

**CHAPTER-II**

**Review of the Related Literature**

## **2.0 Introduction**

This chapter is devoted to review of related literature. In the previous chapter one the investigator discussed about the problems and its background. In the present chapter the investigator focused on significant studies related to *E-learning*.

### **2.1 Concept of Review Related Literature**

A literature review is an objective, critical summary of published research literature relevant to a topic under consideration for research. Its purpose is to create familiarity with current thinking and research on a particular topic, and may justify future research into a previously overlooked or understudied area. The term "Review of Related Literature" refers to the past knowledge of the studies that has been reviewed again related to the present topic of the research. Literature review involves the surveys of articles and other sources of the concerned area of the topic. The reviews explain the previous ideas and help the researcher to borrow new ideas in the present study.

### **2.2 Review of Related Literature**

Many studies have been conducted in the area of E-learning. Under this section of review the investigator reviewed twenty nine (29) numbers of studies. Some of them were carried out in Indian context whereas more number of studies were carried out abroad as found by the researcher. The review of related literature focuses on the areas such as:

- Studies related to attitude of students towards E-learning
- Studies related to Readiness of students towards E-learning
- Studies related to Motivation of students towards E-learning
- Studies related to Acceptance of students towards E-learning

#### **2.2.1 Studies related to attitude of students towards E-learning:-**

**Subedi et al. (2020)** studied impact of E-Learning during COVID-19 pandemic among nursing students and teachers in Nepal. Main objectives of the study were to investigate attitude of nursing students and teachers towards benefits of e-

learning, problems faced by teachers and students while using electronic media during online classes. The findings of the study revealed that majority of the respondents had positive attitude towards E-Learning. Problems faced by the *teachers and students during online class* were slow internet access, lack of knowledge regarding use of medias, irregularity of student's joining and leaving the class, lack of interaction with students, unavailability of study materials, headache and electricity problems.

**Elfaki et al. (2019)** compared impact of E-Learning and impact of traditional learning on student's performance and attitude. Main objective of the study was to investigate the impact of e-learning on academic performance of students. Result of the present study revealed that electronic education affects better learning outcomes than traditional face to face learning. Significant differences were found between the attitude of student's attained online classes and classes with traditional methods towards E-Learning. Students who were attaining online classes had high positive attitude than students who were attaining face-to-face classes towards E-Learning. E-Learning provides better academic performance than face to face learning in higher educational institutions.

**Dookhan (2018)** investigated student's E-Learning attitude. The objectives of the study were to assess attitude of students towards e-learning and to determine the factors which influenced the attitude of students towards e-learning. It was found out that students had a positive attitude towards E-Learning. Competency level of students, student's perceived usefulness and E-Learning attitude of students influenced use of E-Learning by students and interaction with their lecturers and classmates.

**Zabadi and Alawi (2016)** studied university student's attitude towards E-Learning. The objectives of the study were to investigate the attitude of students towards e-learning and to find out the differences in the attitude of students towards e-learning on the basis of gender, use of technology and skills. It can be concluded from the study that that student's attitude towards E-Learning was highly positive. The attitudes of students towards E-Learning differed on the basis

of gender, usage of technology and skills. Male student's attitude towards E-Learning was higher than female student's attitude towards E-Learning.

**Cakir and Solak (2015)** conducted a study on attitude of Turkish foreign language learners towards E-Learning through technology acceptance model. Main objectives of the study were to investigate attitude of Turkish foreign language learners towards technology and to find out role of different factors in learner's academic achievement. According to the result of the study it can be concluded that Turkish foreign language learners had a positive attitude towards E-Learning. Most of the learners used internet regularly.

**Mahajan & Kalpana (2018)**, worked on "A study of students' perception about e-learning". They worked to find the learners perception and usefulness of e-learning. They found that e-learning has its benefits from a student's perspective and it will have a positive influence in their performance with better understanding of their course.

**Konwar (2017)** Investigated "A Study on Attitude of College Students towards E-learning with Special Reference to North Lakhimpur of Lakhimpur District, Assam." The researcher intends to study the attitude of college students towards e-learning, to study the difference in attitude of college students towards e-learning with regard to gender and to study the difference in attitude of college students towards e-learning with regard to locality. The study revealed that the college students have positive attitudes towards e-learning and there are urban college students.

**Bhagat & Chang (2018)** studied on "A Cross-cultural Comparison on Students' Perceptions towards Online Learning". The aim of the study was to explore cross-country (Taiwan versus India) differences in students' perceptions of online learning by gender. However, there was no significant interaction effect of country by gender. Findings indicated that culture and language did influence students' perceptions towards online learning. The statistical results of the study showed significant differences between Indian samples and Taiwanese samples and

Taiwanese samples has positive attitude towards online learning comparatively Indians samples

**Odeshi (2014)** Studied on “Attitude of Students Towards E-learning in South-West Nigerian Universities: An Application of Technology Acceptance Model”. The study examined the attitude of students towards e-learning in selected south-west Nigerian universities. Specifically, the study looked at the relationship between attitude and e-learning with the application of Technology Acceptance Model (TAM). Findings showed that students have a positive attitude towards e-learning because they find the system easy to use and useful for their course work. Also, attitude influences the intention to use an e-learning system.

**Aixia and Wang (2012)** in their study entitled “Factors Influencing Learner Attitudes Toward E-learning and Development of E-learning Environment Based on the Integrated E-learning Platform” found that the perception of e-learning is positively influenced by its flexibility in knowledge management, time management and widening access to information. Moreover, an integrated E-learning platform, providing many web-based, multi-platform tools, is introduced based on knowledge management.

**Ogumowo et al., (2016)** conducted a study on “Analysis of Students Attitude towards e-learning: Case of Computer Science Students in Nigeria”. The findings of the study are that nearly all participants in the study feel e-learning enhance their ability to use computer in an effective manner and save as a source to build their learning inspiration.

**Dhamija (2014)** studied attitude of students towards the use of E-Learning. Objectives of the study were to study the attitude of students towards the use of e-learning and to find out the differences in the attitude of students based on stream, gender and area. It can be concluded from the findings of the research that, there were positive attitude of students towards E-Learning. Attitude of students on the use of E-Learning did not differ based on their stream they were studied. Gender

and locality did not differentiate attitude of students towards the use of E-Learning significantly.

**Dhas (2017)** studied attitude of college students towards E-Learning. Objectives of the study were to investigate the *level of attitude* of college students towards e-learning. Further, to find out the differences between attitude of college students with respect to their background variables and subjects. The study concluded average attitude of students towards E-Learning at college level. There were no significant differences between the attitudes of college students based on their gender, stream, subject, locality and marital status. M.Phil students had high positive attitude in comparison to undergraduate and postgraduate students.

**Khan (2017)** analyzed attitude of engineering students of Bijnor district, Uttar Pradesh towards E-Learning. The study intended to find out the attitude of engineering students towards e-learning. Further to find out the differences between the attitude of engineering students towards e-learning with reference to gender and locality. The findings of the study concluded average attitude of engineering students towards E-Learning. There were no significant differences between the attitude of engineering students with reference to gender and locality.

### **2.2.2 Studies related to Readiness of students towards E-learning**

**Mulwa and Kyalo (2013)** conducted a study on the influence of attitude of principal, teachers and students on readiness to adopt e-learning in secondary schools in Kitui district, Kenya. Objectives of the study were to know the attitude of principals and teachers towards the readiness to adopt e-learning and to find out the relationship between student's attitude and readiness to adopt e-learning in schools. The findings of the study revealed that school's readiness to adopt e-learning did not influenced by the attitude of principal towards readiness to adopt e-learning. Teacher's attitude did not influence readiness to adopt e-learning in schools.

**Rahim et al., (2015)** conducted a study on "Assessing Students' Readiness Towards e-Learning". The result showed that respondents did have access to

technology that is required for e-Learning environment, and respondents were knowledgeable regarding the basic Internet skills. The finding also showed that respondents' attitude did meet all characteristics of successful e-Learning student. Further analysis showed that there is no significant relationship either among gender, level of study or faculty with those characteristics. As a conclusion, the study shows that students are ready to participate in e-Learning environment if the institution decided to embark on e-Learning methodology.

**Kamaruzaman (2021)** conducted a study on Perception of Students' Readiness towards Online Learning. Main findings obtained from this study revealed that undergraduate students were ready towards the use of online learning in term of their motivation ( $M = 3.77$ ), facilities ( $M = 3.93$ ) and technology capabilities ( $M = 3.92$ ).

**Tuntirojanawong (2013)** conducted a study on Students' Readiness for E-learning. The research findings showed that (1) the over all of students' readiness for e-learning of graduate students majoring in educational administration were ready status and category that Technology Access had the highest mean and Study skills, Technology skills had the lowest mean.; (2) There was no significant difference of the students' readiness for e-learning of graduate students majoring in educational administration as classified by gender, age groups, and technology experiences. It is recommend that the university should improve graduate students' readiness in Study skills, and Technology skills.

**Umbarkar et al., (2020)** conducted a study perception and readiness of management students towards online teaching. It was found that students' computer/Internet self-efficacy for online learning readiness had a mediated effect not only on online learning perceptions and online discussion score but also on online learning perceptions and course satisfaction, Significance of online learning is widely recognized as a means to enhance accessibility and quality of teaching learning process in the world.

### **2.2.3. Studies related to Motivation of students towards E-learning**

**Sabah et al., (2013)** conducted a study on “Students Attitude and Motivation towards E-learning”. The purpose of the study is to investigate the factors that affect the acceptance of E-learning among students’ and thus it contribute to better understanding of students’ attitude towards e-learning. The result revealed a good correlation between technical abilities and students’ attitude towards e-learning. Students with computer experience and frequent uses are more likely to accept e-learning.

**Cabansag (2020)** conducted a study on Students’ Motivation toward Online Learning. The results of this study showed that generally, the students were motivated in the conduct of their online classes whereas, class participation and good management of time in the conduct of the online classes are being observed. However, there are still problems encountered during the online classes such as poor internet connectivity and peer influences which hindered the flow of the teaching-learning process.

**Minda (2020)** conducted a study on Online-Learning and Students’ Motivation. The findings of this research proved that online-learning and students’ motivation have a weak correlation. Using Pearson Correlation Coefficient it was found that  $r=0.156$  is lower than  $r$  table = 0.5. This internet based learning poorly affected the students’ willingness to learn. The students were demotivated when they have to learn through online. As a matter of fact, motivation is the most essential element in influencing the students in learning virtually. This is happened because of several reasons including lack of technology skill, poor online learning designing, money and time consuming, and the inadequate internet access.

**Gustiani (2020)** conducted a study on students’ motivation in online learning during covid-19 pandemic era. It was revealed that the students’ motivation toward their online learning was intrinsically affected more by their ambition to learn new knowledge and enjoyment in experiencing new learning method. It was also influenced extrinsically by external regulation and environmental condition.



However, a motivation or the state of lack motivation also happened due to poor external supporting facilities.

**Harandi (2015)** conducted a study on Effects of e-learning on students' motivation. The objective of this study is investigating the strength of the relationship between e-learning and students' motivation among students participating in the research. This research was conducted in Tehran Alzahra University. Overall, the outcomes of this study have confirmed that e-learning is an element which affects students' motivation.

**Seoud (2014)** conducted a study on E-Learning and Students' Motivation. This paper shows that the use of interactive features of e-learning increases the motivation of the undergraduate students for the learning process.

**Sabah (2013)** conducted a study on Students' Attitude and Motivation Towards E-learning. The collected results show that students appreciate and favor the blending of e-learning and face-to-face learning. E-learning is more efficient when the whole learning and teaching approach is applied. The paper induces that e-learning should be incorporated as part of the whole learning approach in which technology is one of the integrated tools that enhances the learning quality.

#### **2.2.4 Studies related to Acceptance of students towards E-learning**

**Gaceri (2021)** conducted a study on the readiness, acceptance, success and challenges for online learning in universities during the pandemic. The paper established that e-learning comes with some challenges that must be addressed by universities before successful implementation can be fully realized. The paper also established that the Covid-19 pandemic has positively increase e-learning uptake in universities. Effective training is a key determinant for adopting online learning in educational institutions.

**Keller et.all, (2007)** conducted a study on Students' Acceptance of E-Learning Environments. Lithuanian students were found to experience a substantially higher degree of acceptance of e-learning environments than Nordic students at

the Swedish university. Rate of use, time spent on use and confidence in computer use affected acceptance of the e-learning environment positively at the Swedish university. At the Lithuanian university, previous knowledge of computer use affected acceptance in a positive way. Lithuanian male students experienced a lower degree of perceived usefulness of the e-learning environment than Lithuanian female students. The findings of the study suggest that cultural and organizational factors are important to consider in explaining students' acceptance of e-learning environments as well as being important in implementation strategy and tactics.

**Latip et.al, (2020)** conducted a study on Students' Acceptance for e-Learning and the Effects of Self- Efficacy in Malaysia. The results indicated that, performance expectancy, social influence, perceived enjoyment, and self-efficacy have a positive direct statistically significant relationships with e-Learning acceptance among students. Students with a positive feeling about the usefulness of e-Learning tend to have a positive acceptance of the e-Learning method, and this, in turn, will affect their self-efficacy, thus resulting in an excellent understanding of the lessons.

### **2.3 Critical Appraisal of Related Literature**

After reviewing above study, it can be concluded that most of the respondents have positive attitude towards E-Learning (Dhamija, 2014; Cakir & Solak, 2015; Ogunnowo, 2016; Zabadi & Alawi, 2016; Dookhan, 2018; Subedi et al., 2020). Average attitude of respondents towards E-Learning is reported(Dhas, 2017; Khan, 2017, Sao et al., 2018). Most of the respondents have favored towards their readiness for e-learning (Rahim et al., 2015; Kamaruzaman , 2021;Tuntirojanawong, 2013). Some of the study showed that generally, the students were motivated towards e-learning (Cabansag, 2020; Seoud , 2014) on the other hand some studies showed that students are adequately motivated towards e-learning(Gustiani , 2020; Minda, 2020) Very few number of researches have been conducted on e-learning acceptance of respondents which shows a

positive opinion towards the acceptance and adaptation (Gaceri ,2021;Keller et.all, 2007;Latip et.all, 2020)

## **2.4 Research Gaps**

- The investigator has not come across any studies which has covered all the three dimensions (readiness, acceptance and motivation) simultaneously.
- The investigator has not found any studies in the context of Odisha with regards attitude of students towards e-learning with reference to readiness, acceptance and motivation.
- Majority of studies related to E-learning has conducted by taking two or three demographic variables such as, (Gender, stream, age). So for better generalization more dimensions could have been added in further research.
- From the available related literature, it is found that most of the prior studies have been conducted in abroad in the area of e-learning with less attention to the students of liberal courses, students from Indian context & specifically in the context of Odisha.

## **2.5 Summary**

This chapter concludes reviews related to literature. The chapter includes reviews related to attitude, readiness, motivation and acceptance of students towards e-learning. It will finally help us to progress in the right direction of present study.