



A STUDY ON THE STUDENTS PERCEPTION ON EFFECTIVENESS OF USING E-LEARNING

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ABSTRACT

E-Learning exploits communication and various technologies to improve learning experience. It is used to increase participation and the raise standards and in the lifelong learning. But E-Learning cannot be replaced by teachers or lecturers and these existing methods can intensify the quality and can reach to their teaching and moreover, decrease the amount of time spent on the administration. E-Learning enables learner to achieve potential growth and it builds educational workforce resulting to change. In the context, this study attempts to analyse on the Students perception on effectiveness of using E-Learning. The survey has been conducted with 50 students.

Keywords: E-Learning, educational workforce, teaching

INTRODUCTION

From the time when the Internet was considered as a means of communication by educational institutions in the year 1970s, institutions are aware of it as a massive potential learning tool. The technology has embraced innovative learning methodologies.

E- Learning is the educative programme which helps students who are separated by distance and from the lecturers or teachers. E-Learning uses Internet, computers, networking and multimedia technologies. E-Learning is also known as a broader range of applications, processes designed to deliver instructions through electronic devices such as video-conferencing and CD-ROM through the satellite transmissions. E-Learning also includes online learning, web and computer based training. It is considered as the only viable solution to the problem of delivering the resources required facilitating lifelong learning. However, these theories and practices in E-Learning are neither simple nor comprehensive which states that the application of this solution happens randomly, sporadically and which varies in success. Although many recognize E-Learning has the ability to amplify learning experience at all levels, yet the drawbacks are high to commit so heavily to it.

LITERATURE REVIEW

N Wright, 2010: The researcher suggests teachers that, they need to identify on how to get the finest outcome of e-Learning tools i.e. the place, time, opportunity, space, and intellectual energy. A trend is appearing in the literature about the importance of teacher's presence and their active roles in classrooms using e-Learning tools. It is founded that e-learning tools can motivate and engage students- the critical factors that lead to improved educational outcomes.

MTCole, DJ Shelley, LB Swartz, 2014: According to the research, This study expands more on the earlier research into students satisfaction with E-Learning. It was founded that responses were compatible throughout, even though some differences were noted in the level of student satisfaction with their experience based on gender, age, or level of study. Generally, students said online instructions as moderately satisfactory and partially online courses were more satisfactory than fulltime online courses.

ML Cheok, SL Wong - International Journal of the Instruction, 2015: This paper has been developed a theoretical model of determinants of the e-learning satisfaction in the teaching and the learning. Three potential group's determinants satisfaction based on user and organizational related characteristics, and the E-Learning system characteristics. This research provides theoretical framework which outlines the three groups along with its key factors in explaining E-Learning satisfaction teachers.

Judrups, 2015: According to the research, it's found that e-learning and knowledge management naturally brings both disciplines closer and also it supports integration. This approach is base combination on common ground identified as learning. Nevertheless, these approaches are not executed in the production environment and they need necessary technical specification and application support.

DAI-Fraihat, MJoy, JSinclair, 2020: According to the research, the undeniable significance of E-Learning has led to massive growth in number of E-Learning courses offering different types of services. Thus, estimation of E-Learning plays is vital role to ensure effective use, successful delivery and it creates a positive impacts on the learners.

RESEARCH METHODOLOGY

This part presents the design of the study and the approaches adopted for field study the measurement concept and statistical procedure employed for the analysis of data collected.

STATEMENT OF PROBLEM

E-Learning is all about the employment of the technology to aid and enhance the concept of learning. As technology advances, so does e-learning, makes the possibilities endless. It is said and written in the subject of E-Learning and there are conclusions drawn from it. This study is to understand the perception of students towards E-Learning, know the effectiveness of using E-Learning, to know the difference between E-Learning and Classroom Learning, satisfaction, advantages and disadvantages of E-Learning.

OBJECTIVES OF THE STUDY

- To measure the awareness and students perception towards E-Learning
- To know the effectiveness of using E-Learning by students
- To know how students differentiate between E-Learning and Offline learning
- To find out the satisfaction level of the students towards E-Learning
- To determine the advantages and disadvantages of E-Learning students face

TYPE OF RESEARCH

Descriptive research has been used here, which involves surveys and fact findings of different kinds. This is supported by the primary and secondary data that has been collected.

SAMPLE SIZE AND SAMPLE DESCRIPTION

The sample size chosen for this study are 50 students. The respondents are college going students. The type of sampling used in this research is a simple random sampling. The sample consists of students from various colleges, where the sample units were chosen randomly.

ACTUAL COLLECTION OF THE DATA

- **Primary data:** Primary data is the actual and first hand data which is collected by the researcher. Here the research is done with the help of structured questionnaire in Google form format.
- **Secondary data:** Here the data is obtained through the studies, surveys, or experiments that have been run by the other people and also from Research works, Websites, internet blogs, Published resources, Journals.

TOOLS FOR ANALYSIS

1. Simple Average Method: This method gives out the percentage of respondents opting for a particular option. The analyzed data were presented by the way of tables.

$$\text{Percentage of respondents} = \frac{\text{No. of Respondent}}{\text{Total no. of Respondents}} \times 100$$

2. Correlation: Correlation is a technique that determine the degree of correlation between the 2 variables in the case of ordinal data where ranks are given to different values of variables.

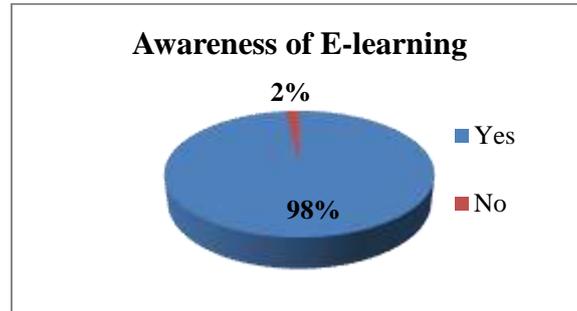
$$\text{Spearman's Rank correlation (r)} = 1 - \frac{6\sum d_i^2}{n(n^2-1)}$$

DATA ANALYSIS AND INTERPRETATION:

1. Awareness of E-learning:

Particulars	No. of respondents	Percentage of respondents
Yes	49	98%

No	1	2%
Total	50	100%

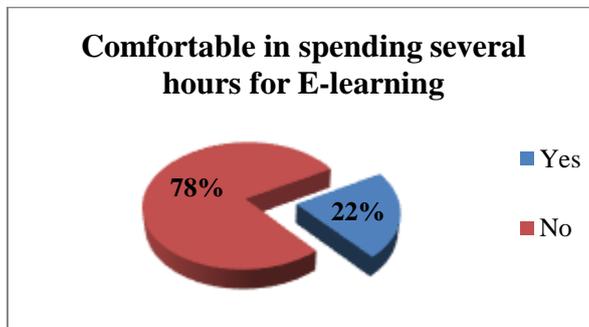


Analysis and Interpretation:

98% of respondents are much aware of E-learning and say that its good platform for completing online courses, it provides good opportunity to experience different fields, gain knowledge about it, and understands the necessity for current situation and 2% of students are not much aware of E-learning. Hence, majority of respondents are aware of E-Learning.

2. Comfortable in spending several hours for E-learning:

Particulars	No. of respondents	Percentage of respondents
Yes	11	22%
No	39	78%
Total	50	100%

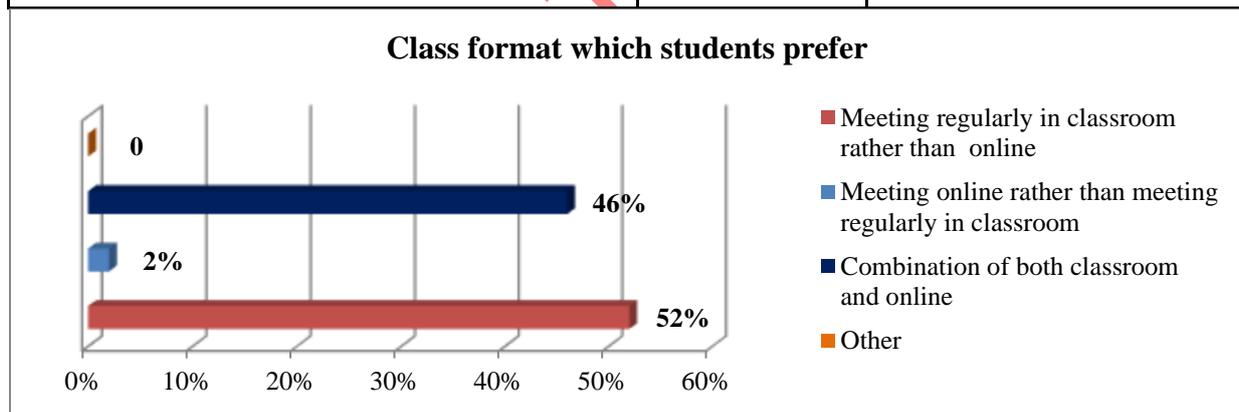


Analysis and Interpretation:

22% are comfortable in spending several hours for E-learning, whereas 78% are not comfortable in spending several hours for E-learning due to lack of concentration, network and technical issues and Health problems such as stress, eyes strain, back pain and so on. Hence, majority are not comfortable in spending several hours for E-Learning.

3. Class format which students prefer:

Particulars	No. of respondents	Percentage of respondents
Meeting regularly in classroom rather than online	26	52%
Meeting online rather than meeting regularly in classroom	1	2%
Combination of both classroom and online	23	46%
Other	0	-
Total	50	100%

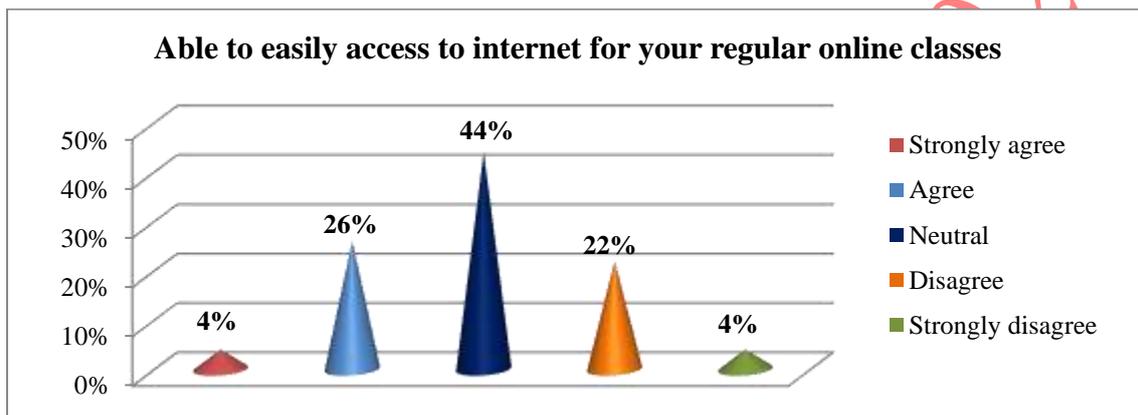


Analysis and Interpretation:

52% of the respondents prefer meeting regularly in classroom rather than online, 46% prefer combination of both classroom and online and 2% prefer meeting online rather than meeting regularly in class. Therefore, majority of students prefer meeting regularly in classroom rather than meeting online.

4. Able to easily access to internet for your regular online classes:

Particulars	No. of respondents	Percentage of respondents
Strongly agree	2	4%
Agree	13	26%
Neutral	22	44%
Disagree	11	22%
Strongly disagree	2	4%
Total	50	100%



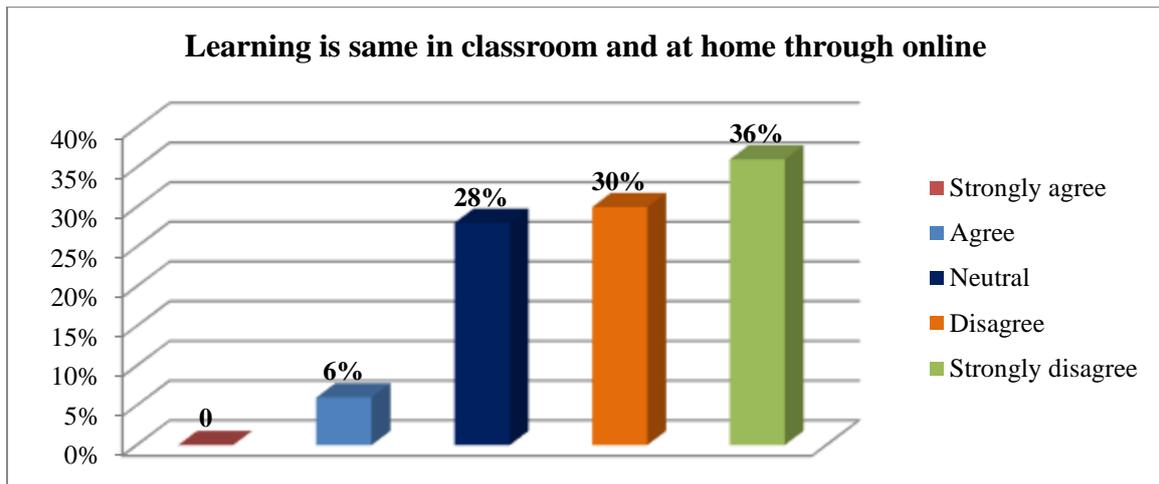
Analysis and Interpretation:

4% of the respondents strongly agree that they are able to easily access to internet for regular online classes. 26% agree, 44% say neutral, 22% disagree and 4% strongly disagree.

Hence, majority of respondents say they are neutral that is they can sometimes access through internet and sometimes doesn't.

5. Learning is same in classroom and at home through online:

Particulars	No. of respondents	Percentage of respondents
Strongly agree	0	-
Agree	3	6%
Neutral	14	28%
Disagree	15	30%
Strongly disagree	18	36%
Total	50	100%



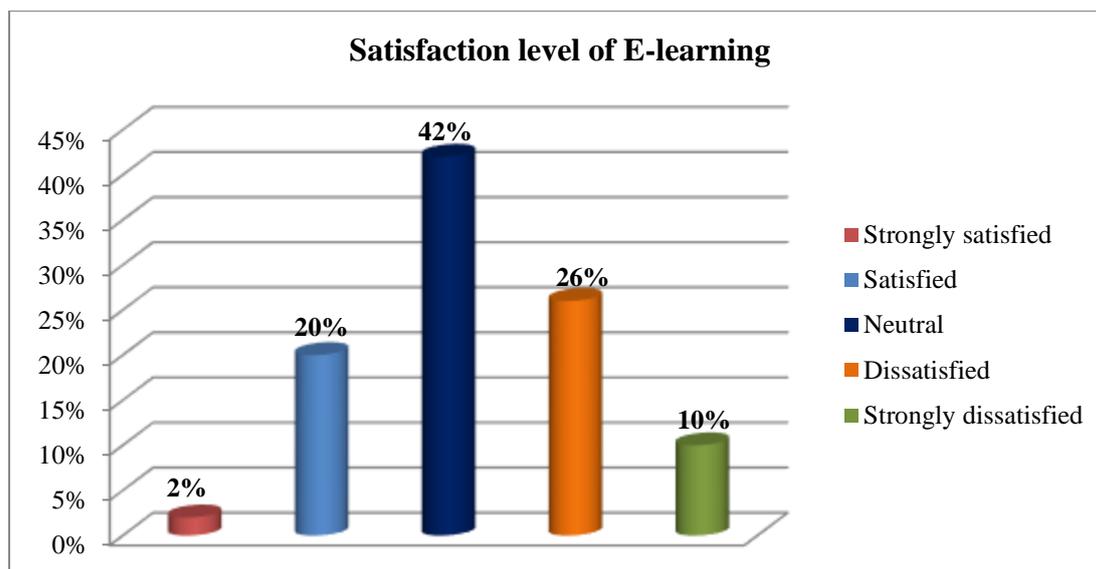
Analysis and Interpretation:

36% strongly disagree and say that learning is not same in classroom and at home through online, 30% disagree, 28% say neutral and 6% agree that learning is same in classroom and at home through online.

Therefore, it is concluded that majority of respondents say learning is not same in classroom and at home through online.

6. Satisfaction level of E-learning:

Particulars	No. of respondents	Percentage of respondents
Strongly satisfied	1	2%
Satisfied	10	20%
Neutral	21	42%
Dissatisfied	13	26%
Strongly dissatisfied	5	10%
Total	50	100%



Analysis and Interpretation:

Only 2% of respondents strongly satisfied with E-learning, 20% are satisfied, 42% say neutral, 26% of respondents are dissatisfied and 10% a strongly dissatisfied because they are not comfortable with E-Learning.

Hence respondents have neutral approach towards E-Learning.

TESTING OF HYPOTHESIS USING SPEARMAN'S RANK CORRELATION

Null hypothesis [H₀]: There is a positive correlation between awareness of E-Learning and Comfortable in spending several hours for E-learning.

Alternative hypothesis [H₁]: There is a no correlation between awareness of E-Learning and Comfortable in spending several hours for E-learning.

OPINION	YES	NO
Awareness of E-Learning (X)	49	1
Comfortable in spending several hours for E-learning (Y)	11	39

X	Y	d = xi-yi	di²
1	2	-1	1
2	1	1	1
			∑di² = 2

Calculation of Spearman's Rank Correlation

$$r = 1 - \frac{6 \sum di^2}{n(n^2-1)}$$

$$= 1 - \frac{6(2)}{2(2^2-1)}$$

$$= 1 - \frac{12}{2(4-1)}$$

$$= 1 - \frac{12}{6} = 1 - 2$$

$$= -1$$

INTERPRETATION:

Hence Alternative hypothesis is accepted and Null hypothesis is rejected and therefore there is a negative correlation between Awareness of E-Learning and Comfortable in spending several hours for E-learning are negatively correlated.

FINDINGS

1. 98% of students are aware of E-Learning and the sources to which students are exposed to are Coursera, Udemy, Alison, Words maya, Edx, Byjus.
2. Students define E-Learning as some respondents say that E-Learning is Good opportunity to experience different fields and gain knowledge about it, it is learning through electronic devices online or offline, perpetual development in learning, where as some say that E- learning is not effective as offline learning. E- Learning is a good platform for part time or for the completion of certain online courses but giving complete assistance to e-learning for completion of academic course is not a very good idea.
3. The majority of respondents that is 78% are not comfortable in spending several hours online. It is due to poor online instruction which can be harmful to student's future and also lack of interpersonal communication.

4. 52% of the respondents prefer meeting in classroom regularly rather than online platform and 36% of the respondents strongly disagree that the online teaching and the classroom teaching is same.
5. 44% of the respondents' opinion neutral about access to internet for E-Learning.
6. Flexibility is a major benefit in E-Learning because students who are unable to participate in offline class can take online class.
7. It is found that most of the respondents strongly disagree to E-Learning because there exists the lack of willingness and desire to learn and students are simply not motivated in online classes.
8. The major advantages of E-Learning are that time management as opposed to offline which have a regular timings set, less absenteeism, numerous cost is less due to various reasons and student can finish their assignment quickly and there is more time left for hobbies or for finding a job and there is less of travelling expenses.' Convenience' is the most cited reason for Satisfaction.
9. The limitation of the online education there is no proper feedback and major network issues, lack of concentration which makes it difficult to understand the concepts taught. 'Lack of Interaction' is the most cited reason for Dissatisfaction.
10. Based on the responses received, it clearly shows that most of the students are not satisfied with E-Learning and are not comfortable spending several hours on E-Learning.

SUGGESTIONS

1. Students must try to enhance their technical skills and positive approach so that they can utilize E-Learning and its benefits to the fullest.
2. Students must frequently communicate to teachers and others online.
3. Try to use more visual aids and gamification to make E-Learning more active.

CONCLUSION

E-Learning is education program that help students to improve in their studies. Currently E-Learning has become popular as the internet users are increasing day by day. E-Learning is taken place of traditional face to face educational environment. E-Learning is a learning style empowered by the digital technology. This led to exploitation of IT in improving the teaching and learning process and delivering educational programs to more students at lower cost.

That means E-Learning enhances quality of teaching and learning and it has the potential to transform the way we teach and learn across the board.

The main benefit of any educational environment is the learner; the satisfaction level of the learner is not to a great extent even after the successful implication of the web-based educational environment. This new learning is an attractive approach to learners and instructors, but the growth of web based learning is low. The Education quality is been improved through online courses and it has become easy for students to access and refer the content based on their desire. However, learning online is different from learning face to face and it is important to think about the goal, need and interest before committing to something you wanted to achieve.

Through this research it is found that, students are aware of E-Learning and are exposed to various courses but they are not comfortable in spending several hours for E-Learning. E-Learning advantages to students in many ways and they find it very useful but they find it a little hard to cope up with E-Learning due to many reasons such as health issues, lack of feedback and interaction, network issues and so on. It is also found that students prefer classroom learning/ offline learning than the online learning or E-Learning.

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