

Undergraduate Students' Opinion Toward E-Learning : Locality and Course of Education Perspectives

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Abstract:

The present study adopts a survey research design to examine the opinions of undergraduate students towards e-learning. It further seeks to compare the opinions of undergraduate students residing in rural and urban areas and those enrolled in professional and non-professional programs. Opinion towards e-learning scale self-developed by investigator was employed in the current study. For this purpose, sample of 500 undergraduate students belonging to professional and non-professional courses were collected from government and private colleges from Udham Singh Nagar district of Uttarakhand. Collected data were organized and tabulated on the basis of scores and used Mean, Standard deviation and t-test for analyzing collected data. Results showed that there was [no significant difference](#) between the opinions of rural and urban undergraduate students towards e-learning. However, a [significant difference](#) was found between students enrolled in professional and non-professional courses, professional students exhibiting a more favorable opinion towards e-learning than their non-professional counterparts. The study concludes that while locality does not significantly influence undergraduate students' opinions towards e-learning, the nature of the academic programme plays an important role.

Keywords: E- learning, Opinion, Opinion towards e-learning, Undergraduate students

Introduction: Learning is a purposeful and planned activity that results in observable and lasting changes in behaviors through experience, study, and instruction. Traditionally, Indian classrooms involved face-to-face interaction between teachers and students, but advancements in computer technology and the Internet have transformed this system, giving rise to e-learning. It refers to teaching and learning conducted through electronic technologies, where teachers and learners may be geographically or temporally separated but connected via the Internet. It offers flexibility, accessibility, and cost-effectiveness, allowing learners to access

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educational content anytime and anywhere. In India and worldwide, e-learning is emerging as a major educational innovation, creating new opportunities for both teachers and learners. It supports a learner-centered approach, enhances performance, and promotes lifelong learning. Higher education institutions increasingly provide online resources such as lecture notes and study materials, thereby improving study flexibility. Organizations like UGC, NCERT, and NCTE actively encourage the development of e-learning infrastructure and quality enhancement in higher education.

E-learning has emerged as the newest trend in the contemporary society. Better opportunities for teaching and learning are offered by e-learning to both teachers and students. E-learning is basically the delivery of education via digital technologies that are networked and computer enabled. These technologies include computers, intranets, satellite television, CD-ROMs, computers, internet, and audio and video sources. Using information and communication technologies, e-learning is a novel idea in education that improves and promotes learning by distributing digital content and creating a learner-centered environment for both teachers and students. This education could take the form of fully online classes or email exchanges between instructors and students. Thus, it is a changing trend in the field of education.

Literature Review:

Adewole-Odeshi (2014) studied the attitude of students towards e-learning in South-West Nigerian Universities. Findings of the study showed that students have a positive attitude towards e-learning and attitude influences the intention to use an e-learning system.

Konwar (2017) studied the attitude of college students towards e-learning with special reference to the North Lakhimpur district of Assam. The sample consists of 200 college students from North Lakhimpur district. Attitude towards E-learning Scale constructed and standardized by Dimple Rani was used to collect the data. It was found from the study that college students have a positive attitude towards e-learning and gender as well as locality is not the contributory factor regarding the attitude of college students towards e-learning.

Mehra, V. and Omidian, F. (2011) conducted study on examining students' attitudes towards e - learning: a case study from India. According to the study's findings, the majority of students had a good attitude towards e - learning and perceived e -

learning. It also revealed that the students who are more positive are highly used to practice with technology while learning.

Nandy, S. S. (2021) The present study was conducted to find out the attitude towards e-learning among the under graduate student with respect to their gender, locality, academic stream. The major findings of the present study revealed that the college students have positive attitudes towards e-learning. There exists no significant difference in attitude towards e- learning between male and female and rural and urban under graduate students. There exists significant difference in attitude towards e-learning between arts and science under graduate students.

Dhamija, N. (2016) The study examined undergraduate students' attitudes toward e-learning using a self-developed attitude scale. A representative sample of 300 students from science, commerce, and arts streams was selected. The findings revealed that students generally possessed a positive attitude towards e-learning. While attitudes appeared to vary across academic streams, no significant differences were found between arts and commerce students, arts and science students, or science and commerce students. However, a significant difference in attitudes toward e-learning was observed with respect to gender and locality of residence.

Walia (2023) examined undergraduate students' attitudes toward online learning and found that gender and locality had no significant influence, whereas the stream of study significantly affected attitudes, with science students showing a more favorable attitude toward online learning than arts students.

Need and Significance of the Study:

In today's digital age, technology has become an essential part of education, making e-learning a widely used method for accessing information and learning resources. Education system has been digitalized and more blended with e - learning. In this era students are started to learn with different electronic devices. Out of the traditional system of education e - learning is the totally new concept, where student needs to engage themselves towards e-learning and its effectiveness in their education and academics. The integration of ICT has transformed traditional classrooms into flexible and interactive learning environments, especially after COVID-19. Students, teachers, and administrators now rely heavily on technology, and those who lack digital skills face difficulties in keeping up. Universities across India are increasingly offering online courses to meet the growing demand for flexible learning. E-learning provides opportunities for students to learn anytime and anywhere, share knowledge, and

access a variety of digital materials. To make e-learning effective, well-designed platforms and proper digital resources are essential. The New Education Policy (NEP) 2020 also highlights the importance of online and digital education. It promotes the use of technology in teaching, learning, assessment, and lifelong education through initiatives like online courses, ICT-equipped libraries, and the proposed National Educational Technology Forum (NETF). As a result, e-learning, blended learning, and MOOCs are becoming more important in the Indian education system. Because of these rapid changes, it is important to understand the opinions of undergraduate students towards e-learning. Students need to be digitally prepared to meet the demands of modern education and an increasingly technology-driven society. Examining their opinions helps to determine their level of acceptance of e-learning, their comfort in using digital resources, the challenges they encounter, and the areas that require improvement for effective implementation of e-learning.

In districts such as Udham Singh Nagar, Uttarakhand, where undergraduate students come from both rural and urban areas, variations in digital infrastructure, internet accessibility, and technological awareness may influence their experiences and opinions towards e-learning. Similarly, undergraduate students enrolled in professional and non-professional programs may differ in their exposure to digital learning environments due to variations in curriculum, teaching-learning practices, and academic requirements. These differences may influence their opinions towards e-learning and therefore warrant systematic investigation. Understanding the opinions of undergraduate students across rural and urban areas, as well as those enrolled in professional and non-professional programs, will help identify existing challenges, gaps, and opportunities for enhancing the accessibility, effectiveness, and inclusiveness of e-learning in higher education.

Statement of the Problem:

A Study on Opinion of Undergraduate Students Towards E-Learning in Udham Singh Nagar District of Uttarakhand

Objectives of the Study:

The following are the objectives of this study:

- 1- To find out the significant difference between the opinion of undergraduate students residing in rural areas and undergraduate students residing in urban areas towards e-learning.

- 2- To find out the significant difference between the opinion of Under Graduate Students towards e-learning with respect to their courses i.e. Professional or Non-Professional.

Hypotheses of the Study:

The following are the hypotheses of this study:

Hypothesis 1: Under Graduate Students residing in Rural Area and Under Graduate Students residing in Urban Area do not differ in their Opinion toward E-Learning.

Hypothesis 2: Under Graduate Students studying in Professional Courses and Under Graduate Students studying in Non-Professional Courses do not differ in their Opinion toward E-Learning.

Research Methodology:

- a) **Selection of Research Method:** The present study tries to explore the opinion of undergraduate students towards e-learning; hence it studies the present phenomena. Thus, the Descriptive survey method is applied in this study.
- b) **Population and Sample:** The population of the study consisted of all undergraduate students who were enrolled in both government and private colleges located in Udham Singh Nagar district of Uttarakhand, in Kumaun University in 2024-2025 the academic year. Out of total colleges (Government and Private), eight colleges are selected as a sample out of which 3 colleges are government and 5 colleges are privately managed. From eight colleges 500 undergraduate students, 250 from government colleges and 250 from private colleges are selected by applying the Stratified random sampling technique.

Tool Used: In order to know the opinion of the undergraduate students towards e-learning, an opinion scale was developed and standardized by the investigator based on an extensive review of relevant literature and discussions with students and teachers. An initial pool of 86 opinion statements was prepared. These items were subjected to content validation by eight experts from the field of teacher education, who evaluated them for clarity of language, structural adequacy, relevance, and redundancy. Based on their suggestions, irrelevant items were removed and some statements were modified. As a result, 74 items were retained for further testing.

The refined scale was administered to a sample of 100 undergraduate students from three colleges as part of a pilot study to examine the suitability of the items. The reliability of the tool was assessed using Cronbach's alpha to

determine internal consistency. The analysis, carried out using SPSS, yielded a Cronbach's alpha coefficient of 0.895, indicating excellent reliability. During this process, 13 items with low item-total correlations were eliminated. The final scale consisted of 61 items, all contributing positively to the reliability of the instrument. Thus, the finalized Opinion towards E-learning Scale was found to be highly reliable for data collection.

- c) **Statistical Techniques:** For analysis of raw data, descriptive statistics and t-tests are used in this study.

Analysis and Interpretation:

The collected data are analyzed and interpreted in the following manner:

Hypothesis 1: Under Graduate Students residing in Rural Area and Under Graduate Students residing in Urban Area do not differ in their Opinion toward E-Learning.

Table No. 1: Showing mean, standard deviation and t-value of significant difference between opinion of undergraduate students residing in rural and urban area towards e-learning.

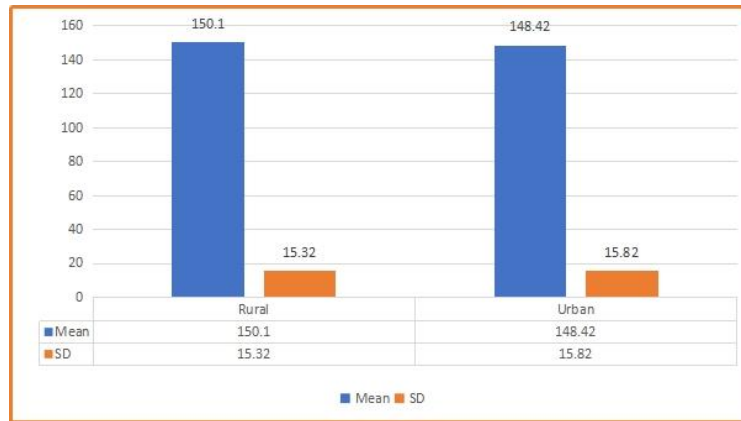
Pair of Comparison	N	Mean	SD	t-value	df	Significance at 0.01 level
Rural	194	150.10	15.32	1.175	498	Not Significant
Urban	306	148.42	15.82			

Interpretation:

The above table shows significance difference between opinion of Rural and Urban undergraduate students towards e-learning. It shows the mean of Rural is 150.10 and of Urban is 148.42 and Standard Deviation of Rural is 15.32 and of Urban is 15.82. The calculate t-value is 1.175 at 498 degrees of freedom, indicating a no significant difference between opinion of Rural and Urban undergraduate students towards e-learning.

Hence, the hypothesis is accepted.

Graph No. 1: Showing mean and standard deviation of undergraduate students residing in rural and urban area towards e-learning.



Hypothesis 2: Under Graduate Students studying in Professional Courses and Under Graduate Students studying in Non-Professional Courses do not differ in their Opinion toward E-Learning.

Table No. 2: Showing mean, standard deviation and t-value of significant difference between opinion of undergraduate students studying in professional and non-professional courses towards e-learning.

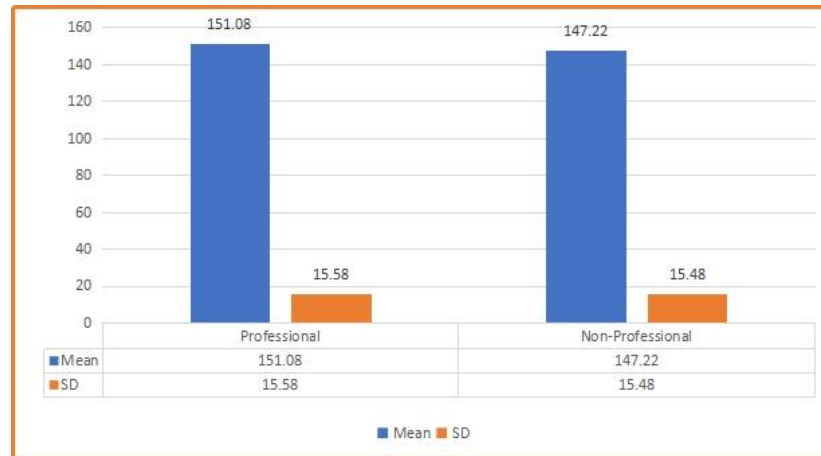
Pair of Comparison	N	Mean	SD	t-value	df	Significance at 0.01 level
Professional	240	151.08	15.58	2.777	498	Significant
Non-Professional	260	147.22	15.48			

Interpretation:

The table 4.13, shows significance difference between opinion of Professional and Non-Professional undergraduate students towards e-learning. It shows the mean of Professional undergraduate students is 151.08 and of non-Professional undergraduate students is 147.22 and Standard Deviation of Professional undergraduate students is 15.58 and of non-professional undergraduate students is 15.48. The calculate t-value is 2.777 at 498 degrees of freedom, indicating a significant difference between opinion of professional and non-professional undergraduate students towards e-learning. Therefore, the result is statistically significant, indicating that professional and non-professional students differ significantly in their opinion towards e-learning.

Hence, the null hypothesis is rejected.

Graph No. 2: Showing mean and standard deviation of Professional and Non-Professional Undergraduate Students towards E-Learning.



Findings of the Study:

After analysis and interpretation of collected data, the following findings emerged in the present research study.

1. There was no significant difference between the opinions of undergraduate students residing in rural and urban areas towards e-learning ($t = 1.175$, $df = 498$). Although rural students obtained a slightly higher mean score (150.10) than urban students (148.42), the difference was not statistically significant. Hence, the null hypothesis was accepted. The findings indicate that locality (rural or urban) does not have a significant influence on undergraduate students' opinions towards e-learning in Udham Singh Nagar district.
2. There was a significant difference between the opinions of undergraduate students enrolled in professional and non-professional courses towards e-learning ($t = 2.777$, $df = 498$). Undergraduate students studying in professional courses (Mean = 151.08) demonstrated a more favorable opinion towards e-learning than those studying in non-professional courses (Mean = 147.22). Therefore, the null hypothesis was rejected. The findings further suggest that course type influences students' opinions towards e-learning, with students enrolled in professional programs exhibiting comparatively more positive opinions.

Conclusion of the Study:

The present study examined the opinions of undergraduate students towards e-learning in Udham Singh Nagar district of Uttarakhand. The findings indicate that undergraduate students' opinions towards e-learning are not significantly influenced by their locality (rural or urban), suggesting that students from both areas have comparable perceptions and acceptance of e-learning. This may be attributed to the increasing availability of digital technologies, internet connectivity, and the widespread use of online learning platforms across both rural and urban regions. However, the study revealed a significant difference between undergraduate students enrolled in professional and non-professional courses. Students pursuing professional programs demonstrated more favorable opinions towards e-learning than those enrolled in non-professional programs. This difference may be due to greater exposure to technology-integrated curricula, frequent use of digital resources, and higher levels of ICT engagement in professional education.

Overall, the study concludes that while geographical locality does not significantly affect undergraduate students' opinions towards e-learning, the nature of the academic programme plays an important role in shaping these opinions. The findings emphasize the need to strengthen digital learning infrastructure, promote ICT integration, and provide equal opportunities for technology-enhanced learning, particularly in non-professional programs. Such initiatives will contribute to improving the effectiveness, accessibility, and inclusiveness of e-learning in higher education.

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