



Attitude towards E-learning among nursing students of selected nursing colleges of Mangaluru

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Abstract: Introduction: The trend of using e-learning as learning and/or teaching tool is now rapidly expanding into education (Liaw et al, 2006). E-learning covers a wide set of ICT technology based applications and processes, including computer-based learning, web-based learning, virtual classrooms, and digital collaboration and networking. E-learning also ranges in higher education from technology enhanced classroom to distributed learning¹.

Objectives: 1. To determine the attitude of nursing students towards e-learning 2. To find the association and attitude scores of nursing students towards e-learning and selected demographic variables.

Method: Anon-experimental descriptive design with simple random sampling technique was used to collect the data from 100 nursing students to assess attitude towards e-learning. Data was collected using a five point likert scale. Results were described by using descriptive and inferential statistics. The theoretical framework for the study was modified and adopted from general system theory.

Results: Out of 100 respondents, majority (99%) had showed favorable attitude level regarding the e-learning, only 1% of the sample had moderate attitude and 00% of them had unfavourable attitude. Overall Mean attitude score obtained by the respondents was 71.580.

Conclusion: In the present study, the most of the subject (99%) had showed favorable attitude level regarding the e-learning, only 1% of the sample had moderate attitude and 00% of them had unfavourable attitude. Overall Mean attitude score obtained by the respondents was 71.580. The findings of the study shows that there is significant association between attitude score and demographic variables, i.e., level of computer experience ($\chi^2=90.000$, $p=.0001$), course ($\chi^2=72.620$, $p=.0001$) and source of getting internet ($\chi^2=239.44$, $p=.0001$). The attitude score is independent of all other variables. Thus to conclude the investigator has achieved the objective for assessing attitude of nursing students towards E-learning.

Key words: Attitude, χ^2 -chi square, Self directed E-Learning, Information and Communication Technologies

I. INTRODUCTION

The web and the Internet have been integrated into classroom teaching in the same way as previous technologies². Instructors can convert their PowerPoint slide Presentations to pdf files, which students can download and print from a website, or teacher's own papers and research materials such as photographs or slides, as well as links to other relevant sources³. In view of Taylor (1995) distance education operations have evolved through the following four generations: first, the correspondence model based on print technology; second, the multi-media model based on print, audio and video technologies; third, the Telelearning model, based on applications technologies to provide opportunities for synchronous communication; and fourth, the Flexible Learning Model, based on online delivery via the Internet.

The fifth generation of distance education is essentially a derivation of the fourth generations, which aims to capitalize on the features of the Internet and the web⁵.

Educational technology is defined by the Association for Educational Communications and Technology as "the study and ethical practice of facilitating learning and improving performance by creating, using and managing appropriate technological processes and resources. E-learning platform provides anywhere, anytime easy access for up gradation of knowledge and skills⁷.

II. METHODS

A non-experimental descriptive design was used & simple random sampling technique was adopted for 100 nursing students in Mangaluru. Data was collected using a five point likert scale, which consists of the 25 items. Results were described by using descriptive and inferential statistics.

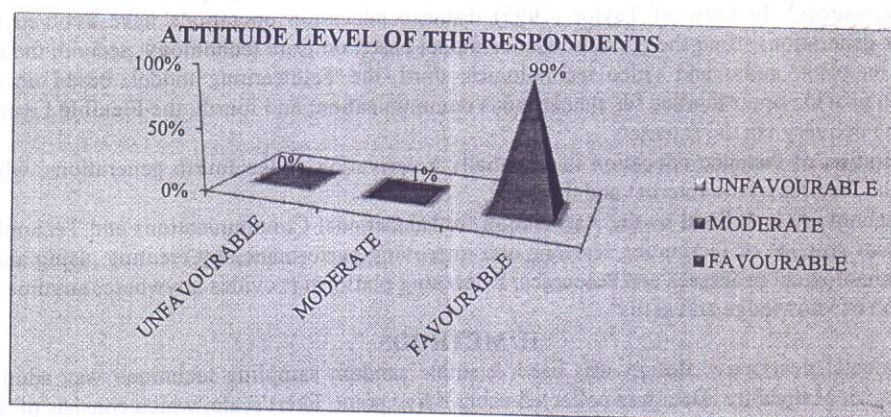
III. RESULTS & DISCUSSION

Table 1: Frequency and percentage distribution of sample characteristics
n=100

Sl.no	Characteristics	Category	Frequency (f)	Percentage (%)
1	Age in years	16-18	19	19.0
		19-21	69	69.0
		22-24	9	9.0
		25-26	3	3.0
2	Gender	Male	14	14.0
		Female	85	85.0
3	Course	B.Sc(N)	73	73.0
		M.Sc(N)	8	8.0
		PBBSc(N)	19	19.0
4	Year	1 st year	38	38.0
		2 nd year	36	36.0
		3 rd year	20	20.0
		4 th year	6	6.0
5	Presently residing	With family	5	5.0
		With relative	7	7.0
		Hostel	88	88.0
		PG	0	0.0
6	Annual income	>30,000	23	23.0
		20,000-30,000	34	34.0
		10,000-20,000	27	27.0
		Below10,000	16	16.0
7	Provision of access to technology	No access	4	4.0
		Limited access	36	36.0
		Good	46	46.0
		Problem with access	14	14.0
8	Level of computer experience	No skill	4	4.0
		Beginner	28	28.0
		Intermediate	63	63.0
		Expert	5	5.0
9	Duration of time spent on internet per day	1-2 hours	42	42.0
		3-4 hours	31	31.0
		5-6 hours	18	18.0
		Anything specify	9	9.0
10	How do you get internet access	Mobile	92	92.0
		Computer	3	3.0
		Cyber	3	3.0
		Others	2	2.0

The data presented in Table 1 shows the distribution of nursing students according to their age, gender, course and year, presently residing, annual income, provision of access to technology, level of computer experience, duration of time spent on internet per day, how they getting internet access etc.

Fig 1: Distribution of respondents according to attitude level regarding E-learning



Data presented in Figure 1 shows that majority of respondents (99%) had showed favourable attitude level regarding the e-learning, only 1% of the sample had moderate attitude and 00% of them had unfavourable attitude. The data is also presented in the form of cone diagram.

Table 2: Association between Demographic variables and Attitude level regarding e-learning among nursing students.

Characteristics	Category	Median <87	Median >87	X ² value	df (degree of freedom)	p-value
Age in years	16-18	10	9	1.477	3	0.688
	19-21	36	33			
	22-24	3	6			
	25-26	2	1			
Gender	male	6	8	0.432	1	0.511
	female	45	41			
Course				72.620	2	.0001
	Bsc(N)	37	36			
	Msc(N)	5	3			
Year	PBBsc(N)	9	10	0.871	3	0.832
	1 st year	19	19			
	2 nd year	17	19			
	3 rd year	12	8			
Presently residing	4 th year	3	3	185.840(Yates correction)	3	0.0001
	With family	3	2			
	With relative	2	5			
	Hostel	42	42			
Annual income	PG	4	0	2.8522	3	0.415
	>30000	14	19			
	20000-30000	15	19			
	10000-20000	12	15			
Provision of access to technology	<10000	10	6	1.778	3	0.620
	No access	1	3			
	Limited access	20	16			
	Good	22	24			
Level of computer experience	No problem with access	8	6	90.000(Yates correction)	3	.0001
	No skill	2	2			
	Beginner	11	16			
	Intermediate	37	26			
Duration of time spent on internet per day	Expert	1	5	1.310	3	.727
	1-2hours	20	22			
	3-4hours	15	16			
	5-6hours	10	8			
How do you get internet access	Any other	6	3	239.44(Yates correction)	3	.0001
	Mobile	49	43			
	Personnel computer	1	2			
	Cyber	0	3			
	Other	1	1			

Table value 3.84; $p > 0.05$

The data presented in Table 5 shows that there is a significant association between Attitude score and demographic variables, i.e., level of computer experience($\chi^2=90.000$, $p=.0001$), course($\chi^2=72.620$, $p=.0001$) and source of getting internet($\chi^2=239.44$, $p=.0001$).The Attitude score is independent of all other variables, like age, gender, and year, presently residing, family income provision of access technology.Hence the null hypothesis is rejected and research hypothesis accepted for some variables such as level of computer experience and source of getting internet.

IV. CONCLUSION

Conclusion is the chronological end of any discussion or study. It is the stopping point of a detailed argument. The following conclusions were drawn the basis of the findings of the study

1. In the present study, the most of the respondents i.e,(99%) had favorable attitude; 1% has moderate attitude regarding e-learning.
2. The mean percentage of attitude towards e-learning among nursing students is 71.580
3. There is a significant association between Attitude score and demographic variables, i.e., level of computer experience($\chi^2=90.000$, $p=.0001$), course($\chi^2=72.620$, $p=.0001$) and source of getting internet($\chi^2=239.44$, $p=.0001$).

The Attitude score is independent of all other variables; there is no significant association with other demographic variables. Hence the null hypothesis is rejected for other variables.

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