

IMPACT OF E-LEARNING ON COLLEGE STUDENTS IN CHENNAI

R.SIVABALAN
ASSISTANT PROFESSOR
DEPARTMENT OF COMMERCE AND BANK MANAGEMENT
PROF. DHANAPALAN COLLEGE OF ARTS AND SCIENCE
KELAMBAKKAM, CHENNAI – 603103, INDIA

ABSTRACT

E-L EARNING means that electronic learning. That means to learn the information in through internet that be called us E- learning. Now a day's e-learning is very important to the all the college students and school students as well. This kind of learning is to increase our knowledge and skills. Every day student is learn newest thing and updated information in our subject related. Now generation developed on internet study. So most of the colleges were to take classed on smart level class. This e-learning is to help our self-confidence and self learns skills. Then only the students were to know more knowledge in extra information or out of the subject's. At the same time negatives thoughts also there the students were to addict in internet. If long or more time doesn't used phone and internet that is bad for the eyes and health. Internet is one way studies tools that are not mandatory. This is just guild line of the studying. The main thing which is focused in this paper is to find out the reason for the using e-learning and finding out the impact of e-learning towards students. To find out the result of the above mentioned objectives, ANOVA and Chi-square test.

Keywords:

Internet learning or e-learning impacts and e-learning how to helping to the students in our life. Smart class , digital presentation, smart information , smart teaching.

INTRODUCTION

E-Learning has been introduced as a tool in the learning process in the majority of the international universities worldwide. The term “Virtual Classes” is defined by as “any learning that involves using internet or intranet.” A year later made the definition more generalized by indicating that it is “anything delivered, enabled, or mediated by electronic technology for explicit purpose of learning”. According to “e” in Virtual Classes should not stand for electronic; it should be an abbreviation for “evolving, enhanced, everywhere, every time and everybody.” In fact, the quotation of shows most of the advantages of Virtual Classes for learners and instructors. Although the

Virtual Classes term and tools do exist for over a decade, the educational research field has not given enough attention to the study of student motivation under the effect of Virtual Classes.

Virtual Classes has grown in significance as an educational tool just like technology has developed and progressed over the years. Interestingly, there have been more efforts at advancing technology than on attempting to understand the needs and learning styles of individual learners and instructional design. The 21st century has seen rapid progress with such things as the Internet and online learning.

REVIEW OF LITERATURE

Moravec et al. (2015) they telling about this topic as this kind of the teaching is very helpful and developing our learning knowledge, this is very develop and this study to get more effect for the learning tools. This research found that the e-learning tools have affected the students results. This way of teaching and learning is very good performance to get in this way.

Scholtzand Kapeso (2014) and Almajali et al (2016), Shannak (2013) explored the factors of mobile learning (m-learning) approaches which can be used for enterprise resource planning (ERP) system. This technology model of learning is usefulness to the get good acceptance and perceived ease of this kind of learning. They are telling to that to use this kind of learning to give useful of learning to get quality of subject knowledge.

OBJECTIVES

- To find out the purpose of E-learning
- To finding out the barriers of E-learning
- To finding out the Suggestion and findings on E-learning

LIMITATIONS OF THE STUDY

The main limitations of the study are:-

- The time factor is considered to be one of the main limitations.
- This study is restricted to only 50 respondents.
- Since the study is carried on with very few samples therefore the results arrived may not be accurate.
- The respondents were not ready to disclose their demographic information. This research will focus on college students in Chennai only.

RESEARCH METHODOLOGY

Research Methodology is the systematic way to solve the research problem. It gives an idea about various steps adopted by the researcher in a systematic manner with an objective to determine various manners.

SOURCES OF DATA

There are two main approaches to collection namely, primary data and secondary data.

Primary data

Primary data are first-hand information got from the research. This could be in the form of interview, response from questionnaires. The research instrument tool consists of multiple choice questions to get data. Thus questionnaire is the data collection instrument used in the study. All the questions in the questionnaire are organized in such a way that elicits all the relevant information that is needed in the study.

Secondary data

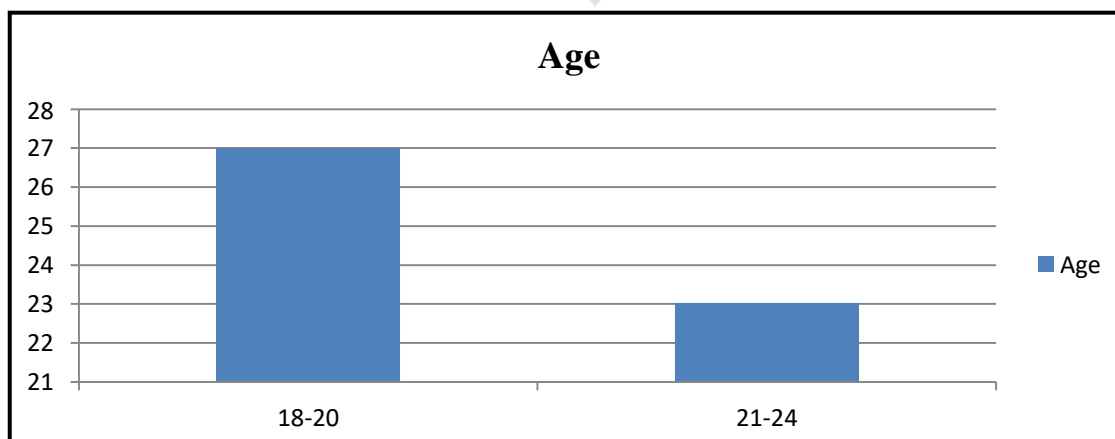
This has to do with data that have already been collected for purpose other than the problem at hand. They are existing information made up of publications such as books, journals; articles, internet sources and many others already established facts. In this study the researcher relied on some of these sources. The sample size constitutes 50 respondents. The study is conducted among the Colleges in Chennai. The research has been limited to Tambaram, Chennai. The questionnaire were given to the customers and got back. A questionnaire survey was College students in this paper.

The statistical tools used for analysis is **SPSS** software. The various methods used for analysis are **ANOVA** and **Chi-Square test**.

DATA ANALYSIS AND INTERPRETATION

Basic data's

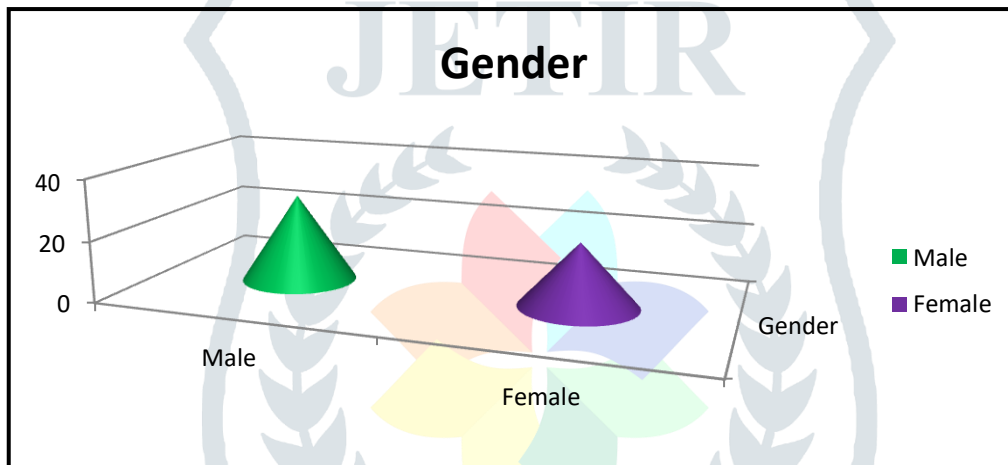
		Age			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	18-20	27	54.0	54.0	54.0
	21-24	23	46.0	46.0	100.0
	Total	50	100.0	100.0	



INTERPRETATION:

From the above table and chart shows that 27 percentage of students are 18-20 age of students to responds this questionnaire or aware of this E-learning system and 23 percentage of students are 21-24 age of students to responds this questionnaire or aware of this e-learning system.

		Gender			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Female	21	42.0	42.0	42.0
	Male	29	58.0	58.0	100.0
	Total	50	100.0	100.0	



INTERPRETATION:

From the above table and chart 29 percentages of respondents are Male students and 21 percentages of respondents are Female students. So this important basic collecting respondents based on this data analysis.

ANOVA TEST

		ANOVA				
		Sum of Squares	df	Mean Square	F	Sig.
Impact of E-Learning(More interesting on E-learning)	Between Groups	12.742	1	12.742	5.477	.023
	Within Groups	111.678	48	2.327		
	Total	124.420	49			
Impact of E-Learning (It is	Between Groups	12.261	1	12.261	4.907	.032

can motivate people to use)	Within Groups	119.919	48	2.498		
	Total	132.180	49			
Impact of E-Learning (It is can save costs and time)	Between Groups	.029	1	.029	.013	.908
	Within Groups	103.971	48	2.166		
	Total	104.000	49			
Impact of E-Learning (It is attracts people)	Between Groups	.233	1	.233	.169	.683
	Within Groups	66.267	48	1.381		
	Total	66.500	49			
Impact of E-Learning (Increase course Choice)	Between Groups	.128	1	.128	.096	.758
	Within Groups	63.652	48	1.326		
	Total	63.780	49			

INTERPRETATION:

Above from the table ANOVA test shows that the More interesting on e-learning its impact on E-learning the significant level is 0.03 it's less than 0.05 so the alternative hypothesis is accepted. Then the e-learning its can motivate the people to use this kind of learning this impact significant level is 0.032 its less than 0.05 so the alternative hypothesis is accepted. So there is no relationship between age and the impact of e-learning. The alternative hypothesis is rejected.

Chi-Square Test

Test Statistics						
	Gender	Barriers of E-Learning (Fear of Computers)	Barriers of E-Learning (Negative attitudes to learning)	Barriers of E-Learning (Lack of computer skills)	Barriers of E-Learning (Lack of knowledge about elearning)	Barriers of E-Learning (Lack of computer equipment)
Chi-Square	1.280 ^a	15.800 ^b	11.600 ^b	15.000 ^b	4.000 ^b	32.000 ^b
df	1	4	4	4	4	4
Asymp. Sig.	.258	.003	.021	.005	.406	.000
a. 0 cells (0.0%) have expected frequencies less than 5. The minimum expected cell frequency is 25.0.						
b. 0 cells (0.0%) have expected frequencies less than 5. The minimum expected cell frequency is 10.0.						

INTERPRETATION:

From the above chi-square test to analyze Fear of computer Asymp.sig level is 0.003 this is less than 0.05 of significant value. The Negative attitudes to learning Asymp.sig level are 0.021 this is less than 0.05 of significant value. The lack of computer skills Asymp.sig level is 0.005 this is less than 0.05 of significant value. And then the Lack of computer equipment is 0.000 this is less than 0.05 of significant value. So the Alternative hypothesis is accepted There is no relationship between Gender and Barriers of E-Learning. Null hypothesis is rejected There is a relationship between Gender and Barriers of E-Learning.

CONCLUSION

This study has reported some important findings about online Education. This kind of education is mostly help to the upcoming level of Teaching. The online education its upgrade to the Knowledge of the students. So students also welcome this kind of teaching and learning skills. So growing colleges also to develop this kind of the teaching. Students are motivated and involved our study. This technology to lead the better learning skills and motivated. From the information obtained, a teacher can identify a number of strategies to engage the students and keep them motivated.

This research fully focused to find quality and quantity of teaching to get from the learning and get the quality of the out from the students. So this kind of the learning is help to the students then only we go to the next level of the feature about life and studies of the upcoming teaching style to develop and learning style also to be develop.

REFERENCE:

- ❖ <https://www.researchgate.net/publication/309242990> A Review of Literature on E-Learning Systems in Higher Education
- ❖ <https://www.ijbmer.com>
- ❖ <https://www.researchgate.net/publication309242990>E-Learning systems in higher Education
- ❖ <http://www.new.egyptict indicators.gov.eg/en/Publications/PublicationsDoc/The%20Future%20of%20the%20Internet%20Economy%20%20Version%20II.pdf>
- ❖ www.pavs.org.uk/E-learning.htm1.htm