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Non English-Major Students' Attitudes Towards E-Learning: A Case Study At University of Labor And Social Affairs (Campus 2)

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ABSTRACT

Thanks to the Internet, education has become a universal service delivered anytime anywhere. Campus-based and without distance learners, higher education institutions attempt to fulfill the requirements of e-learning in conventional course transmission, to prepare students, staff, and educational institutions for the future involvements in educational processes. The study was conducted to investigate attitudes of ULSA2 students' (HCM City campus) towards e-learning by taking 203 students from 5 majors including Human Resources Management, Accounting, Insurance, Business Administration, and Labor Economics. In sampling techniques, we used the stratified random sampling in choosing the study sample. To gather the primary data from respondents, a well-structured questionnaire, developed by the researchers. The findings indicated that ULSA2 participants owns a high standard on attitude towards e-learning and their attitude results are significantly vary with their gender, technology usage and skills

1. Introduction

According to the authors as Yamamato, DEmiray, & Kesim (2011), Yapici & Akbayin (2012), the rapid development and wide-spread usage of e-mail; chat rooms; social networks; interactive multimedia applications; web conferences; and internet technologies, as a result the internet effectively used in many fields, especially in educational environment. Hazendar (2012) indicated that this evolution led to creating a modern learning and teaching environment such as: electronic and distance learning, and online learning-Learning (E-learning) includes several approaches and employments through web-based and computer-based learning, digital cooperation, and practical classes. Thus, e-learning recently is acceptable as a comprehensive modern concept that indicates to training based on different electronic equipment's and multimedia.

Bhatia (2011) agreed that the experiences obtained from e-learning in the long term provide a valuable opportunity to educational institutions for getting new and modern areas for this type of education. Similarly, those systems of education have enabled students to access several diverse contents anytime, anywhere. This allows the learners further dominance on their learning experiences, and qualifying the learners to collect the educational courses the students need, and study where as they have enough time.

At the present time, the Internet has become more competent in helping individuals in everyday life activates, for this reason; it is generally utilizing in different fields of education, which becomes potential and appropriate. When mentioning the usefulness of the Internet, Yalman, GÖnen, & BaȘaran, (2013) approved the extensive usage of computer technologies and internet had led to the acknowledgement of this technology in many different educational fields. Employing the technology as teaching and learning appliances has become to an increasing extent more wide-spread; the teaching materials are enriched and have been requested as a part of educational processes and even a priority objective.

Various universities as well as educational institutions around the world combine e- learning platforms to come upon the essential necessity of the rapid increasing of students' numbers who is searching for the appropriateness of online courses and to keep compete in quickly changeable educational environment and available opportunities. E-Learning offers opportunities to encourage education towards generate an environment where group of students and teachers can share their experiences and awareness. (Abdelrahim M. Zabadi1 & Amr Hussein Al-Alawi, 2016).

The COVID-19 pandemic is first and foremost a health crisis. Many countries have (rightly) decided to close schools, colleges and universities. The crisis crystallises the dilemma policymakers are facing between closing schools (reducing contact and saving lives) and keeping them open (allowing workers to work and maintaining the economy). The severe short-term disruption is felt by many families around the world: home schooling is not only a massive shock to parents' productivity, but also to children's social life and learning. Teaching is moving online, on an untested and unprecedented scale. Student assessments are also moving online, with a lot of trial and error and uncertainty for everyone.

Because of the COVID-19 pandemic, The University of Labor and Social Affairs (ULSA2) has boldly applied online learning to teaching activities to ensure knowledge for students during the break time due to epidemics. However, the major important question is here: Do that students are willing to adopt e-learning facilities through their advancement? To answer this question, investigators attempted to verify the attitude of ULSA students toward e-learning.

The study has the following major purposes:

1. Investigating the students' perceptions and attitudes towards technology in general in the English Department at ULSA2.
2. Investigating some students' attitudes towards e-learning in the English Department at ULSA2, and

So as to find out whether the E-learning approach is suitable at ULSA2 or not, and based on the literature review, previous studies, and the research problem, this research endeavors to answer the following questions in order to achieve the objectives of the study:

1. What are the students' attitudes towards using technology in general in the English Department at ULSA2? This research question demands the answers from students concerning their general perception of using technology.
2. What are the students' attitudes towards E-learning in the English Department at ULSA2? This research question demands the answers from students to show their attitudes towards using E-learning approach.
3. Are there significant differences in attitudes towards using techonoly in general as well as e-learning approach according to the gender and majors?

The significance of this investigation can be summed up as follows:

1. This study is expected to provide worthy information on non-English students' attitudes towards e-learning at ULSA2.
2. This study can encourage Vietnamese researchers to start investigating similar topics and open the window for further research.
3. The findings of this study might promote educational leaders to reconsider e-learning for universities in our region to create effective learning environments inside the classroom.

2. Literature Review

In this part of the study, we will present some related previous studies on the variables under consideration. Paris (2004) agreed that there has been many research conducted to investigate the influence of demographic profiles such as computer ownership, age, gender, education, personal skills and computer and Internet on university students' attitude towards e-learning.

Developments in the field of science and technology influenced scientific areas in general, and in education in particular. For this, it becomes very important to develop the technological infrastructure for educational organizations, particularly as the methods and technologies of education changing rapidly.

Duran, Önal, & Kurtuluş (2006) indicated that other adequate contribution of current technology growth for education is the widening of e-learning environments. With use of advancements in technology and communications,

including visible and audial responses has become probable in the learning environment; e-learning environments offer lifelong learning chances by removing socio-economic divergences.

Gülbahar (2012) proposed six important advantages of e-learning including the learner determined the time of learning; learning resources can be accessed anytime, anywhere via Internet connectivity; speed, time, and the amount of courses can elect by e-learners themselves; materials and information is already able to be gained and can be regenerated; efficiency of the education can be assessed immediately; courses criteria can be dependently obtained by students; teachers are obtainable permanently through social networks such as e-mail; forums, web, etc.; costs instructional costs were reduced.

E Learning, particularly the utilize of learning management systems (LMSs), introduced a modernistic side. Investigators indicated that some learners and trainers might have insufficient skills and experience to use web-based learning platforms effectively (Brüchner, 2003). This concern is often researched in the context of gender variation. Primary issue is that female students are at a disadvantage due to different patterns of computer use (Richter, Naumann, & Horz, 2001).

Liaw & Huang (2011) suggests that gender represents critical part in realizing the variation in perceptions towards technology skills and attitudes on e-learning; many researchers have atempted to explore impact of gender, year of study on student attitudes towards e-learning. Many studies confirmed that student's male owns more positively attitudes towards e learning than female students. Also, their findings confirmed that male owns a positive attitude toward e-Learning than female. In addition, they proposed that experiences and skills in computer is an important indicator on learners' motivation toward e-learning.

Cheng (2006) emphasized that computer experience and skills played a primary factor in influencing on students' attitudes about e- learning. He identified characteristics like age, gender, computer experience, technology acceptance, and individual learning styles as principal factors when investigating the students' attitudes concerning e-learning processes.

In other study, Katz et al. (1995) stated that "no important variation between attitude scores for male and female". Similarly, Suri and Sharma (2013) clearly expressed that "no gender variations about the attitudes towards e-learning". These result fit with several new studies which exposed that the gap between male and female in this issue is narrowing.

The attitude toward e-learning can be seen as an umbrella for the methods of education supported by ICT, and specified with the consent or lack of consent of the students or lack of consent on the importance of technology and their special skills. Besides that, students' attitude towards e- learning affected through what they see as the advantages and disadvantages for this type of education. Bertea (2009) talking about e learning, a favorable attitude shows a greater probability that learners will accept the new learning system.

Factors such as patience, self-discipline, easiness in using software, good technical skills, and abilities regarding time management impact on student's attitude towards e-learning, thus, the attitude can be positive, if the new form of education fits the students' needs and characteristics, or negative if the student cannot adapt to the new system because he does not have the set of characteristics required (Bhatia, 2011).

Husain (2007) admitted the computer-based learning in developing countries has been increased rapidly. The use of the Web networks, computer and mobiles acquired an interest between learners who utilize these tools for pedagogical objectives. This suggests that students have a high degree of computer skills and use its various applications. The students' ability to use Internet and communication Technologies (ICTs) was significantly hindered by the low level of technology access.

Bhuasiri et al. (2012) found that the greatest important factors concerning the growing technology knowledge and improving behavior to e-learning, promoting principal technology familiarity and expertise, improving study content, demanding computer training, motivating users to utilize e-learning systems, and requiring a high degree of support from the institute.

3. Methodology

This section should contain detailed information about the procedures and steps followed. It can be divided into subsections if several methods are described.

1. Populations

This study employed a questionnaire to examine the attitudes of students towards e-learning. The target population consisted of 203 the students of ULSA2 majoring in Human Resource Manangement, Insurance, Labor Economisc, and Business Administration.

2. Instrument

Questionnaire composed from three parts. The first part includes the respondents' demographic profile such: as gender, age, and majors. This was followed by 7 items on computer practices and skills related to e-learning

tools and activities, while the third part is the statements of overall attitudes towards e-learning, consists of (10) items, each rated on five–point Likert scale running from (1 = Strongly disagree, 2 = Disagree, 3 = Undecided, 4 = Agree, and 5 = Strongly Agree). For this study, experts in the field ensured face and content validity of the items through consultation. Data were collected and entered into the statistical Package for Social Science (SPSS) to compute descriptive statistics.

By using The Statistical Package for the Social Science Program (SPSS) version 20, an analysis of item reliability was determined through the reliability coefficient test. The acceptable value of Cronbach Alpha was 0.794 which shows acceptable consistency of reliability.

3. Procedures

A Vietnamese questionnaire version was delivered to the classes by the colleagues. An objective of the questionnaire is clear for all participants and aims. Participants were asked to fill in questionnaire during the lecture. It was ascertained that participants should not write their names or putting any distinctive mark on the questionnaire.

4. Results and Discussions

This section will discuss the demographic characteristics of the participants (gender, major, technological ability, and e-learning experience). Figure 1 below indicates that (68%) are female, and (32%) are male. The students' ability in using the computer and technology in general is at moderate level (75.4%) (Figure 2).

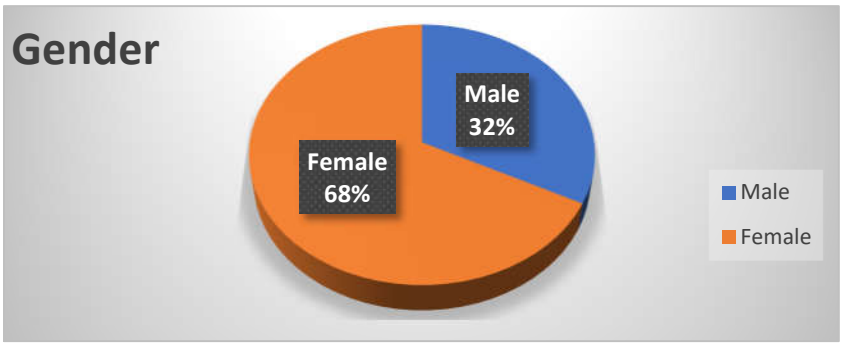

Figure 1 Respondents' distribution according to gender

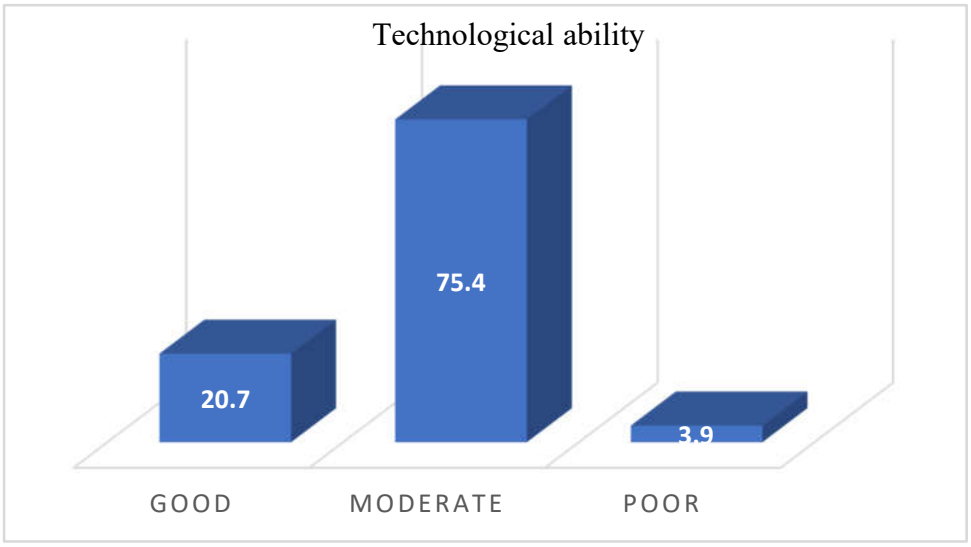

Figure 2 Respondents' distribution according to ability in using the technology

The distribution of the students according to majors (Table 1), the results indicated that: 27.1% of respondents are from Labor Economics, 26.6% from Human Resources Management, 22.2% from Business Administration, 9.9% from Insurance, 8.9% from Accounting, and 5.4% from Social Work.

Table 1 Respondents' distribution according to majors

Major	Frequency	Percent
Accounting	18	8.9 %
Insurance	20	9.9 %
Labor Econonomics	55	27.1 %
Social Work	11	5.4 %
Business Administration	45	22.2 %
Human Resource Management	54	26.6 %
Total	203	100 %

Technology usage and skills.

The mean of technology usage and skills scores for university students is found to be quite high (M=3.95). It indicates that ULSA2 students often use technology in learning activities. (Table 2).

Table 2

Group Statistics

	Gender	N	Mean	SD	Std. Error Mean
TECHNOLOGY USE IN GENERAL	M	49	3.8844	.71298	.10185
	F	154	3.9773	.60441	.04870

Technology usage and skills

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Technology Usage	203	1.83	5.00	3.9548	.63173
Valid N (listwise)	203				

In particular, the results in the Table 3 below indicate that the majority of participating students agree that they often use social networks for learning activities (M=4.31) and they don't have any difficulties in using technology in learning English (M=4.22). In addition, they are interested in studying English that utilize e-learning (M=3.98) and often download English materials from the Internet M=3.75).

Table 3 Technology usage and skills

	Mean	SD
Q1.3. I do not feel scared when using technology in studying English	3.28	1.217
Q1.1. I am interested in studying English that utilize e-learning.	3.75	.974
Q1.2. Technology facilitates the English learning process	3.98	.887
Q1.5. I often download English materials from the Internet	4.20	.862
Q1.6. I don't have any troubles in using techonogy in leaning English	4.22	.772

Q1.4. I often use social networks such as: facebook, zalo, twister,… to exchange learning materials with teachers and classmates	4.31	.865

Differences in attitudes towards using technology according to gender.

Table 4 below shows that the p-value is 0.371 (P> 0.05) and, therefore, the difference in using technology between male and female is not statistically significantly different from zero at the 5% level of significance. There is an estimated change of 0.9 % (SE = 0.1%). However, there is insufficient evidence (p = 0.371) to suggest that gender does change the mean attitude in using technology.

Table 4 Differences in attitudes towards using technology according to gender

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Technology Use In General	Equal variances assumed	.620	.432	-.896	201	.371	-.09292	.10366	-.29733	.11149
	Equal variances not assumed			-.823	71.291	.413	-.09292	.11290	-.31802	.13218

There was no significant difference in the scores for male (M=3.88, SD=0.71) and female (M=3.97, SD=0.60) conditions; t (201) =0.89, p =0.371. There is an estimated change of 0.9 % (SE = 0.1%). However, there is insufficient evidence (p = 0.371) to suggest that gender does change the mean attitude in using technology.

Differences in attitudes towards using technology according to majors.

Table 5 Test of Homogeneity of Variances

1. Test of Homogeneity of Variances			
Using technology in general			
Levene Statistic	df1	df2	Sig.

	.809	5	197	.544

Table 6 ANOVA

Using Technology In General					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1.388	5	.278	.690	.631
Within Groups	79.226	197	.402		
Total	80.614	202			

Table 7 Differences in attitudes towards using technology according to majors.

TECHNOLOGY USE IN GENERAL								
	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Min	Max
					Lower Bound	Upper Bound		
Human Resource Management	30	3.9889	.60795	.11100	3.7619	4.2159	2.50	5.00
Accounting	52	4.0417	.58193	.08070	3.8797	4.2037	2.50	5.00
Labor Economics	57	3.8509	.60231	.07978	3.6911	4.0107	1.83	5.00
Business Administration	24	4.0347	.72395	.14778	3.7290	4.3404	1.83	5.00
Insurance	27	3.9568	.76039	.14634	3.6560	4.2576	2.50	5.00
Social Work	13	3.8333	.56519	.15676	3.4918	4.1749	3.17	4.67
Total	203	3.9548	.63173	.04434	3.8674	4.0423	1.83	5.00

The tables above show the output of the ANOVA analysis and whether there is a statistically significant difference between our group means. We can see that the significance value is 0.631 (i.e., p = .631), which is greater than 0.05. and,

therefore, there is no statistically significant difference in the mean of majors in using technology in general. We can easily see the means among majors are nearly equal (table 5c).

Students' attitudes toward using e-learning.

Table 8 Students' attitudes toward using e-learning

Overall Attitude	Mean	SD
Q2.1. My English grades have improved while using e-learning technique	2.97	.777
Q2.2. E-learning improves my interaction in English class.	2.94	1.159
Q2.3. E-learning enhances my motivation and interest to learn English	3.02	1.160
Q2.4. E-learning improvise my communication competence in English	2.90	1.119
Q2.5. I have understood the subjects of the courses in a better way.	3.33	.976
Q2.6. I have begun saving time.	4.14	.796
Q2.7. I take the initiative in studying while e-learning	3.71	.958
Q2.8. E-Learning is more comfortable and enjoyable to me.	3.67	.842
Q2.9. I intend to take part in e-learning course in the future, if available	3.46	.991
Q2.10. E-learning is an efficient learning method in the future	3.46	.897
Valid N (listwise)		

According to the previous table, results are as the following:

For the first statement, the majority of the participants agree that E-learning helps them save time (M=4.14), initiative in studying (3.71). In addition, most of the students feel comfortable and enjoyable towards e-learing (M=3.67) and they intend to enroll online course in the future (M=3.46) and they agree that e-learning is an efficient learning method in the future(M=3.46). However, their English grades, communication competence and interaction are not improved in e-learning class with the scores is M=2.97, M=2.90 and M= 2.94, respectively.

Attitudes towards e-learning according to gender

Table 9 Attitude towards e-learning according to gender

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Attitudes	Equal variances assumed	1.294	.257	2.572	201	.011	.27171	.10565	.06339	.48003
	Equal variances not assumed			2.436	83.091	.017	.27171	.11156	.04983	.49359
F		150		3.2887			.64032		.05228	

The mean of attitude scores for male and female university students is found to be (Mean=3.56) and (Mean = 3.28) respectively. It indicates that ULSA2 male and female students have a positive attitude towards e-learning although male students possess higher attitude towards e-learning than their female counterpart does.

T-Value (Table 7) is found to be (t = .257) at significance level of (0.011) which is statistically significant .Therefore, there is a significant difference in attitude towards e-learning, between male and female student. In view of the above, the Null hypothesis is rejected. Thus, there is a significant difference in attitude towards e-learning, between ULSA2 male and female student. This result supported by the work of (Bhubneswari et al., 2012), who found that male and female university students possess different attitude towards e-learning.

Attitude towards e-learning according to majors

Table 10 Test of Homogeneity of Variances

Attitude towards e-learning according to majors			
Levene Statistic	df1	df2	Sig.

	1.038	5	197	.396

Table 11 Attitude towards e-learning according to majors

Attitude towards e-learning according to majors

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	2.527	5	.505	1.128	.347
Within Groups	88.222	197	.448		
Total	90.749	202			

A one-way between major ANOVA was conducted to compare the effect of majors on attitude towards e-learning. There was no significant effect of majors on attitude towards e-learning at the p>.05 level [F(5, 197) = 0.505, p = 0.347]. However, it should be noted that Human Resources Management and Accounting must be high in order to see an effect on attitude with the scores M=3.5 and 3.4 respectively and Labor Economics and Business Administration just get the low scores (M=3.5 and 3.22 respectively) (Table 9).

Table 12 Attitude towards e-learning according to majors

Descriptive								
	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Min	Max
					Lower Bound	Upper Bound		
Human Resource Management	30	3.5467	.61685	.11262	3.3163	3.7770	2.20	4.60
Accounting	52	3.4404	.73171	.10147	3.2367	3.6441	2.20	5.00
Labor Economics	57	3.2544	.69155	.09160	3.0709	3.4379	1.90	4.50
Business Administration	24	3.2208	.66593	.13593	2.9396	3.5020	2.20	4.50
Insurance	27	3.3259	.62916	.12108	3.0770	3.5748	2.10	4.60
Social Work	13	3.3923	.46630	.12933	3.1105	3.6741	2.50	4.10
Total	203	3.3596	.67026	.04704	3.2668	3.4524	1.90	5.00

5. Conclusion

The aim of this study is to examine the ULSA2 students' attitude towards e-learning. The study has examined the impacts of gender and majors on technology usage and skills and students' attitude towards the e-learning. This study has found that the influence of gender on attitude towards E-learning are statistically significant, this conclusion needs to further consideration and testing. ULSA students have generally positive attitude towards e-learning, consequently, the researchers can conclude with high confidence that university students are willing to accept many courses via online mode. The study demonstrate that e-learning is offering a precious opportunity for higher education the institutions to a considerable number of students who wish in pursuing their education regardless of their, spatial, economical, and social barriers. Teachers have to adopt strategies to change the negative attitudes towards e-learning by introducing further e-learning courses in lower study years and promote students to use the internet in their education and communication with their teachers and their colleagues.

Based on the results of the current study, the researchers would like to suggest the following recommendations.

1. The extensive and appropriate use of the internet and modern technologies can make up the lack of campus activities and the rarity of student-instructor interaction.
2. Conduct similar studies for further investigation of instructors' attitudes to the e-learning.

3. As no other researches consider the variable of academic level for the first university degree, it could be fruitful to outline it for further researches.
4. Further research is recommended to identify other variables such as (class level, learning method, and motivation type) that may affect the students' attitudes toward e-learning.
5. In addition, it would be advantageous to see that the findings presented in this study could expand to include instructors and institutions to assure the successfulness of the e - learning. This will be beneficial to the persistent evolution of this significant research area.

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