

E-LEARNING: A CASE OF COLLEGE STUDENTS

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ABSTRACT

For The purpose of this study is to examine the position of student towards e-learning about college students in Sivakasi. The technology is rapidly evolving, education has also taken the support of ICT and now offers convenient ways to help increase the knowledge, education and literacy status of students. E-learning platform provides anywhere, anytime easy access for up gradation of knowledge and skills. Specifically the study look at the human relationship between position and e-learning with the application of Technology Acceptance Model. Questionnaire was used to collect data, as a sample of 50 students of e-learning has been selected using convenient sampling method. This study aims to analyze the attitude of college students about E-learning.

Key Words: E-Learning, Attitude, College Students.

INTRODUCTION

E-learning comprises all forms of electronically supported learning and teaching. The information and communication systems, whether network learning or not, serve as specific media to implement the learning process. The term will still most likely be utilized to reference out-of-classroom and in-classroom educational experiences via technology, even as advances continue in regard to devices and curriculum.

E-learning is essentially the computer and network-enabled transfer of skills and knowledge. E-learning applications and processes include Web-based learning, computer-based learning, virtual education opportunities and digital collaboration. Content is delivered via the Internet, intranet/extranet, audio or video tape, satellite TV, and CDROM. It can be self-paced or instructor-led and includes media in the form of text, image, animation, streaming video and audio. Abbreviations like CBT (Computer-Based Training), IBT (Internet- Based Training) or WBT (Web-Based Training) have been used as synonyms to e-learning. Today

one can still find these terms being used, along with variations of e-learning such as e-learning, E-learning, and eLearning. The terms will be utilized throughout this article to indicate their validity under the broader terminology of E-learning.

STATEMENT OF THE PROBLEM

In early days it received a dreadful press, as many people thought bringing computers into the classroom would remove that human element that some learners need so this research has attempted to identify E-learning phenomena among the students. In this study, we estimate the level of student's computer skills, the number of students having difficulty with e-learning, and the number of students opposed to e-learning. While the great majority of Students possess sufficient computer skills and acknowledge the advantages of interactive and multimedia – enhanced learning material, some percentage lacks basic computer skills and/or is very skeptical about e-learning.

Computer literacy has been a subject of educational research ever since personal computers were introduced to the classroom, either as teaching aids or as tools for self-study. Researchers suggested that some students may lack the necessary skills to use web based learning platforms effectively and are therefore handicapped. Students entering university have good basic computer skills. Studies nevertheless demonstrate that there is a considerable difference in computer use according to student's disciplines. This study aims to analyze the attitude of college students about E-learning.

OBJECTIVES OF THE STUDY

- To study the socio economic status of the respondents in the study area
- To analyse the attitude of students towards E-learning.
- To offer suitable suggestions based on findings

SAMPLE DESIGN

The Primary data have been gathered by the researcher from various categories of students about e-learning. As the number of students of e-learning is infinite, it is very difficult to adopt census method to collect data. So the researcher has used sample study. A sample 50 students of e-learning has been selected using convenient sampling method.

METHODOLOGY

The study is based on both on both primary data and secondary data. The primary data have been collected from the students by thoroughly prepared interview schedule. The necessary secondary data have been collected from the books, journals, and websites and so on.

ANALYSIS AND INTERPRETATION OF DATA**TABLE 1
AWARENESS ABOUT E-LEARNING**

S.NO	PARTICULARS	NO.OF RESPONDENTS	PERCENTAGE
1	AWARE	45	90
2	UNAWARE	5	10
	TOTAL	50	100

Source: Primary Data

It is found that majority of the respondents are aware about E-Learning.

**TABLE 2
REASON FOR USING E- LEARNING**

S.NO	PARTICULARS	NO.OF RESPONDENTS	PERCENTAGE
1	INCREASE THE AWARENESS BY PROVIDERS	3	6
2	USE OF LOCAL LANGUAGES DURING PLANNING	10	20
3	FORMAL TRAINING IS PROVIDED	19	38
4	SECURED INTERNET CONNECTION WITH PC IS AVAILABLE	9	18
5	SUFFICIENT INFRASTRUCTURE AVAILABLE	5	10
6	QUALITY OF E-CONTENT AVAILABLE	4	8
	TOTAL	45	100

Source: Primary Data

It is noted from the above Table 2 that out of 45 respondents, 19 of them are using for the reason of giving formal training, 10 of them are using for the reason to use local languages during, 9 of them are using were secured internet connection with personal computer is available, 5 of them are opined for the reason of sufficient infrastructure is available and the remaining are used for the reason of quality of e-content is available and increase the awareness by providers.

**TABLE 3
REASONS FOR NOT USING E-LEARNING**

S.NO	PARTICULARS	NO.OF RESPONDENTS	PERCENTAGE
1	Lack of awareness	3	66.66
2	lack of quality e-content	2	33.37
	TOTAL	5	100.00

Source: Primary Data

It is noted that from the above Table 3 that among 50 respondents, 5 respondents are not using e-learning. In that 3 respondents have given reason for lack of awareness about e-learning and 2 respondents have stated lack of quality E -content.

**TABLE 4
NO.OF HOURS USING THE E-LEARNING**

S.NO	PARTICULARS	NO.OF RESPONDENTS	PERCENTAGE
1	LESS THAN 1 HOUR	10	20

2	1 TO 3 HOURS	9	18
3	3 TO 5 HOURS	17	34
4	MORE THAN 5 HOURS	14	28
	TOTAL	50	100

Source: Primary Data

From the above Table 4 that out of 50 respondents 17 of them are using the hours of 3 to 5 hours (34%), 14 of them are using more than 5 hours, 10 of them are using less than 1 hours and the remaining 9 respondents are using 1 to 3 hours.

SUMMARY

After studying the attitude of the respondents and their idea towards e-learning, it is found that more than 60 percent of respondents are male, more than 80 percent of them are unmarried and 90 percent are aware of e-learning. In that most of the respondents are under graduate. In this study 38 percent of the respondents are using e-learning for formal training purpose. This study also makes it clear that e-learning mostly used by the students and they use for formal training purpose. On by this analysis we make clear that e-learning brings a new step in studying method. Majority of the students are strongly agree with the statement is “e-Learning uses understandable terms”. Majority of the students are agree with the statements are “E-Learning Available to me 24 X 7”, “It can perform a lot of Functions”, “I use the Technology for enhancing personal knowledge”. “E-learning is becoming more popular”, “Quality of E-content available”, “It is most useful for the future in all of my work”, “It enhances my effectiveness in e-learning”, “It is very useful for multiple purposes” and “It is provide a lot of enjoyment”. Most of the students are no opinion with the statement is “It is enabled me to accomplish tasks more quickly”.

RECOMMENDATIONS

- ❖ This research explicitly indicates that E-learning plays an important role in the student’s studies and they enjoy E-learning.
- ❖ According to the analysis made that E-learning is mostly used by the students, and mainly influenced among the undergraduate students.
- ❖ It is suggested that if E-learning is provided to the school students will be a better improvement in the studying method.
- ❖ It is noted that E-learning gives more knowledge to the students rather than the usual way of studying through books.
- ❖ Some of the students are lack of awareness about E-learning, lots of distractions, language barrier etc., so the college management and the staff members should create awareness about E-learning.

CONCLUSION

The main contributions of this thesis are the exploitation of **Dynamic E-Learning** to enhance an E-Learning Management System where the e- Learning is viewed as part of more general framework. It will benefit e-Learning developer in designing an E-Learning system in the point of view Simulation as broader architecture. It also benefit for education practitioner to implement social constructivist pedagogical approach in a courseware.

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