

Attitude towards e-Learning among Secondary School Students in Aizawl City

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Abstract: The study investigates the attitude towards e-learning of secondary school students in Aizawl City, a growing educational approach leveraging digital platforms and ICT tools. The research utilized a Descriptive Survey Method with a Stratified Random Sample of 300 students from government, private, and deficit schools. To accomplish this, attitude towards e-learning scale (ATELS-RD) developed by Dimpal Rani was used for collection of data. Results revealed that students generally possess a moderately positive attitude towards e-learning. However, significant differences were found in attitude towards e-learning across gender and locale. The findings highlight the importance of addressing individual and institutional factors to enhance e-learning adoption and effectiveness in secondary education.

Index Terms - e-learning, attitude

INTRODUCTION

The use of information technology is essential to modern human life. e-learning is the use of various technological tools that are either Web-based, Web-distributed or Web-capable for the purposes of education (Nichols, 2003). e-Learning or electronic learning is the delivery of educational content through digital devices like computers, tablets, and smartphones. The growth of information in practically every field is its fault. It not only makes high-quality education easier, but it also raises each student's intellectual bar. The demands of students cannot be fully addressed by traditional teaching approaches, and adjustments to teaching and learning strategies are unavoidable.

The integration of e-learning into education has reshaped how students access and engage with learning. It is now an essential component of the teaching resources utilized by all educational institutions. Its adaptability and capacity for self-paced work have led to its widespread use. This makes online learning a practical choice for people with other responsibilities, including family or employment. As such, it makes learning accessible to those who prefer to do it at their own location, pace, and convenience. This study adds a new perspective to the body of literature by developing a method to investigate people's attitude regarding computer technology and e-learning according to the field or department in which they are studying.

NEED OF THE STUDY

The present study seeks to explore secondary school students' attitude towards e-learning, with the aim of identifying the key factors that influence their perceptions and behaviour. By focusing on students at the secondary level, the study addresses a critical gap in research, as secondary students are at the foundation of

the digital learning journey, and their preparedness and attitudes can significantly affect their academic growth and future learning preferences.

This study aims to provide evidence-based insights that will help educators, administrators, and policymakers make informed decisions. Newton (2003) pointed out that e-learning system has three main areas: improving access to education and training; enhancing the quality of teaching and learning; and the need for higher education institutions to maintain competitive advantage in a changing market place for students. Moreover, the study will contribute to the improvement of instructional strategies and teacher training programs. Teachers will be better equipped to support diverse learners in digital environments, adapt their teaching styles, and foster positive attitudes toward e-learning among students. Educational institutions can also use the findings to create policies that address the digital divide, ensure equitable access to devices and connectivity, and promote digital literacy.

LITERATURE REVIEW

Konwar (2017) conducted a research on “A Study on Attitude of College Students towards e-learning with Special Reference to North Lakhimpur of Lakhimpur District, Assam”. Quantitative research technique was used in this study. The study revealed that the college students have positive attitudes towards e-learning. There is no significant difference in attitude towards e-learning between male and female college students as well as between urban and rural college students. This study concluded that college students are ready to take the opportunity of online learning mode.

Doley and Das (2021) conducted a research “A study on Attitude of Undergraduate students towards e-learning”. Results revealed that there is no significant difference between attitude of undergraduate male and female students towards e-learning. The study also revealed that there is significant difference in the attitude of undergraduate students towards e-learning between urban and rural students where the urban undergraduate students have more positive attitude towards e-learning than the rural undergraduate students.

Sikder et al. (2022) investigated a study on “Learner’s attitude towards e-learning and its relationship with academic achievement”. It was observed that significant difference exists between male and female learners regarding attitude towards e-learning where male learners was better than the female learner’s attitude towards e-learning. There is no significant difference between urban and rural learners’ attitude towards e-learning although urban students have slightly higher attitude towards e-learning than rural students.

Walia and Vanlalmangaihzualla (2023) conducted a study on “A Study of the Attitude of Undergraduate Students towards Online Learning in Aizawl”. The study revealed that most students have average attitude towards online learning. The study revealed that there exists no significant difference between the attitude of male and female as well as between urban and rural undergraduate students towards online learning.

RESEARCH OBJECTIVES

1. To study the attitude towards e-learning among secondary school students in Aizawl city.
2. To compare the attitude towards e-learning among secondary school students in Aizawl city with regard to their gender.
3. To compare the attitude towards e-learning among secondary school students in Aizawl city with regard to their locale.

NULL HYPOTHESES

1. There is no significant difference in their attitude towards e-learning between male and female secondary school students of Aizawl city.
2. There is no significant difference in the attitude towards e-learning between rural and urban secondary school students of Aizawl city.

TOOLS USED

The researcher used Attitude Towards e-learning Scale developed by Dimpal Rani, Assistant Professor, Pratap College of Education, Ludhiana, Punjab (2015); to measure the attitude towards e-learning among the respondents of age above 14 years.

RESEARCH DESIGN

The present study was conducted using Descriptive Survey Method.

POPULATION OF THE STUDY

The population of the present study comprised of all 14338 students enrolled in class IX and X of government, private and deficit schools in Aizawl city.

SAMPLE OF THE STUDY

The sample of the study comprised of 300 secondary school students from government, private and deficit secondary school of Aizawl city. The data were collected using Stratified Random Sampling method.

FINDINGS OF THE STUDY

1. Findings in relation to Objective No.1: “To study the attitude towards e-learning among secondary school students in Aizawl city”.

Table 1

Overall attitude towards e-learning level of secondary school students in Aizawl city

Level of e-learning	Frequency(N)	Percentage (%)
Extremely Low	3	1
Low	29	9.67

Below Average	114	38
Average	136	45.33
Above Average	17	5.67
High	1	0.33
Extremely High	0	0
Total	300	100

Table 1 shows the overall attitude towards e-learning among secondary school student in Aizawl city. The table illustrate that, from the total sample of 300 students, 45.33% holds an average attitude towards e-learning, 38% falls under below average and 9.67% shows low attitude while only 0.33% shows high attitude. Only 1% exhibits extremely low attitude towards e-learning while 5.67% falls under above average.

Discussion:

The study shows that most secondary school students in Aizawl city have a neutral or average attitude towards e-learning. Many students may not have consistent access to high-speed internet, reliable digital devices, or a quiet, supportive learning environment at home, all of which are essential for effective e-learning.

This may be due to limited exposure, cultural preferences for face-to-face learning, and lack of motivation or readiness towards e-learning. Targeted interventions like training, awareness programs and better infrastructure are needed to bridge this gap toward e-learning among secondary school students.

2. Findings in relation to Objective No.2: “To compare the attitude towards e-learning among secondary school students in Aizawl city with regard to their gender”.

Null Hypothesis No. 1: There is no significant difference in their attitude towards e-learning between male and female secondary school students of Aizawl city.

Table 2

Attitude towards e-learning between male and female secondary school students

Gender	N	Mean	SD	df	t-value	Significance
Female	150	219.2	16.36	288	25.91	Significant at 0.01
Male	150	317.5	43.45			

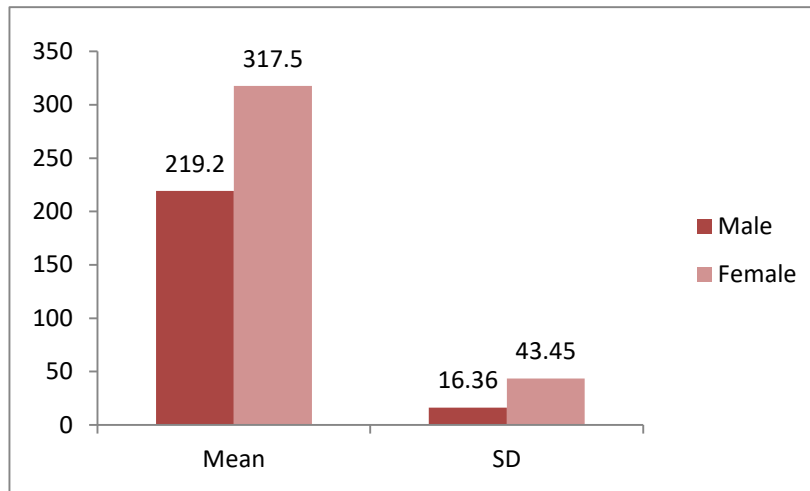


Fig 1

Bar diagram illustrating the mean and SD on the attitude of e-learning between male and female secondary school students

The above table 2 and fig 1 shows that the mean score of female secondary school students on the attitude scale is 219.2 with standard deviation 13.36; the mean score of male students scale is 317.5 with standard deviation 43.45. The calculated value of ‘t’ is 25.91 which is much bigger than the critical value of ‘t’ at 0.01 and 0.05 level, which determined that gender had significantly influence the attitude of secondary school students towards e-learning. Hence, the null hypothesis which states that “There is no significant difference in their attitude towards e-learning between male and female secondary school students of Aizawl city” is rejected.

Discussion

One possible reason for the more positive attitude among male students could be their greater adaptability and willingness to engage with structured learning environments, even in digital formats. On the other hand, female students may face more challenges with motivation, concentration, or may have a preference for more hands-on or physical learning experiences.

3. Findings in relation to Objective No.3: “To compare the attitude towards e-learning among secondary school students in Aizawl city with regard to their locale”.

Null Hypothesis No. 2: There is no significant difference in the attitude towards e-learning between rural and urban secondary school students of Aizawl city.

Table 3

Comparison of secondary school students towards e-learning with regard to their locale

Gender	N	Mean	SD	df	t-value	Significance
Rural	59	213.32	18.92	298	2.48	Significant at 0.05
Urban	241	219.76	18.38			

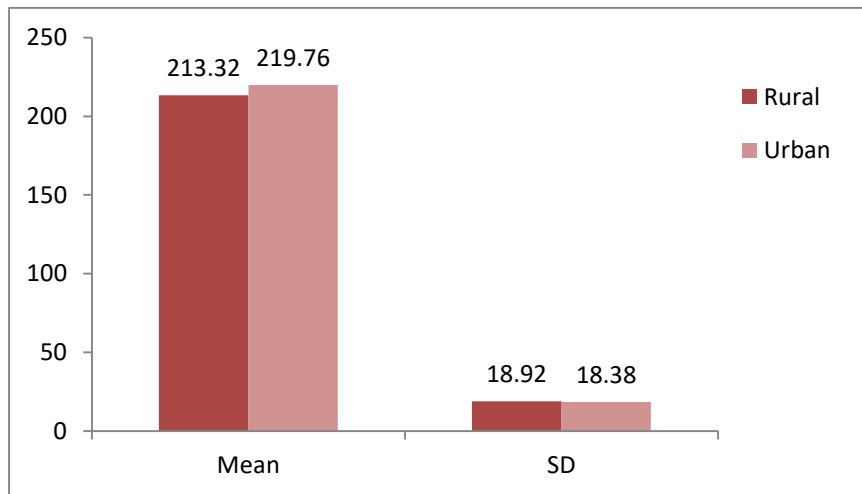


Fig. 2

Bar diagram illustrating the mean and SD on the attitude of e-learning between rural and urban secondary school students

The above Table 3 and fig 3 shows that the mean score of rural students is 213.32 with a standard deviation of 18.92, while the mean score of urban students is 219.76 with a standard deviation of 18.38. The total degree of freedom is 298, and the calculated t-value 2.48 is greater than the critical t-value at the 0.05 level, but smaller than the critical value at the 0.01 level. This shows that there is statistically significant difference at the 0.05 level. Therefore, the null hypothesis stating that “There is no significant difference in the attitude towards e-learning between rural and urban secondary school students of Aizawl city” is rejected.

Discussion

The findings of the present study indicate that urban secondary school students exhibit a more positive attitude towards e-learning compared to their rural counterparts, and that this difference is statistically significant at the 0.05 level. The difference in e-learning attitude between urban and rural students might be due to the digital divide. Urban students typically have better access to internet connectivity, digital devices, and school infrastructure that supports e-learning. They are also more likely to receive guidance from digitally literate teachers and parents, which enhances their familiarity and confidence in using online learning platforms. In contrast, rural students often face barriers such as limited or no internet access, lack of digital tools, and inadequate exposure to e-learning environments, resulting in less favourable attitude.

CONCLUSION

e-learning has emerged as a transformative strength in education, driven by rapid advancements in information and communication technology. The study underscores the importance of addressing infrastructure gaps, especially in rural areas, to ensure equitable access to e-learning opportunities. While e-learning holds great promise for enhancing education in Aizawl city and beyond, its success depends on overcoming barriers related to access, motivation, and digital readiness. This study provides valuable insights for future research and policy development aimed at optimizing the adoption and impact of e-learning in Secondary as well as higher education.

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