

A STUDY TO ASSESS IMPACT OF E-LEARNING ON STUDENT -LEARNING IN SELECTED COLLEGE OF TEERTHANKER MAHAVEER UNIVERSITY, MORADABAD.

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ABSTRACT

The study was aimed to assess Impact of E- learning on student -Learning in selected college of Teerthanker Mahaveer University, Moradabad .

The research design selected for the present study was non experimental descriptive design. It is a descriptive study, Non probability convenient sampling techniques was adapted for the study. A sample of 50 students of TMU University of the moradabad was selected . The self structured Rating scale was used to assess the desired objectives. The study findings show that,05(25%)students have low impact and 45 (75%) students have moderate impact and 0(0%) samples have high impact on E-Learning. There was significant association existing between impact of e- learning with demographic variables such as age, Mothers education, Fathers occupation, Mothers occupation, Monthly income, Availability of resources for E-learning. So the Hypothesis was accepted.

□□**Keyword:** e-learning, time, technology and workload.

INTRODUCTION

E-learning' as a term is a hybrid. Like many compounds, the two elements have worked together to create a new hybrid. Nevertheless, it is made up of two parts: e + learning. The 'e' of e-learning has a longer history than many will assume, including long-term efforts to capture voice and images, and to store and then transmit those recordings. With each capture – from records to CDs,film to DVD, conversation to text chat – there are trade-offs in quality, interactivity, and transferability: trade-offs that mark both the pros and cons of technology mediation. The following section takes us through some of this journey, giving historical and theoretical perspectives on electronic media. But first we give an example based on the use of one technology – electronic whiteboards, implemented primarily in secondary/high school

settings – that shows the kind of work that needs to be done to bring experience with technologies together into a research framework.

E-learning or electronic learning is used to provide instructional programmes to students who are separated by distance and from the instructors or teachers. It uses the Internet, computers, networking and multimedia technologies. There are many definitions of e-learning. According to Garisson and Anderson (2003), as cited in Muhammad Rais and Yusup Hashim (2004), e-learning is a network or online learning that takes place in a formal context and uses a range of multimedia technologies. It is a learning system that is supported by electronic hardware and software either online (synchronous) or offline (asynchronous). Chan et al. (2007) highlighted that e-learning includes computer-enhanced learning or training which is usually delivered via a personal computer. Learning is delivered by other communication technologies whose methods of delivery include online lectures, tutorials and learning support systems. Effective e-learning is often a blend of methods.

E-learning may improve access to education and training, the quality of teaching and learning and mark the need for higher institutions to maintain competitive advantage in this changing market place for students. This has led to full exploitation of IT in improving the teaching and learning process, while at the same time, delivering educational programmes to more students at a lower cost (Peled, 2000 in Hafizah and Kamil, 2009). This means e-learning may enhance quality of teaching and learning.

E-Learning is the employment of technology to aid and enhance learning. It can be as simple as High School students watching a video documentary in class or as complex as an entire university course provided online. e-Learning began decades ago with the introduction of televisions and over-head projectors in classrooms and has advanced to include interactive computer programmes, 3D simulations, video and telephone conferencing and real-time online discussion groups comprised of students from all over the world. As technology advances, so does e-learning, making the possibilities endless. Focusing on the use of the Internet in e-learning.

Now we can have called next era of education, era of e-learning education. In modern world of science and technology, modes of education are molded from non-formal to informal, from informal to formal, from formal to distance and now from distance to e-learning. The study focused on addressing whether educational systems can use technology to optimize students learning and interest. Many countries of the world are promoting education through e-learning. In developing countries such as Pakistan use of technology at early stages. so mode of e-learning is not more practiced or supported. However, the current research investigates the potentially positive contributions of technology on student's interest in learning.

MATERIALS AND METHODS

The Descriptive research approach was adopted in this study. Non probability simple random sampling technique was used to select the participants (n=50). The tool used for the study is self structured rating scale, it is organized as Section I- Socio demographic data, Section II-

Structured rating scale is used to assess Impact of E- learning on student -Learning .

All the items in the Questionnaire was prepared based on the reviews, previous studies, journals, magazines, research articles and studies related to E-Learning. Ten experts constituting three psychiatrists, two psychologists and five mental health nursing personnel were validated the Tool. The reliability of the tool was computed by using split half technique. The Karl Pearson Co-efficient correlation method was used to check Reliability. The calculated “r” value is 0.90, it indicates that the tool which is taken by the researcher is reliable, valid and predictable of the desired objectives. The data was analyzed by using descriptive and inferential statistics.

RESULTS:

Table-1: Frequency and percentage distribution regarding Impact levels of students on E-Learning.

N=50			
S.No	Level of Impact	Frequency	Percentage
1	Low Impact	05	25%
2	Moderate Impact	45	75%
3	High Impact	0	0
Total		50	100%

This table denotes that among 50 participants there is an five students were having low levels of Impact and there is an 45 students were having Moderate level of Impact and no student is having High level of Impact on E-Learning.

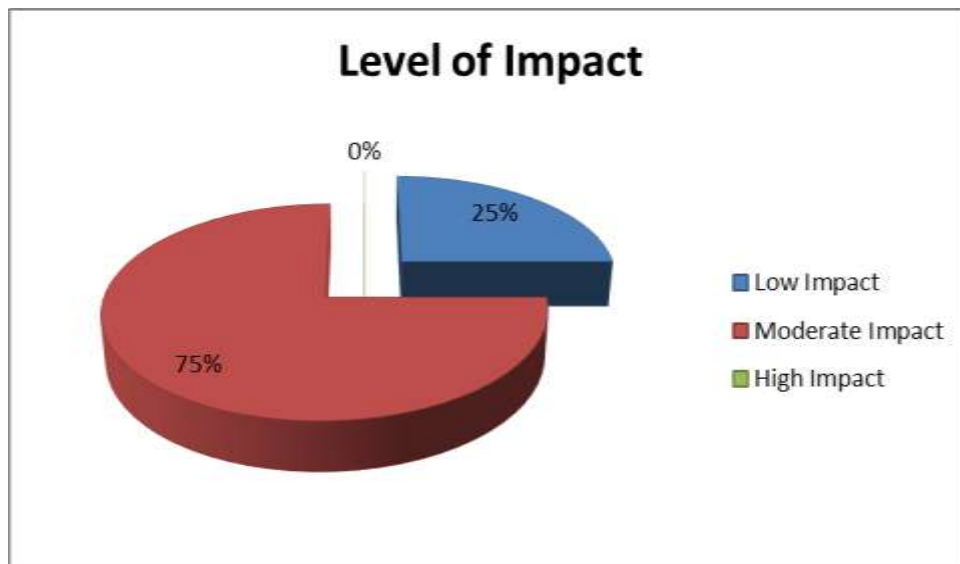


Figure-1: Frequency and percentage distribution regarding Impact levels of students on E-Learning.

Table-2 Frequency, percentage, demographic variable of chi-square values showing relationship of levels of impact of students with their selected demographic variables

Demographic Variables	N=50						Chi square values	Chi – square values of 5% level (demographic variable)
	Low impact		Moderate		High			
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage		
1. Age								
A)17 years	0	0	0	0	0	0	5.00(N.S)	9.49(4 d.f)
B)18 years	0	0	10	20	0	0		
C)19 years	0	0	10	20	0	0		
D)20 years	5	10	2	40	0	0		
E)21 years	0	0	5	10	0	0		
F)22 years	0	0	0	0	0	0		
2. Sex								
A)Male	0	0	20	40	0	0	0.05(N.S)	5.99 (2d.f)
B)Female	5	10	25	50	0	0		
C)Transgender	0	0	0	0	0	0		
3. Father’s education								
A)10 th class	0	0	5	10	0	0	2.40(N.S)	12.59(6d.

B)Intermediate	2	4	20	40	0	0)	f)
C)Degree	3	6	15	30	0	0		
D)Post Graduate	0	0	5	10	0	0		

4. Mother's Education

A)10 th class	0	0	20	40	0	0	7.03(N.S)	12.59(6d. f)
B)Intermediate	3	6	20	40	0	0		
C)Degree	2	4	5	10	0	0		
D)Post Graduate					0	0		

5. Father's Occupation

A)Professional	0	0	10	10	0	0	7.03N.S	12.59(6d f)
B)Non Professional	2	4	10	20	0	0		
C)Cultivation	3	6	25	50	0	0		
D)Others (specify)	0	0	0	0	0	0		

6. Mother's Occupation

A)Professional	5	10	5	10	0	0	7.06(N.S)	12.5(d.f)
B)Non Professional	0	0	10	20	0	0		
C)Cultivation	0	0	30	60	0	0		
D)Others (specify)	0	0	0	0	0	0		

7. Monthly Income(month)

A)<Rs.10000/-	0	0	0	0	0	0	5.58(N.S)	12.59(6 d.f)
B)Rs.10001- C)Rs.20000	0	0	20	40	0	0		
D)Rs.20001- E)Rs.30000	5	10	25	50	0	0		
E)Rs.30001 and above	0	0	0	0	0	0		
	0	0	0	0	0	0		

8. Locality of living area

A)Rural	0	0	10	20	0	0	1.63(N.S)	12.59(6d. f)
B)Urban	5	10	30	60	0	0		
C)Semiurban	0	0	5	10	0	0		

9. Availability of resources for E-learning

A)Home	5	10	30	60	0	0	5.58(N.S)	6(d.f)
B)Internet cafe	0	0	15	30	0	0		
C)College	0	0	0	0	0	0		

D)Another(Specify)	0	0	0	0	0	0		
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DISCUSSION:

The study findings show that,05(25%)students have low impact and 45 (75%) students have moderate impact and 0(0%) samples have high impact on E-Learning. There was significant association existing between impact of e- learning with demographic variables such as age, Mothers education,Fathers occupation,Mothers occupation,Monthly income,Availability of resources for E-learning. It denotes that the null Hypothesis was accepted. At present situation due to the Covid-pandemic all over the Globe the students were depending on this platform to pursue their education.

CONCLUSION

Electronic learning or ‘e-learning’ has been an influential mode of learning today. Based on this study, it can be concluded that the students were exposed to the e-learning in great deal. This study has also proven that e-learning could provide greater flexibilities on instructor-led or self-study courses among the students. The main advantage of e-learning is it enables learning at any place and time while its disadvantages are the students may be required to buy computers or go to cyber cafes to use computers, thus, reducing the opportunities for face to face contact among friends. In short, e-learning is an integration of technologies in teaching and learning. It enables students to learn effectively but eventually it is the educators who still need to play their roles and perform their tasks in order for learning process to happen. The Researcher also feels that E-Learning is having great influence on student learning. In the Hypothesis also states that and it was proven that the E-learning is having good impact on student learning. Many of the courses were available in online as per the interest of the students they can register and complete the courses in online.

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