

University Students' Attitude Towards E-Learning

Nasir M. Younis, M.Sc.N. CH. N* Mahmoud M. Ahmed, M.Sc.N. CH. N** Ahmed A. Hussein, M.Sc.N. CH. N***

Background: "Define electronic learning is utilization of Internet and connect technologies to provide a broad spectrum of solutions that improves performance, education and knowledge."

Objectives: The study aimed to analysis the attitude of university students against electronic learning and digital technology, skills.

Materials and Method: A descriptive study was conducted. The study consisted of (3) parts: first part: demographic variables (age, gender, type of faculty) and second part: included (15) option about computer practice and skill of electronic learning. Three part consist of (11) items to examine university students' attitude toward e-learning in Mosul university/Iraq.

Results: indicated the finding of the study university students' attitude toward electronic learning are highly significant and their students' attitude with technology usage and skills are significantly.

Conclusion: The results of the study are concluded that university students' attitude is not affected by differences in gender (male or female) and reflects the capacity of faculty members of Mosul University for successful in implementation of e-learning programs.

Key words: Attitude, E-Learning, University Students

INTRODUCTION

National, speed and communication Internet access, web content becomes more interactive for users, especially e-learning that aims to meet students' needs^{1,2}. Other study define electronic learning as the use of the internet, communications technology, and computer by learners to deliver instruction, information, skill, education and knowledge³. Previous studies that investigated the effect of utilization e-learning in home have many benefits for university students concerning all issues and particular in university education. Throughout the planet, ministries of higher education developments have begun to plan new ways to get rid of conventional education and the e-learning movement⁴. Students' attitude about electronic learning is impacted by its advantages and disadvantages. So, student having the opportunity to e-learning at home reducing costs is another benefit together with time saving^{5,6}. Some of authors have considered the benefits of electronic learning technology can contain video or audio content to make more effective education⁷. Advantages of electronic learning for users include increase of information, accountability, interactivity and confidence⁸. Successive studies on technologies relevant indicated the information of students entering university education is not keeping pace with the technologies for education. So, Studies worldwide suggest that university students are not confident at the point of qualification almost 53 percent of the university students about idea of e-learning and internet technology⁹. Furthermore, electronic learning is a useful for enhancing the learning and teaching. It is creative view of information that enhance the knowledge and performance for learners³. The study aimed at exploring university students' attitude towards electronic learning and developing students' technical skills."

METHODOLOGY

This descriptive study employed scale to identify the attitude of university students towards electronic learning. The sample of study

collected in university of Mosul /Iraq in specialty difference. Random sample consist of (650) students Male were (470) while female (180). included: Faculty of Nursing, Faculty of Engineering, faculty of administration and economics, College of Education and Faculty of fine arts. Data obtained since June 10, 2020 extended to June 30, 2020. This instrument adapted by (Zabadi,2016). Consist of three main parts: first Part, the participants demographical data such: Gender age, and types of faculty. Second Part included: (15) option about computer practice and skill of electronic learning. Three part consist of (11) items to examine university students' attitude toward e-learning in Mosul university each rated on five-point likert scale "5=strongly Agree", "4=Agree", "3= Undecided", "2=disagree", "1=strongly disagree". Analyzed data using SPSS, Version18 using both descriptive statistics, inferential statistics (Means, and Medians, Number and percentage) and (ANOVA) for the difference between university students' attitude toward e-learning in Mosul City based on computer technology, skills and students' attitude."

RESULTS

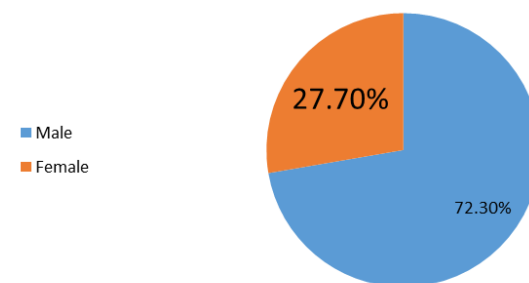


Figure 1. Participants' distribution according to gender.

* Assistant Professor
University of Mosul/ College of Nursing
Iraq
E-mail: nasir_younse@yahoo.com

** Instructor

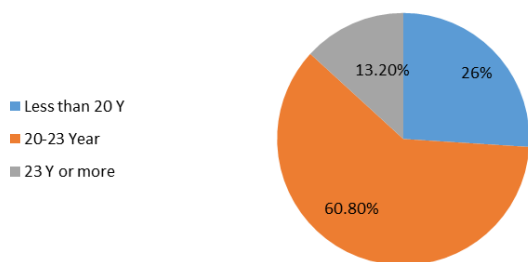


Figure 2. Participants' distribution according to age

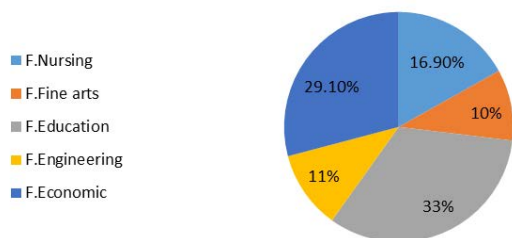


Figure 3. Participants' distribution according to Faculty

Table 1: Technology usage and skills of e-learning among university students

Items	"Mean±SD"
I feel comfortable with computer technology.	3.9±1.072
I like working with computer technologies and internet	3.9±1.036
I don't get tired during e-study.	3.7±1.203
I prefer to use a computer to take my assignments	3.6±1.194
I like to using computers in my learning	3.7±1.069
I usually use computer technologies and internet during my self-study	3.8±1.011
Usually, I download learning content from the internet	3.7±1.037
Reading electronic book is favored for me	3.2±1.233
I download pictures, lectures, assignments, ,reports, course materials, and presentations from internet	3.9±1.008
I face a lot problems during using the internet	3.1±1.176
I using e-library in my self- study	3.1±1.141
I prefer to transform the electronic school system	3.6±1.123
I feel satisfied when educational material collected and transfer by internet	3.61.123
I use educational notes	3.3±1.115
Relax to teach e-mail	3.5±1.034
Total	3.6±1.075

Table 2: Attitude of university students for e- learning”

Items	"Mean±SD"
"I interest in studying courses that use e-learning"	(3.5±1.145)
"I think e-learning enhances my learning experiences"	(3.8±1.884)
"Providing online courses, makes e-learning more efficient"	(3.6±1.137)
"I intend to utilize e-learning during the semester"	(3.5±1.167)
"I am positive about electronic learning"	(3.7±1.092)
"Electronic learning environment needs advanced knowledge"	(3.8±0.998)
"I prefer to have courses on the internet, rather than face-to-face(classroom)"	(3.2±1.232)

"Online e-Learning is more enjoyable and comfortable to me"	(3.1±1.189)
"Electronic learning is alternative to the pen-paper based system"	(3.3±1.122)
"Electronic learning is not efficient as tradition learning method"	(3.4±1.134)
"I prefer e-learning and I believe that it is better than old method of learning"	(3.3±1.271)
TOTAL	(3.5±1.196)

Table 3: Comparison of the difference between students' attitude & their gender

Variable	Gender	N	M	SD	df	t value	P value
Attitude	M	470	38.6	7.8	648	6.2	Sig
	F	180	35.8	9.2			

Significant at (0.05) level

Table 4: Comparison of the difference between students' attitude & their gender

Variable	Gender	N	Mean	SD	df	t value	P value
Skills	M	470	53.2	8.4	648	7.6	Sig
	F	180	50.7	12.3			

Significant at (0.05) level

DISCUSSION

The goal of study is for analyze the attitude of students on the way to electronic learning. Universities are constantly under pressure because of the existing requirements for using electronic methods of education (Table 1,2). The learning process is more complex, as online learning is done using the Internet. University students must decide whether they can consistently use the program based on e-Learning^{10,11}. (Figure1) will discuss the demographic features of the respondents (age, gender and faculty). Show (72.3%) M, while F were (27.7%). (Figure 2) demonstrated the majority of participants age between (20-23) years, while age more than 23 years were (13.2%), (26%) less than 20 years. (Figure 3) shows the distributions of participants according to faculty indicate that (33%) from faculty of education, (29.1%) from faculty of administration and economic, (16.9%) from faculty of nursing, (11%) from faculty of engineering, finally (10%) from faculty of fine arts. The results of present study agreement with study (Zabadi, & Al-Alawi, 2016) in Saudi who found some results. (Table 3) State there is difference between attitude and gender (M and F) (t=6.2), found mean score male and female student (36.6+7.8) (35.8+9.2) respectively. The present study agreements with Bhubneswari, 2012, he found the same results in the direction of sex¹². (Table 4) shows there is high score between attitude-based skills and gender (t=7.6) found mean of score male and female university students (53.6+8.4) (50.7+12.3) respectively. (Egbo et al., 2011)¹³ who found same results in present study. Terkes & others they said in a 2018 study in Japan that students' attitudes about new techniques and hadith education were positive. The study found that modern education gives a greater opportunity for graduate studies than primary. Nonetheless, many university students expect to continue their online education irrespective of their other problems. Teachers must have the ability to change students' attitudes from negative to positive for the purpose of upgrading Iraqi universities to keep up with the world.”

CONCLUSION

The results of the study are concluded that the University students have highly positive attitude towards electronic learning and skills to the computer are favorable, So the researcher discovered that students have a high desire to accept internet techniques

and e-learning. Also, this university student's attitude is not affected by differences in gender (male or female) and reflects the capacity of faculty members of Mosul University for successful in implementation of e-learning programs.”

RECOMMENDATION

Based on the findings of this report, the researchers suggested that university students be encouraged to make full use of e-learning, perform similar large-scale studies to examine the attitudes of teachers towards e-learning and more studies to evaluate other variables Such as modern teaching methods for the purpose of adapting to e-learning.”

Authorship Contribution: All authors share equal effort contribution towards (1) substantial contributions to conception and design, acquisition, analysis and interpretation of data; (2) drafting the article and revising it critically for important intellectual content; and (3) final approval of the manuscript version to be published. Yes.

Potential Conflict of Interest: None.

Competing Interest: None.

Sponsorship: None.

Acceptance Date: 09 March 2021

REFERENCES

1. Aixia D, Wang D. Influencing Learner Attitudes Toward E-learning and Development of E-learning Environment Based on the Integrated E-learning Platform. *Int J e-Education, e-Business, e-Management and e- Learning* 2011;1(3): 264-8.
2. Samir T, Hiren J. Students' Attitude towards E-learning. *Int J Adv Eng Res Dev (IJAERD)* 2012; 4(11): 2348-4470.
3. Wafaa GMA. Factors Affecting Nursing Student 's Satisfaction with E Learning Experience in King Khalid University, Saudi Arabia. *Int J Learn Dev* 2012; 2(2): 201-15
4. Terkes N, Celik F, Bektas H. Determination of nursing students' attitudes towards the use of technology. *Jpn J Nurs Sci* 2019;16(1):17-24.
5. Berteau P. Measure's students" attitude towards e-learning a case study. The 5th international scientific conference. E-learning and software and education, 2009, Bucharest.
6. Kiyici G, Kahraman N, Abali Y. Investigating the effects of chemistry candidates' attitudes towards chemistry. *J Educ Tech Res* 2012; 3:1-6.
7. Jovic M, Milutinovic D, Kos A, et al. Product Presentation Strategy for Online Customers. *J Univers Comput Sci* 2012;18(10): 1323-42.
8. Akimanimpaye F (2012) Attitudes of undergraduate nursing students towards e-learning at the University of the Western Cape. Thesis submitted in partial fulfilment of the requirements for the degree of Master Education in the school of nursing, University of the Western Cape.
9. Wilkinson A, While AE, Roberts J. Measurement of information and communication technology experience and attitudes to e-learning of students in the healthcare professions: integrative review. *J Adv Nurs* 2009; 65(4):755-72.
10. Zabadi AM, Al-Alawi AH. University Students' Attitudes towards E-Learning: University of Business & Technology (UBT)-Saudi Arabia-Jeddah: A Case Study. *Int J Bus Manag* 2016; 11(6): 286.
11. Colvin CR, Kwinn A. Meet the new virtual classroom. In *The new virtual classroom: Evidence-based guidelines for synchronous e-learning* (pp. 3-24) San Francisco, CA: John Wiley & Sons Inc, 2007.
12. Bhubaneswari AS, Padmanaban T. Attitude of senior secondary students towards e-learning. *Elixir Edu Tech* 2012; 51:10886-8.
13. Egbo OP, Okoyeuzu CR, Ifeanchio I C, et al. Gender perception and attitude towards e-learning: A case of business students, University of Nigeria. *Int J Comp Appl* 2011; 1(2): 135-148.