIONS:**

As Internet-enabled mobile devices are becoming more and more admired in developing countries, so is the choice of areas in which they are applied; and this includes e-learning. Mobile devices such as Internet-enabled phones are very popular and are progressively more being used for blogging and social networking; this, in turn, helps improve user attitudes towards e-learning. Due to the universal focus of this survey, E-Learning through Internet was studied based on some variables such as Perceived Usefulness, Performance Expectancy, Perceived Ease of Use, Social Influence, Perceived Enjoyment, Facilitating Condition and Attitude.

Students have a positive attitude towards e-learning because they find the system easy to use and useful for their learning. Also, Perceived Usefulness, Performance Expectancy, Perceived Ease of Use, Social Influence, Perceived Enjoyment and Facilitating Condition influence the attitude. The study established that there was a statistically significant correlation between student attitudes toward technology for learning. Of course, students who had enhanced access to technology for learning generated stronger positive attitudes.

The reported result might be of interest to academics, administrators, and decision-makers involved in planning, developing and implementation of future e-learning through internet strategies in India and similar developing countries.

Further studies need to be undertaken with a larger sample to provide additional confirmation. Future research should also focus more closely on exploratory the reasons behind, and the factors motivating, enjoyment of using web-based learning. In next of kin to web-based learning are explored and ways in which the needs of students who report diverse levels of web enjoyment might be met are discussed.

No attempt was made to study attitude of students towards e-learning based on anxiety towards computer and security.

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## Appendix

### Perceived Usefulness:

- E-Learning through Internet develops knowledge and skills in Media Studies.
- I find internet very useful for communicating with my peer groups and teachers.
- I gain lot of creative ideas about media studies.
- E-Learning is necessary for media Studies.
- Usage of E-Learning provides high quality output in my studies.

### Performance Expectancy:

- Using internet increase productivity in my portfolio preparation.
- I prefer internet to document and share learning materials.
- Receive suggestions from teachers and peer groups regarding study material uploading or downloading.
- E-Learning helps to clarify doubts and to understand the concept easily.
- Usage of internet helps me in writing or giving assignments.
- E-learning through Internet helps in getting good grade / marks.
- Usage of Internet cause my peer groups perceive me as competent.
- E-learning through Internet enables to perform well in the class.

### Perceived Ease of Use:

- Learning to use the internet is easy, clear and understandable for me.
- Learning through Internet made me to feel more comfortable.
- Interacting with Internet does not require lot of mental efforts.
- I find easy to access e-learning materials through Internet.

### Social Influence:

- Using internet increases social status image.
- I feel Internet as a status symbol.
- People who influence me think that I should use internet.

### Facilitating Condition:

- I have the resources to use e-learning through Internet.
- People around me are encouraging me to use e-learning through Internet.
- Internet access easily available.
- I can access e-learning content any time anywhere.

### Perceived Enjoyment:

- The process of learning through Internet is pleasant.
- I enjoy learning through Internet.
- E-learning is fun and interactive.

### Attitude:

- I have never been frustrated with the E-Learning.
- E-Learning gives me confidence in learning new concept.
- E-Learning through Internet is an easiest way of learning.