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Attitude Of Students Towards E-Learning In Technical College Of Management-Baghdad

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ABSTRACT: The e-learning is now expected to become the new vector of higher and advanced education. The purpose of this study was to discover the attitude of students towards e-learning at TCMB in Baghdad by surveying 89 students of computer sciences. The survey methods were adopted for the present study, and a random sampling technique was used to sample the samples. Responses of students in the online survey indicate that the majority of students have positive views on e-learning.
Keywords: e-learning, attitude of students, online course, platform

INTRODUCTION

A student may be a victim of e-learning if he/she is not skilled or experienced in using technologies due to a lack of knowledge or interest. Adequacy of skills is indispensable when humans learn online because the absence of skills can be a hurdle that limits an individual`s motivation to engage in online teaching and vice versa; confidence and technical literacy with digital technologies mostly bring positivity towards the incorporation of the online learning process [6].

The facets of students are now taken as one of the main determinants for e-learning success in developing countries. Learner attributes have also been posited as a factor of success and the learning experience itself [4].

Students' attitudes are affected by the problems of e-learning courses, platforms, and [Sometimes] [students' personal] computer skills.

Students` cognitive tendencies concerning class modalities and technology vary in origin - either because of their educational background, personal characteristics, or social backgrounds [9]. This illustrates that one type of student may suit the learning by doing or the practical and hands-on method more than classroom-mediated approach, and the students from the economically stable family will find the learning by technology more efficient than the others. Students mindsets about technology and the overall concept of e-learning undergo strong influence through these factors, and in the future the same will direct their acceptance of the new study method.

Assessment of attitudes is much crucial than the analysis of consumer behavior, for it is a fact that attitudes and behavior move hand in hand. Among other objects of interest specialists found that attitude, to a great extent, shows the likelihood of the adoption of particular behavior [4].

In e-learning a favorable attitude to a certain extent foretells the likelihood of the prospective learners' approval of the new learning platform. The likes of patience, self-confidence, technology familiarity, technical skills, and students' management of their time are the chief traits that influence the way students perceive e-learning. Thus, if new kind of education tallies with the needs and traits of student's then attitude will be positive else if the student can,t adapt to system, because it lacks that set of characteristics then attitude will be negative

METHOD

A social survey was used to assess the attitude of students towards e-learning at the Technical College of Management-Baghdad. The population under study is undergraduate students. The number of students at the university was around 89. The attitudes related to e-learning were measured using the Scale [10]. This scale below is (1.00 - 1.49 – Very Negative 1.50 - 2.49 – Negative 2.50 - 3.49 – Neutral 3.50 - 4.49 – Positive 4.50 - 5.00 – Very Positive) and also using the relative importance index (RII) for the measured variables.

RESULTS

Demographics and baseline information about the participants included their age and sex. The students were in the 18-22 age range, with a mean of 19.3 years. Forty students were male (45%), and 49 were female (55%). The results of the demographic analysis are discussed in Table 1.

gender		
gender	Percentage	Frequency
male	45%	40
female	55%	49
age		
mean	Frequency	
19.3	89	

Table 1. Demographics of the study

NO	ITEM	MEAN	RII	Description
1	The platform activities are presented logically	3.52	0.703	Positive
2	The platform activities give me the opportunity to read	3.85	0.771	Positive
3	The e-learning activities are interactive.	3.92	0.784	Positive
4	E_Learning improves my English language skills	3.31	0.663	Neutral
5	E_Learning is easy	3.81	0.762	Positive
6	E_Learning is collaborative	3.63	0.726	Positive
7	The eLearning courses are useful and interesting.	4.22	0.845	Positive
8	E_Learning enhances the interaction between teachers and students	3.54	0.708	Positive
9	The E_Learning tasks are clear.	3.46	0.692	Neutral
10	E-learning gives me enough time to do my tasks.	3.71	0.742	Positive
11	I can always learn from the platform.	3.11	0.622	Neutral

12	I can learn from the Platform in my style	3.89	0.778	Positive

Table 2. Descriptive statistics of the study

The results of the descriptive statistics are discussed in Table 2. The results showed that all variables were significant and positive; only three variables had neutral significance. Table 2 indicates that most of the values of the relative importance index (RII) fall within (0.622–0.845), which are good values. The mean values are also good, as most of them fall between (3.11 and 4.22) which are good rates. It is also noted that the highest percentage (0.845) was when question (E_Learning courses are useful and interesting) was followed by question (E_learning activities are interactive) with a percentage of (0.784), which means that it had the highest values of the importance index. This means that the students are interested and interact with the platform. It is also noted that the lowest percentage (0.622) was when asked (I can always learn from the Platform), which means the students were learning not only from the platform.

Most of the students (MEAN =3.81) reported (E_Learning is easy), and the MEAN (E_Learning courses are useful and interesting) reported (MEAN =4.22). This means that the students found the platform useful and easy. Only questions (4 and 11) reported MEAN (3.31 and 3.11) that the students found a platform that does not always improve English language skills and does not always learn from the platform.

Virtually all students reported a positive attitude towards the use of technology in the learning process, particularly in keeping connected to their course material and accessing a wide range of educational resources.

CONCLUSION

The following study is conducted to investigate students' attitudes towards the use of e-learning in the Information Technology Department at the Technical College of Management-Baghdad. Furthermore, it aims to find out the obstacles encountered by them when using this platform in an attempt to find solutions and provide suggestions or other alternatives.

Data from the student form indicate that most of the learners reflect the attitudes of positive attitude towards E-learning conducted through the platform.

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