

Course type and locality-specific attitudes towards e-learning and study habits: Insights from Kashmiri post-graduate students

Sartaj Ahmad Bhat ¹

¹ Department of Education, University of Kashmir, Srinagar, J&K UT, India

ABSTRACT

This study explores the relationship between attitudes towards e-learning and study habits among Kashmiri post-graduate students, focusing on variations based on course type (professional and non-professional) and locality (rural and urban). A quantitative research design was employed, with a total sample of 200 post-graduate students. For the data collection, attitude toward e-learning scale developed by Rani (2015) and for study habits a self-constructed questionnaire was distributed among the respondents to acquire the desired set of data. It highlights the role of Information and Communication Technology (ICT) in enhancing students' learning experiences and analytical skills. While both professional and non-professional students show a strong affinity for e-learning, professional students display slightly higher mean scores, although differences are not statistically significant. Rural students face challenges like limited internet access, impacting their preference for traditional learning methods, whereas urban students exhibit more favorable attitudes towards e-learning. The study finds insignificant differences in study habits between rural and urban students, attributed to similar academic demands and resource access. The correlation analysis reveals a significant moderate positive relationship between attitudes towards e-learning and study habits. The study underscores the importance of improving infrastructure, particularly in rural areas, and tailoring e-learning platforms to the specific needs of various academic disciplines. Addressing these locality and course-specific needs can create more inclusive and effective learning environments for post-graduate students. The findings also revealed that the need for a nuanced approach to e-learning implementation, promoting equitable access to learning opportunities in the unique context of Kashmir, to develop targeted educational strategies that address students' specific needs.

ARTICLE HISTORY

Received 13 May 2024

Accepted 8 June 2024

KEYWORDS

Attitude towards E-learning

Study habits

Kashmiri post-graduate students

Course type and locality

CORRESPONDENCE

Sartaj Ahmad Bhat



Introduction

Today, the student lives in the scenario of E-learning or Information and Technology, where innovation and creativity serve as the society's fuel (Jesus, 2003). ICT (Information and Technology) in education gives students of all skill levels the freedom to select how, when, where, and how quickly they want to learn. Also, they can travel to farther-flung regions of the globe and encourage unconventional approach of teaching and learning to large group of students to learn the new information. Students have a greater understanding of the material, increase their knowledge, and acquire sophisticated analytical abilities when ICT is used to provide courses (Webb & Cox, 2004). Additionally, ICT can extend beyond the hours and places where students can access content seven days a week throughout the day (24x7). It is also made simpler to access

materials that are located far away. Moreover, alongside attitudes towards e-learning, the study habits of post-graduate students play a pivotal role in determining their academic success and overall learning outcomes. Study habits encompass the strategies, routines, and behaviors that students employ to engage with course materials, manage their time effectively, and consolidate their learning. Understanding the study habits of post-graduate students in the context of e-learning is imperative for teachers (or educators) to design interventions that foster effective learning environments and enhance students' academic performance (Laurillard, 2005).

Despite extensive research on students' attitudes towards e-learning and study habits across various educational levels and demographics, significant gaps remain, particularly among post-graduate level students in specific regions such as Kashmir. Many studies focus on distinct student populations such as D.El.Ed, B.Ed., undergraduate, and postgraduate students, often without comparing across these groups to identify broader trends or patterns. Moreover, discrepancies in findings related to gender, urban-rural backgrounds, and fields of study suggest a need for further investigation into the underlying causes of these differences. The impact of external factors such as technological infrastructure, institutional support, and socio-economic status on students' attitudes towards e-learning and their study habits is also underexplored. Addressing these gaps could provide a more comprehensive understanding of how different variables influence e-learning attitudes and study habits, specifically among Kashmiri post-graduate level students, and help tailor educational strategies to diverse student needs. Attitude towards e-learning encompasses individuals' beliefs, perceptions, and behavioral tendencies concerning the use of electronic platforms for learning purposes. It encapsulates factors like perceived usefulness, ease of use, and satisfaction derived from utilizing digital resources for educational pursuits (Davis, 1989). It is the more effective way of learning and teaching among large group of students. By delving into the attitudes of post-graduate students towards e-learning, researchers can discern the extent to which these individuals embrace technology-enabled learning modalities and identify barriers that impede their adoption.

Now, e-learning is the demand of today's society, and we must equip our youngsters to confront all the problems of the current technology world. Therefore, the researcher of the proposed study thoroughly studied the Attitude of post-graduate students towards E-learning and its correlation with Study habits particularly in Central Kashmir University (J&KUT). This would help tailor educational strategies to meet the diverse needs of students in this region, ultimately enhancing the effectiveness of e-learning.

Literature review

E-learning has transformed the educational landscape, offering flexible, accessible, and innovative learning environments. Numerous studies have explored students' attitudes towards e-learning, highlighting both positive perceptions and challenges. However, a comprehensive understanding of these attitudes, particularly among post-graduate students in specific regions like Kashmir, remains limited. This literature review synthesizes findings from various studies to identify existing gaps and provide a foundation for further research.

Walia and Vanlalhmangaihzuala (2023) investigated the attitudes of undergraduate students towards online learning using a survey method. The study revealed no significant differences in attitudes based on gender, locale and stream, indicating a generally homogenous perception of online learning among this group across gender and locale while on the basis of stream, science students have more favourable attitude towards online learning than arts students. Similarly, Mahapatra (2021) found that postgraduate students had a very high attitude towards e-learning, with no significant differences across gender, study stream, or locality. These findings suggest a broadly positive attitude towards e-learning among students but do not delve into specific regional contexts such as Kashmir.

There is a notable lack of research focusing on post-graduate students in Kashmir. The studies that do exist, such as those by Parveen, et al., (2022), often compare study habits across different streams but do not delve into the specific attitudes towards e-learning among this demographic. Moreover, the socio-political context of Kashmir, coupled with its unique educational challenges, necessitates a focused study to understand how these factors influence students' attitudes towards e-learning and their study habits.

The role of technological infrastructure and socio-economic factors in shaping e-learning attitudes has been underexplored. Rafiq, et al., (2020) highlighted that financial support and IT infrastructure development could significantly enhance students' attitudes towards e-learning in Pakistan. This finding suggests that similar factors might influence e-learning attitudes in Kashmir, a region with comparable socio-economic challenges. Moreover, Rafiq, et al., (2020) emphasized the importance of technological infrastructure and government support in fostering positive attitudes towards e-learning in Pakistan. The study suggested that with adequate financial support and IT infrastructure, students' attitudes towards e-learning could improve significantly. This highlights the critical role of external support systems in shaping e-learning attitudes and the necessity of considering these factors in region-specific research.

In contrast, Bera (2021) examined the attitudes of B.Ed. student-teachers towards online coaching and found a significant difference in the attitudes toward online coaching viz-a-viz different demographic variables. This study underscores the variability in e-learning attitudes across different demographics, highlighting the importance of context-specific research. Additionally, Riza and Singh (2022) observed no significant differences in attitudes towards e-learning among Rajiv Gandhi University students based on subject background and residence, further complicating the understanding of demographic influences on e-learning attitudes.

Previous research has also focused on the relationship between study habits and e-learning. Like, Setia and Ranjan (2023) found no significant relationship between study habits and academic achievement among secondary school students. This finding contrasts with those of Sasi and Anju (2020), who reported a positive correlation between study habits and academic achievement among high school pupils. The discrepancies in these findings suggest that the impact of study habits on e-learning effectiveness may vary across educational levels and contexts. Furthermore, Mattoo and Jan (2018) highlighted that while gender and residential background did not significantly influence research scholars' attitudes towards e-learning, the field of study did. This indicates that academic discipline may play a critical role in shaping e-learning attitudes and suggests the need for more nuanced research that considers specific academic pursuits.

In accordance with the extensive studies on e-learning attitudes, there remains a significant gap in understanding these attitudes among Kashmiri post-graduate students. Most existing research does not compare across educational levels or consider the unique regional and socio-economic contexts of Kashmir. Furthermore, while some studies explore the impact of gender, residence, and study stream, the findings are often inconsistent, suggesting a need for more comprehensive and context-specific research. Addressing these gaps could provide a more detailed understanding of how different variables influence e-learning attitudes and study habits among Kashmiri post-graduate students. This would help tailor educational strategies to meet the diverse needs of students in this region, ultimately enhancing the effectiveness of e-learning.

Objectives:

1. To analyze the overall attitudes of Kashmiri post-graduate students towards e-learning and study habits.
2. To examine the differences in attitudes towards e-learning between professional and non-professional post-graduate students in Kashmir.
3. To examine the differences in attitudes towards e-learning between rural and urban post-graduate students in Kashmir.
4. To examine the differences in study habits between professional and non-professional post-graduate students in Kashmir.
5. To examine the differences in study habits between rural and urban post-graduate students in Kashmir.
6. To assess the correlation between Kashmiri post-graduate students' attitudes towards e-learning and their study habits.
7. To provide recommendations for improving e-learning experiences and study habits for post-graduate students, tailored to locality and course-specific needs.

Research questions:

1. What are the overall attitudes of Kashmiri post-graduate students towards e-learning and study habits?
2. How do attitudes towards e-learning differ between professional and non-professional post-graduate students in Kashmir?
3. How do attitudes towards e-learning differ between rural and urban post-graduate students in Kashmir?
4. How do study habits differ between professional and non-professional post-graduate students in Kashmir?
5. How do study habits differ between rural and urban post-graduate students in Kashmir?
6. What is the correlation between attitudes towards e-learning and study habits among Kashmiri post-graduate students?
7. What recommendations can be made to improve e-learning experiences and study habits for post-graduate students, considering locality and course-specific needs?

Method

The current study was quantitative in nature and has adopted descriptive research design to accomplish the afore-mentioned objectives. A sample size for the proposed study consists of 200 post-graduate students was selected from eight departments of Central University of Kashmir (J&K UT), India, including the students from who were enrolled in professional courses – Tourism studies, Information Technology, LLM and M.Ed. while for Non-professional courses include English, Urdu, Politics & Governance and Religious Studies. The sample units were selected via simple random sampling technique and were based on nature of course (Professional and Non-Professional-100 each), as well as locality (Rural and Urban- 100 each). The selection of various departments of Central University of Kashmir was conducted to make sure of fair representation across nature of course and locality.

The administration of a standardized and reliable tools for Attitude towards e-learning, developed by Rani, 2015, took place in a real classroom setting, while considering for ethical guidelines. Post-graduate students actively participated by responding to a 65 items (both positive and negative type) questionnaire encompassing four dimensions: E-learning Interest, Usefulness, Ease of e-learning and E-learning confidence. The reliability of the questionnaire was more than 0.87, showing acceptable internal consistency. Meanwhile, a Self-Constructed questionnaire was adopted to get the valid and reliable results on Study habits of post-graduate students, having 32 items, resulted in a Cronbach's alpha coefficient of 0.91. This highlights a high level of internal consistency and reliability. For the analysis of collected data, a wide range of statistical techniques were employed using SPSS version 26. For descriptive statistics- Percentage statistics, Mean and standard deviation (S. D) were used and for inferential statistics- t-test and Pearson's Product Moment Correlation were applied, ensuring a comprehensive evaluation of the data set.

Results

Objective-1: “The Attitudes towards e-learning and study habits of the post-graduate student”

Table 1a The overall attitudes of Kashmiri post-graduate students towards e-learning and study habits

Levels of Attitude towards e-learning	N	Percentage
High	09	4.50%
Average	168	84%
Low	23	11.50%
Total	200	100%

The above Table 1a shows the overall percentage wise distribution of post-graduate students on attitude towards e-learning. The results of the table shows that 4.50% post-graduate students show a high attitude towards e-learning, 84% post-graduate students have average e-learning attitude, and 11.50% post-graduate students show low attitude towards e-learning.

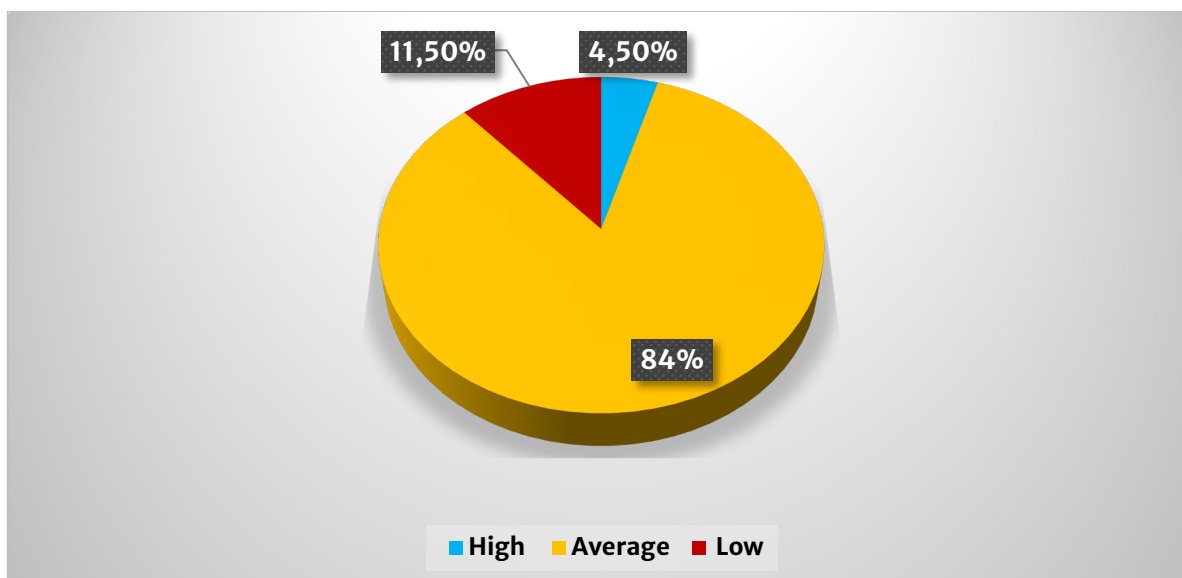
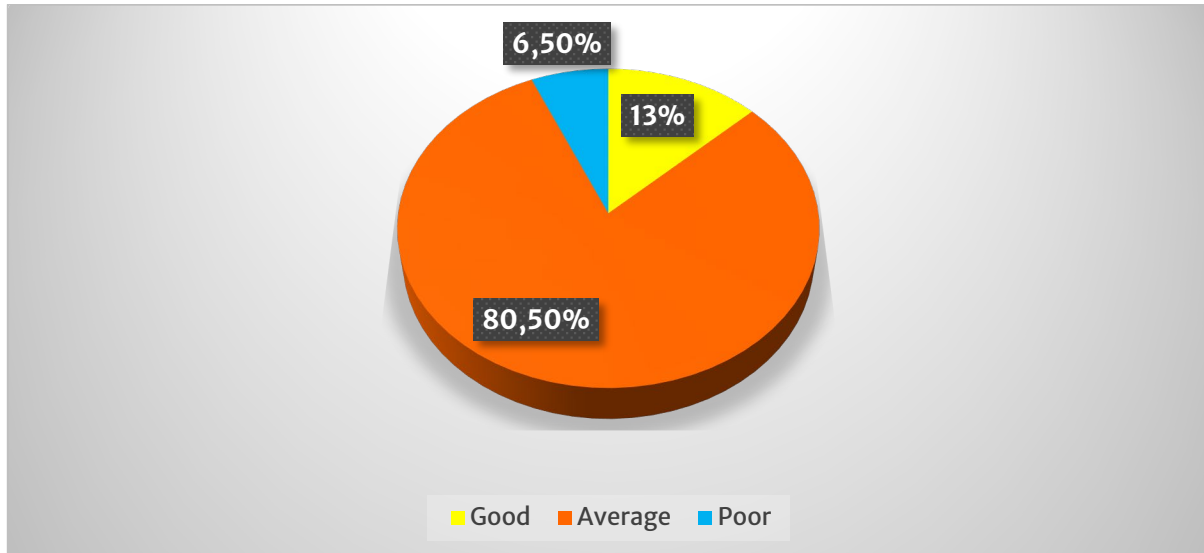


Figure 1a The graphical representation of overall data of post-graduate students on different levels of attitude towards e-learning

Table 1b The overall data of post-graduate students on different levels of study habits

Levels of Study Habit	N	Percentage
Good	26	13%
Average	161	80.50%
Poor	13	6.50%
Total	200	100%

Table 1b highlights the overall percentage wise distribution of post-graduate students on study habits. Among the total sample it was found that 13% post-graduate students have good study habits, 80.50% post-graduate students show average study habits, while as 6.50% post-graduate students fall in poor study habits.

**Figure 1b** The graphical representation of overall data of post-graduate students on different levels of study habit

Comparative analysis

Comparative analysis is a crucial methodological approach that allows us to identify similarities and differences across multiple entities, providing a deeper understanding of each. Here in this section, the researcher has taken the course type and locality as the key demographic variables in comparison of Attitude towards e-learning and study habits among post-graduate students in Kashmir.

Objective-2: "Attitudes towards e-learning between professional and non-professional post-graduate students"

Table 2 How do attitudes towards e-learning differ between professional and non-professional post-graduate students in Kashmir?

Group	N	Mean	SD	t-value	Results
Professional	100	107.21	10.23	1.83	Insignificant
Non-Professional	100	104.39	8.97		

Perusable Table 2 shows the overall mean score of attitudes towards e-learning among post-graduate students on the basis of nature of course (professional and non-professional). The calculated t-value was 1.83 which was insignificant at any level of significance. Hence, it depicts that there is no significant difference between professional and non-professional post-graduate students on attitude towards e-learning. Considering the above, objective 2 gets accomplished.

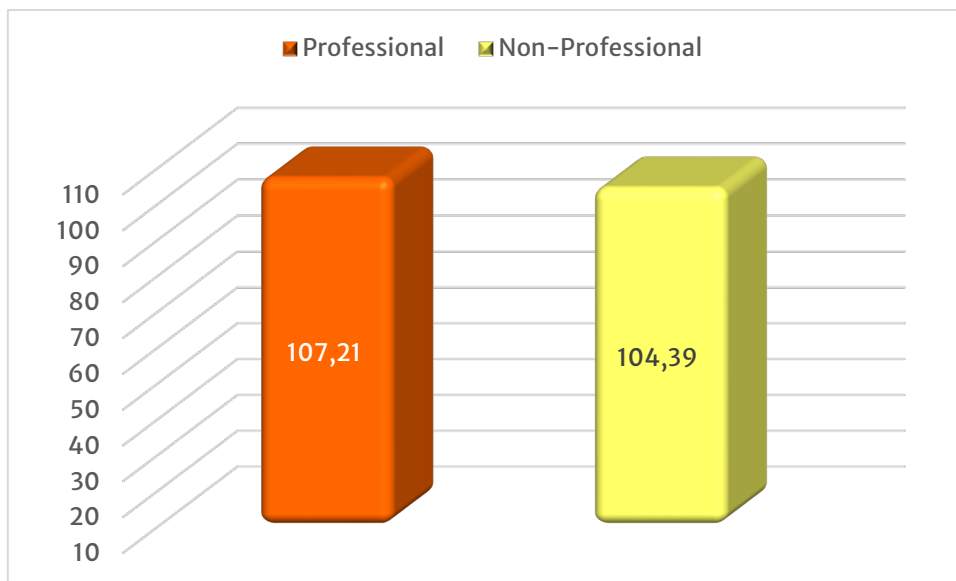


Figure 2 The graphical representation of the mean comparison of attitude towards e-learning among post-graduate students with respect to course type

Objective-3: “Attitudes towards e-learning between rural and urban post-graduate students”

Table 3 How do attitudes towards e-learning differ between rural and urban post-graduate students in Kashmir?

Group	N	Mean	SD	t-value	Results
Rural	100	98.21	7.67	1.02	Insignificant
Urban	100	99.63	6.98		

It is clear from the above Table 3; overall mean score favors urban post-graduate students on attitude towards e-learning but fails to reach any level of significance. Thus, it depicts that there is no significant difference between rural and urban post-graduate students. Therefore, from the above, objective 3 gets accomplished.

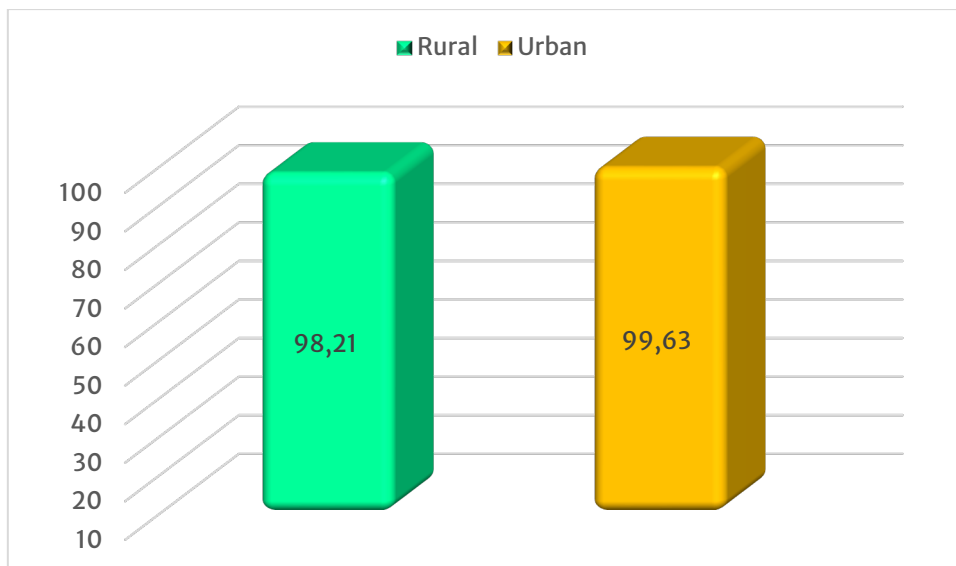


Figure 3 The graphical representation of mean comparison of attitude towards e-learning among post-graduate students with respect to locality

Objective-4: “Study Habits between professional and non-professional post-graduate students”

Table 4 How do study habits differ between professional and non-professional post-graduate students in Kashmir?

Group	N	Mean	SD	t-value	Results
Professional	100	87.27	4.52	1.23	Insignificant
Non-Professional	100	87.71	5.06		

From the above Table 4, mean score favors non-professional post-graduate students but fails to reach any level of significance. So, it can be inferred that there is an insignificant difference between professional and

non-professional post-graduate students in their study habits. Therefore, from the above objective-4 gets achieved.

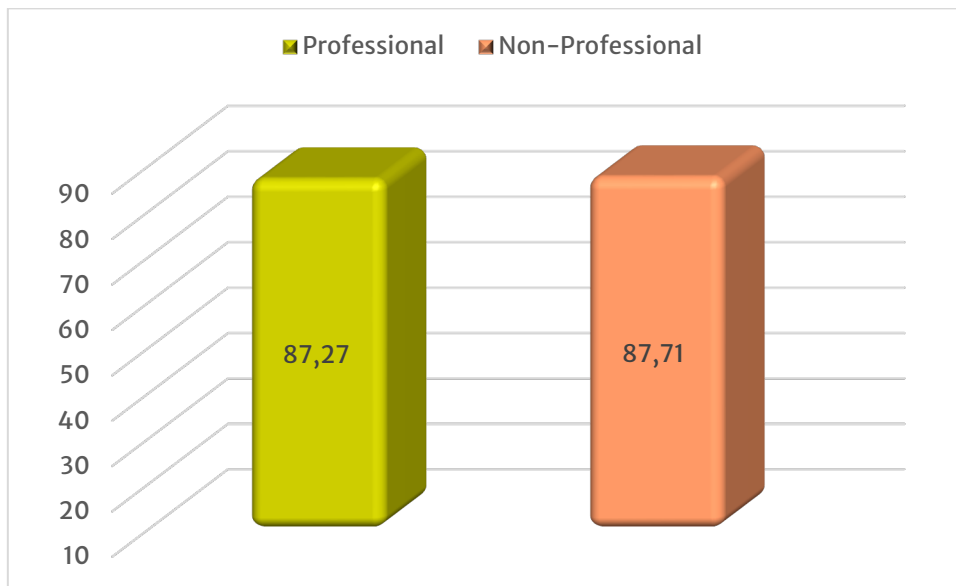


Figure 4 The mean comparison of study habits among post-graduate students with respect to course type
Objective-5: “Study Habits between rural and urban post-graduate students”

Table 5 How do study habits differ between rural and urban post-graduate students in Kashmir?

Group	N	Mean	SD	t-value	Results
Rural	100	88.29	4.47	1.26	Insignificant
Urban	100	89.19	5.06		

From Table 5, while comparing the overall mean score of post-graduate students on study habits with respect to locality (rural and urban), the mean score favors urban post-graduate students but fails to reach at any level of significance. Thus, it can be inferred that there is insignificant difference between the two groups. Therefore, from the above objective-5 gets accomplished.

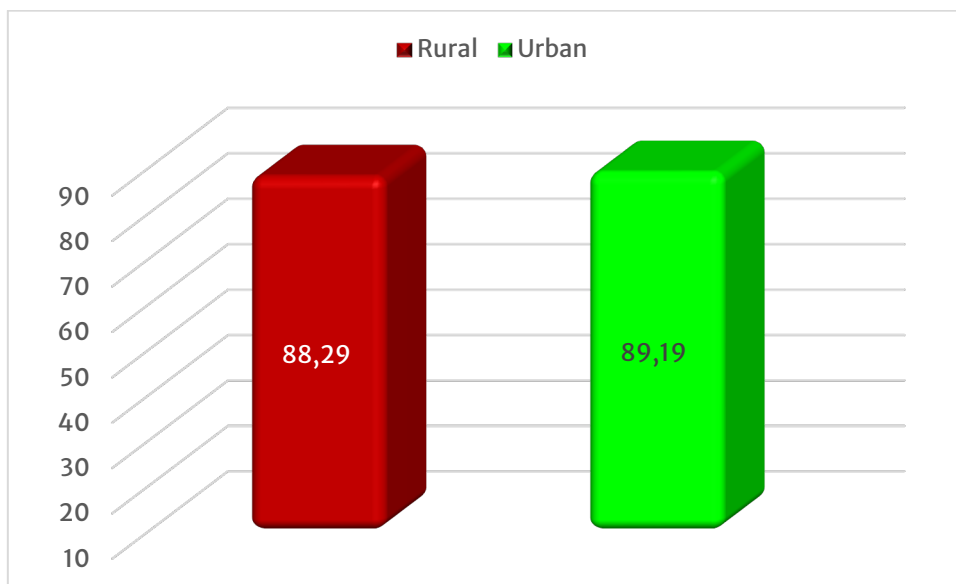


Figure 5 Mean comparison of study habits among post-graduate students with respect to locality.

Correlation analysis

In this section, a statistical method used to evaluate the strength and direction of the relationship between two variables. This analysis is crucial for understanding how variables are connected.

Objective-6: “Correlation between Attitude towards e-learning and Study habits among Kashmiri post-graduate students”

Table 6 The correlation between attitudes towards e-learning and study habits among Kashmiri post-graduate students

Variables	r	Level of significance
Attitude towards e-learning vs study habits	0.39	Significant at 0.01 level

Table 6 shows the correlation coefficient (r) = 0.39 between attitude towards e-learning and study habits among post-graduate students indicates a moderate positive correlation. It depicts that there is a significant correlation between attitude towards e-learning and study habits of post-graduate students. Thus, objective 6 gets accomplished.

Discussion

The majority of postgraduate students, as exhibited in Table 1a, show an average attitude towards e-learning, with 84% falling into this category. Smaller proportions have either high (4.50%) or low (11.50%) attitudes. Previous research (Kar et al., 2014; Mehra & Omidian, 2011) supports the above findings, indicating that the majority of students exhibit an average attitude towards e-learning. While Table 1b highlights the overall results of study habits among post-graduate students and indicates that 13% have good study habits, 80.50% demonstrate average habits, and 6.50% display poor habits. These findings align with previous research by Christensen et al. (2012), indicating that the majority of higher education students typically display average study habits.

The Table 2 shows the overall mean score comparison of post-graduate students' attitudes towards e-learning, considering their course type (professional and non-professional), reveals that professional post-graduate students have a slightly higher mean score (107.21) compared to non-professional post-graduate students (104.39). However, this difference is not statistically significant, indicating that both groups hold similar attitudes towards e-learning. At the post-graduate level, both professional and non-professional students exhibit a strong affinity for Information and Communication Technology (ICT) and internet usage. They display a widespread willingness to utilize electronic devices for learning purposes and share similar enthusiasm for e-learning. They perceive e-learning as an effective substitute for traditional education, especially evident during the Covid-19 pandemic when it became the primary mode of learning. E-learning is valued for its accessibility, role in clarifying concepts, and expanding knowledge. It enhances students' competence and confidence, offering flexibility to explore educational websites and collaborate from anywhere at any time. The findings align with previous studies like Dhamija (2014); Kar, et al., (2014), indicating no significant difference in e-learning attitudes among students across various academic streams and disciplines.

The analysis of Table 3 also compares the mean scores of rural and urban postgraduate students regarding their attitude towards e-learning. In this case, urban students have a slightly higher mean score (99.63) compared to rural students (98.21), the difference is not statistically significant, indicating similar attitudes between the two groups. Both rural and urban post-graduate students express interest in using e-learning platforms independently, finding them flexible, reliable, and timesaving. They believe e-learning facilitates easy organization of study materials and allows for convenient study times. Additionally, network-based e-learning platforms are seen as beneficial for knowledge accumulation and sharing. These findings align with previous studies, (Kar, et al., 2014; Khan 2017; Singh & Riza, 2022) showing insignificant differences among students on attitude towards e-learning with regard to rural and urban. This suggests that both groups have similar awareness of e-learning and access to internet facilities, contributing to their comparable attitudes towards e-learning of post-graduate students.

The results from Table 4 further indicate the overall mean score comparison of professional and non-professional post-graduate students on study habits. The mean score (87.71) favors non-professional post-graduate students as compared to (87.27) professional post-graduate students but fails to reach any level of significance. The findings are in line with Sasi and Hsu (2020), showing the lack of significant differences among students of different academic levels on their study habits. Thus, it can be inferred that there exists insignificant difference between professional and non-professional post-graduate students in study habits. And the possible reasons may include similar academic workload demands, shared access to educational resources, and comparable levels of commitment to academic success.

Table 5 depicts the overall mean score comparison of rural and urban Post-graduate Students on study habits. The mean score (89.19) favors urban Post-graduate Students as compared to (88.29) rural post-graduate Students but fails to reach any level of significance. Thus, it can be inferred that there exists insignificant difference between rural and urban post-graduate students on study habits. The similarity in study habits between rural and urban post-graduate students may be attributed to similar academic demands, access to educational resources, and cultural factors influencing learning behaviors. The results are consistent with Nadaf (2018) found insignificant difference between rural and urban students of Central

Post-graduate of Kashmir. These insights underscore the need for educational institutions to tailor e-learning initiatives to accommodate the diverse needs of students. Addressing rural students' infrastructural challenges and providing targeted support for various academic disciplines can improve the effectiveness of e-learning. By doing so, institutions can create more inclusive and effective learning environments that cater to the unique preferences and constraints of their student populations.

Lastly, the results from Table 6 reveal that there is significant correlation (or relationship) was found between post-graduate students' attitude towards e-learning and study habits, where $r=0.39$. A range of studies have explored the correlation between post-graduate students' attitudes towards e-learning and their study habits. Alhammad (2017) found that while graduate students valued the convenience and social interaction of e-books, they preferred printed books for activities requiring deep comprehension. Mehra and Omidian (2011) reported a generally positive attitude among post-graduate students towards e-learning, with perceived usefulness and intention to adopt e-learning being key predictors. Walczynski (2010) highlighted the importance of both student and teacher activities in the successful adoption of e-learning platforms. (Rasjid, et al., 2023) emphasized the potential of e-learning to enhance students' independence in learning, particularly when supported by clear instructions, innovative teachers, and adequate infrastructure. These studies collectively suggest that while post-graduate students generally have a positive attitude towards e-learning, the persuasiveness of e-learning in enhancing study habits may depend on factors like the nature of the learning material, the quality of the e-learning platform, and the support provided by teachers.

Recommendations

To enhance e-learning experiences and study habits for post-graduate students in the delimited area, it is essential to address both locality and course-specific needs through targeted recommendations. For rural students, improving infrastructure is crucial; investments in reliable internet connectivity and digital infrastructure, along with providing affordable or subsidized electronic devices, are necessary to ensure equitable access to online learning resources. Establishing community learning hubs with internet access and study facilities, as well as organizing local workshops to enhance digital literacy skills, can further support rural students. In terms of course-specific needs, e-learning platforms should be tailored to the requirements of different academic disciplines. This involves developing customized platforms that include interactive tools and resources relevant to the course content, such as virtual labs for professional courses or digital archives for non-professional. Additionally, enhancing support systems through course-specific online tutoring and mentorship programs can help students navigate complex subjects, while training sessions on effective online study habits and time management can be tailored to the demands of each course type. General recommendations applicable to all students include promoting blended learning by combining online and offline methods to leverage the benefits of both, encouraging instructors to integrate e-learning with traditional teaching methods for comprehensive understanding. Fostering collaborative learning through online forums and group projects can promote interaction among students, regardless of their location, and the use of collaborative tools like shared documents and virtual meeting rooms can facilitate group work and discussions. Finally, enhancing accessibility and flexibility by ensuring e-learning platforms are user-friendly and accessible to all students, including those with disabilities, and offering flexible scheduling options for live sessions and deadlines to accommodate diverse student needs and time zones, can significantly improve the e-learning experience. By addressing these locality and course-specific needs, educational institutions can create a more inclusive and effective learning environment for post-graduate students.

Conclusion

In this study, the researcher explored the relationship between attitudes towards e-learning and study habits with respect to course type and locality among Kashmiri post-graduate students. The findings indicate a significant variation in attitudes based on the course type and the students' locality. Post-graduate students' attitudes towards e-learning vary based on course type, with professional students showing higher scores. They see e-learning as an effective alternative to traditional education, offering accessibility, knowledge expansion, and flexibility. Students from urban areas generally exhibited more favourable attitudes towards e-learning, demonstrating a higher level of comfort and engagement with digital learning platforms. In contrast, students from rural areas showed a preference for traditional learning methods, often citing limited access to reliable internet and digital resources as barriers.

Moreover, the course type significantly influenced study habits. Students enrolled in professional courses tended to adopt more structured and consistent study routines, likely due to the nature of their coursework and the demands of their disciplines. Conversely, students admitted to non-professional courses displayed more flexible and varied study habits, reflecting the diverse methods of instruction and assessment in their fields.

These insights underscore the importance of tailoring e-learning initiatives to accommodate the diverse needs and circumstances of students. To enhance the effectiveness of e-learning in Kashmir, it is essential to address the infrastructural challenges faced by rural students and provide targeted support that considers the specific demands of different academic disciplines. By doing so, educational institutions can foster more inclusive and effective learning environments that cater to the unique preferences and constraints of their student populations. Overall, this study highlights the need for a nuanced approach to e-learning implementation, one that recognizes the diverse educational landscapes and promotes equitable access to learning opportunities for all students. Lastly, to cover the drawback, further research may be needed to explore the regional, socio-economic, and academic factors that shape e-learning attitudes and study habits in this unique context. Such research would contribute to a more nuanced understanding of e-learning and support the development of targeted educational strategies that address the specific needs of students in the Kashmir Valley.

Disclosure statement

No potential conflict of interest was reported by the author(s).

References

- Alhammad, R. A. (2017). *Click, explore, and learn: Graduate students' experiences and attitudes toward using E-books for college-level courses*. University of Northern Colorado.
- Bera, S. (2021). A study on attitudes of B. Ed student-teachers towards online coaching. *Ensemble*, 3(1), 257-266. <https://doi.org/10.37948/ensemble-2021-0301-a030>
- Christensen, H. P., Gras-Marti, A., & Bernal, C. A. A. (2012). Towards an analysis of study habits of university students. *eLC Research Paper Series*, (4), 21-26.
- Davis, F. D. (1989). Perceived usefulness, perceived ease of use, and user acceptance of information technology. *MIS quarterly*, 319-340. <https://doi.org/10.2307/249008>
- Dhamija, N. (2014). Attitude of undergraduate students towards the use of e-learning. *MIER Journal of Educational Studies Trends and Practices*, 123-135. <https://doi.org/10.52634/mier/2014/v4/i1/1493>
- Jan, H., & Matto, I. (2018) Attitude towards E-Learning among Research Scholars with Respect to the Demographical Variables. *Utopia of Global Education A Peer Reviewed Refereed International Research Journal*, IV(1), 30-42. <https://ssrn.com/abstract=3209656>
- Jesus M. F. (2003). The importance of ICTs forms developing countries. *Interdisciplinary Science Reviews*, 28(1), 844-856. <https://doi.org/10.1179/030801803225010304>
- Kar, D., Saha, B., & Mondal, B. C. (2014). Attitude of university students towards e-learning in west Bengal. *American Journal of Educational Research*, 2(8), 669-673. <https://doi.org/10.12691/education-2-8-16>
- Khan, N. (2017). An Analysis of the Attitude of Engineering students towards E- learning in Bijnor. *International Journal of Creative Research Thoughts*, 5(2), 1039-1046. <http://www.ijcrt.org/>
- Kumar, A. (2017). A Comparative Study of Rural and Urban Students in relation to their Study Habits. *Research Discourse*, 43-45. <http://www.researchdiscourse.com/>
- Laurillard, D. (2005). E-learning in higher education. In *Changing higher education* (pp. 87-100). Routledge. <https://www.taylorfrancis.com/>
- Mahapatra, D. (2021). Attitude of post graduate students towards e-learning. *International Journal of Research Publication and Reviews*, 2(9), 489-492. <http://www.ijrpr.com/>
- Mehra, V., & Omidian, F. (2011). Examining students' attitudes towards e-learning: A case from India. *Malaysian Journal of Educational Technology*, 11(2), 13-18. www.mojet.net
- Nadaf, Z. A. (2018). Study habits, gender, family type and locale: A study of CUK. *AGU International Journal of Research in Social Sciences & Humanities*, 6(1), 578-586. <http://www.aguijrssh.com/>
- Parveen, A., Kour, S., & Jan, S. (2022). Survey on the Study Habits of the Kashmir University Students: Comparison of the Three Streams of Subject. *Flusser Studies*, 30, 522-533.
- Rafiq, F., Hussain, S., & Abbas, Q. (2020). Analyzing students' attitude towards e-learning: A case study in higher education in Pakistan. *Pakistan Social Sciences Review*, 4(1), 367-380. [https://doi.org/10.35484/pssr.2020\(4-1\)29](https://doi.org/10.35484/pssr.2020(4-1)29)

- Rasjid, A. R., Al Yakin, A., Muthmainnah, M., & Obaid, A. J. (2023). Exploring students' autonomous learning behaviours toward e-learning to higher education performance. *AL-ISHLAH: Jurnal Pendidikan*, 15(2), 2551–2561. <https://doi.org/10.35445/alishlah.v15i2.1449>
- Sasi, A., & Anju, A. R. (2020). The correlation between study habits and the academic achievement of high school pupils. *Universal Journal of Educational Research*, 8(12), 7359–7366. <http://doi.org/10.13189/ujer.2020.082520>
- Sasi, A. S., & Hsu, S. T. (2020). A survey on the study habits of the Taiwanese university students: Comparison of the four years of undergraduate education. *International Journal of Contemporary Education*, 3(1), 65–74. <http://ijce.redfame.com/>
- Setia, R., & Ranjan, R. (2023). A correlative study on relationship of study habits and school environment with academic achievement of secondary school students. *The International Journal of Indian Psychology*, 11(2), 673–682. <https://doi.org/10.25215/1102.070>
- Singh, V., & Riza, T. (2022). A study on attitude of students towards e-learning. *Turkish Journal of Computer and Mathematics Education (TURCOMAT)*, 13(2), 632–640. <https://doi.org/10.17762/turcomat.v13i2.12366>
- Walczynski, T., Bylina, B., & Bylina, J. (2010). The role of the students' and teachers' activities in the adoption and continued use of an e-learning platform. *Annales Universitatis Mariae Curie-Skłodowska, sectio AI-Informatica*, 10(1), 159–165. <http://dx.doi.org/10.2478/v10065-010-0045-5>
- Walia, P., & Vanlalmangaihzuala (2023). A study of the attitude of undergraduate students towards online learning in Aizawl. *Mizoram Educational Journal Vol. IX, Issue 3&4*, 22–36. <http://mizedujournal.com/>
- Webb, M., & Cox, M. (2004). A review of pedagogy related to information and communications technology. *Technology, Pedagogy and Education*, 13(3), 235–286. <https://doi.org/10.1080/14759390400200183>
- Zmuk, B., Hussain Qureshi, F., & Khawaja, S. (2023). Inequality in E-Learning in European Union Countries: Role of Gender, Education and Urban Development. *Interdisciplinary Description of Complex Systems: INDECS*, 21(5), 441–457. <https://doi.org/10.7906/%20indecs.21.5.2>