

CHAPTER-2

REVIEW OF RELATED LITERATURE

Review of Related Literature

2.1 Introduction:

The compound word review of literature has two words review and literature. The word "review" signifies to see thoroughly over and over, and the word "Literature" signifies the knowledge information pertaining to that subject or knowledge pertaining to that topic. Education research reviews of literature help us achieve the means of acquiring the information in our specific area of knowledge. Until the researcher knows what the studies are already conducted and what is still left to be studied. Therefore, literature in any field forms the basis upon which all future work must be built. Review of the related literature is one of the most significant steps involved in the research design. It provides an insight into the work that has already been conducted. It forms a perspective for the researcher that he must translate his provisional research questions into concrete ones. The related literature review gave the researcher an opportunity for an understanding of the methods, measures, subjects, and approaches employed by others. This will consequently result in an improved research design significantly.

2.2 Review of related literature on attitude towards e-learning:

Literature was first consulted in order to get an idea about the term E-learning, the history of E-learning how E-learning came into existence, and know about the latest trends, challenges, obstacles, and innovations in the area of E-learning. If the design of an E-learning program is user-friendly and can make the student feel accomplished, the student as E-learning is learner-centered, employs more than one instructional strategy, and offers opportunities for teamwork. To this end, some significant researches are as follows.

- **Alasmari (2022)**, published an article "Attitudes of Public-School Teachers Towards E-Learning in Saudi Arabia," investigates how teachers perceive e-learning during the COVID-19 pandemic. The study aims to assess teachers' readiness, confidence, and acceptance of digital education tools. Using a

quantitative approach, it surveyed public-school teachers to identify factors influencing their attitudes. The findings reveal a generally positive outlook toward e-learning, especially in terms of flexibility and future potential, though challenges related to training and infrastructure persist. The study concludes by emphasizing the need for continuous professional development and better support systems to enhance the effective integration of e-learning in schools.

- **Chandwani, Sharma, and Kumar (2021)** Conducted a study on titled "Attitude of Faculty Towards Online Teaching and Learning in Relation to Certain Variables: A Study During COVID-19 Pandemic in India," explore faculty perceptions of online education amid the pandemic. The study's objective is to examine how variables such as gender, age, and teaching experience influence attitudes toward online teaching. Utilizing a quantitative survey approach, the research reveals that faculty generally held a moderate to positive attitude, with younger and more tech-savvy educators showing greater acceptance. The study concludes that institutional support and targeted training are essential for improving faculty engagement in online teaching.
- **Doley(2020)**, conducted research on "A study on B.Ed. trainees' attitude towards e-learning". It is found that there is no significant difference in the attitudes of B.Ed. students towards e-learning between male and female members. The data revealed that the attitude of B.Ed. students of male and female students have positive attitudes towards e-learning as the mean scores of male and female students are 229.1 and 224.3 respectively. It is also interpreted that the urban B.Ed. trainees have a more positive attitude towards e-learning than rural trainees.
- **Ishmirekha (2017)** conducted research on "A study of college students' attitude towards E-learning with special reference to North Lakhimpur, Assam". The Attitude Towards e-learning Scale by Dimpal Rani was used to collect the data. The study revealed that the attitude of college students towards e-learning is independent with regard to gender and locality.
- **Priyanto, Wibowo, and Nugroho (2017)**, Conducted a study on titled "The Effects of Social Environment and Mechanisms on E-Learning Acceptance Through TAM Variables," examine how social factors influence the

acceptance of e-learning using the Technology Acceptance Model (TAM). The study aims to analyse the impact of subjective norms, peer influence, and institutional mechanisms on perceived usefulness and ease of use, which in turn affect users' intention to adopt e-learning. Findings indicate that social environment and institutional support significantly shape users' attitudes and behavioural intentions. The study concludes that integrating social and organizational elements into e-learning strategies can enhance acceptance and successful implementation.

- **Thakkar and Joshi (2017)**, Conducted a study on titled “Teachers' Perception about E-Learning and Its Impact on Students,” investigate how instructors view e-learning and the effects they believe it has on learners. The study aims to assess teachers' attitudes—including perceived usefulness, ease of integration, and motivational aspects—and their observations on student engagement and academic performance. Through a structured survey of educators, the research finds generally positive teacher attitudes toward e-learning, noting increased flexibility and resource access. However, it highlights concerns about diminished interpersonal interaction and varying levels of student engagement. The authors conclude that bolstering teacher training and fostering effective interactive strategies are essential to maximize e-learning's positive impact.
- **Kisanga (2016)**, conducted a study on titled “Determinants of Teachers' Attitudes Towards E-Learning in Tanzanian Higher Learning Institutions,” explores the factors shaping educators' perceptions of digital learning. The study aims to identify how demographics, computer exposure, and infrastructure influence attitudes toward e-learning. By surveying 258 teachers across four institutions through questionnaires and documentary analysis, it evaluates associations using SPSS and chi-square tests. Findings reveal predominantly positive attitudes, with computer exposure significantly enhancing receptivity. However, barriers—including poor infrastructure, financial constraints, limited technical support, and resistance to change—impede adoption. The study concludes that sustained e-learning success requires targeted training, improved infrastructure, and strategic support to strengthen positive factors and address obstacles.

- **Sebnmen (2015)** Conducted a study on titled “Gender Differences in Student Attitudes Towards E-Learning,” examining how male and female students vary in perceived usefulness, ease of use, engagement, satisfaction, and computer self-efficacy. Using survey data and statistical analysis, the study finds that while both genders hold generally positive attitudes toward e-learning, males often report greater self-efficacy and task-oriented perspectives, whereas females show higher satisfaction and social engagement. Conclusions highlight that gender plays a nuanced role—some variables differ significantly, while others remain similar. The authors recommend integrating gender-sensitive design elements—like social interaction features, supportive feedback, and customizable interfaces—to enhance e-learning inclusivity and effectiveness.
- **Suri and Sharma (2013)**, Conducted a study on titled “Gender Differences in Attitudes Towards E-Learning Among College Students,” examine how male and female students perceive e-learning in Indian higher education. The study aims to identify whether gender plays a significant role in shaping attitudes toward e-learning, focusing on aspects like ease of use, usefulness, motivation, and interaction. Through a comparative analysis of survey data, the study found that while both genders displayed positive attitudes, male students were more confident in using technology, whereas female students preferred collaborative and supportive environments. The authors conclude that gender-responsive e-learning strategies are essential for equitable and effective digital education.
- **Bhuvaneswari and Padmanaban (2012)**, Conducted a study on titled “Attitude towards E-Learning of Secondary Students of Delhi,” investigate secondary school learners’ perceptions of online education in Delhi. The study aims to evaluate students’ attitudes in terms of usability, flexibility, motivation, and engagement. Utilizing a structured questionnaire administered across diverse Delhi schools, results indicate generally positive attitudes, with students appreciating the convenience, multimodal learning resources, and self-paced opportunities offered by e-learning. However, challenges like inconsistent access to technology, limited teacher facilitation, and lack of interaction occasionally hinder full engagement. The study concludes that

bolstering infrastructure, enhancing teacher support, and integrating interactive features are key to realizing e-learning's potential.

- **Salmon (2011)**, in her influential book "E-Moderating: The Key to Teaching and Learning Online," presents a structured framework for effective online teaching through the role of the e-moderator. The objective is to guide educators in facilitating active and meaningful online learning by using the Five-Stage Model, which includes access, motivation, online socialization, information exchange, knowledge construction, and development. Drawing from extensive research and practice, Salmon emphasizes the importance of learner support, scaffolding, and interactivity in virtual environments. The book concludes that successful online learning hinges on skilled e-moderation, combining pedagogical expertise with digital fluency to foster student engagement and learning outcomes.
- **Clarke (2008)**, Conducted a study on titled "E-learning as an Alternative to Managing Constraints in Accessing Education," explores how digital learning addresses barriers like distance, fixed schedules, and scarce resources. The study aims to assess whether e-learning can democratize access by overcoming geographic, temporal, and infrastructural limitations. Drawing on global case studies and theoretical insights, Clarke finds that e-learning expands educational reach, increases convenience, and accommodates diverse learner needs. However, its success hinges on positive attitudes from educators and learners, effective ICT infrastructure, and supportive institutional policies. The study concludes that while e-learning is a viable solution to access constraints, it requires comprehensive support systems to thrive.
- **Elina and Erkki (2007)**, Conducted a study on titled "Students' Attitudes on E-Learning, Learning Skills and Institutional Support: A Study at the University of Joensuu, Finland," investigate how students' digital competencies and university backing shape attitudes toward e-learning. The study aims to assess relationships among prior experience, learning skills, quality of institutional support, and satisfaction with e-learning. Using survey data, it finds that higher levels of training and support significantly correlate with more positive student perceptions. Additionally, students with stronger learning skills appreciate e-learning more, even if they find it demanding. The

authors conclude that effective institutional training and robust support systems are essential to enhance digital learning receptivity.

- **Selim (2007)**, Conducted a study on titled “Critical Success Factors for E-learning Acceptance: Confirmatory Factor Models,”. It aims to identify key factors influencing students’ acceptance of e-learning systems. Using confirmatory factor analysis, the study validates a model comprising factors like instructor characteristics, technology quality, course content, and learner attitudes. The objective is to provide empirical evidence for designing effective e-learning environments. The findings confirm that instructor quality, interactivity, and technology infrastructure significantly affect user acceptance. The study concludes that recognizing these critical factors is essential for successful e-learning implementation, offering a valuable framework for institutions aiming to enhance online education effectiveness and learner satisfaction.
- **Huang and Liaw (2005)**, Conducted a study on titled “Exploring Users’ Attitudes and Intentions Toward E-learning,” investigate the psychological and perceptual factors influencing learners’ acceptance of e-learning. The primary objective is to examine how users’ attitudes, perceived usefulness, and ease of use impact their intention to adopt e-learning systems. Through empirical analysis, the study finds that positive attitudes and perceptions significantly correlate with the intention to use e-learning technologies. The authors conclude that successful e-learning adoption depends on enhancing users’ motivation and system usability. Their research offers important insights for educators and developers aiming to design user-centred and engaging e-learning environments.

2.3 Research Gap

While numerous studies examine attitudes toward e-learning, gaps remain in understanding long-term attitude shifts post-pandemic, cross-cultural variations, and the role of emerging technologies like AI in shaping perceptions. Few studies use

mixed methods or longitudinal designs, limiting comprehensive insights into the evolving dynamics of e-learning acceptance and effectiveness.