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E-Learning a Disruptive Innovation in Higher Education?

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ABSTRACT

E-learning has become a disruptive innovation in higher education, with some predicting that it will eventually replace traditional classroom learning. But is this prediction accurate and if so, what are the implications of such a development. The growing demand for higher education is an opportunity for technology to disrupt the industry. E-Learning, or online learning through digital platforms, has emerged as a disruptive innovation that could change higher education forever. This paper will explore the current state of e-learning in higher education, as well as its potential to disrupt. The study is based on primary data collected by an online survey & also through secondary data from the internet has also been taken into consideration. We will also examine the implications that such a disruption could have on the industry

Keywords – Disruptive innovation, Higher education, E-learning.

INTRODUCTION

E-learning, also known as online learning or digital learning, is the use of technology to support and enhance education. It includes a wide range of technologies and platforms, such as online courses, virtual classrooms, and educational software. In recent years, e-learning has seen a significant increase in popularity as a mode of education delivery, driven by advances in technology, the growing number of online educational resources, and the need for flexible and accessible education. E-learning has the potential to revolutionize the way education is delivered and accessed. It allows students to learn at their own pace and on their own schedule, and provides greater flexibility and accessibility, particularly for students who may not be able to attend traditional in-person classes. E-learning also has the potential to increase access to education for under-served populations, such as rural and low-income communities, and to provide educational opportunities for those who may not have had access to traditional education.

Disruptive innovation is a term coined by Clayton Christensen in 1997, which refers to a new product or service that disrupts an existing market by creating a new market and value network. Disruptive innovations are typically simpler, more convenient, and less expensive than existing products or services, and are often initially adopted by niche markets or customers that existing products or services do not serve well. Over time, disruptive innovations can displace established market leaders and fundamentally change the way an industry operates. In the field of education, disruptive innovations are technologies or approaches that disrupt traditional educational models, creating new opportunities for learning and changing the way education is delivered and accessed. E-learning is one example of a disruptive innovation in education, as it has the

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potential to increase accessibility and flexibility for students, and to disrupt traditional models of education delivery. Other examples of disruptive innovations in education include the use of artificial intelligence and virtual reality in education, and the growing popularity of massive open online courses (MOOCs).

RATIONALE OF STUDY

The rationale for studying e-learning as a disruptive innovation in the field of education is that it has the potential to significantly impact the way education is delivered and accessed. E-learning offers greater flexibility and accessibility for students, and has the potential to increase access to education for under-served populations. However, the increasing popularity of e-learning also raises important questions about its potential impact on traditional educational models, the quality of education provided through e-learning, and the challenges and barriers that students may face in accessing e-learning opportunities. Conducting research on e-learning as a disruptive innovation will provide valuable insights into the potential benefits and challenges of e-learning, and will help educational institutions, policymakers, and other stakeholders to make informed decisions about how to effectively implement and support e-learning to improve educational outcomes. Additionally, this research will also help to understand the impact of e-learning on traditional educational models and identify best practices for implementation in different contexts.

REVIEW OF LITERATURE

M. Samir Abou El-Seoud, et.al. (2014), This study gave a variety of forecasts regarding the future of online technology in education, documented some significant findings about online education, and refuted others. When instructing online courses, instructors must comprehend the motivations of their students. Due to the lack of face-to-face interaction between the students and the instructor, it can be challenging to evaluate the reasons why students choose to learn online. Having the students complete an online motivation assessment questionnaire is one approach to prevent this. A teacher can identify a variety of tactics to interest the pupils and maintain their motivation based on the material they have learned.

Arun Gaikwad, et.al. (2016), It is established that the rising tide of adaptive learning will benefit government, women, and higher education. The proportion of literate people in India's population is rising thanks to e-learning. As a key component of the education sector's growth wheel, e-learning is essential to the advancement of education. It is anticipated that moving forward as a joint venture and cooperating on the problem of e-learning will be advantageous for the growth of the educational industry. Many opportunities can be taken advantage of and rapid development is made possible through e-learning. It is anticipated that the educational sector will benefit if India and Malaysia sort out this issue as a collaborative effort for progress.

B.Rajesh M.Sc (N), et.al. (2016), This study's findings support the notion that pupils had extensive exposure to e-learning. This study also demonstrated that e-learning could give students more flexibility whether taking instructor-led or self-study courses. The main benefit of e-learning is that it allows for learning to occur at any time and location, but one of its drawbacks is that it may require students to purchase computers or visit cyber cafes in order to utilize them, which lessens the likelihood that they will see their classmates in person.

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OBJECTIVES OF THE STUDY

- To explore the current status of e-learning in higher education.
- To analyze the benefits and challenges of e-learning as a disruptive innovation in the field of education.
- To explore the potential future developments in e-learning and their potential impact on the disruption of traditional educational methods.
- To assess the impact of e-learning on student engagement, retention, and academic performance.

HYPOTHESIS OF THE STUDY

H1: E-learning is a disruptive innovation in the field of education.

H0: E-learning is not a disruptive innovation in the field of education.

H1: E-learning has a significant impact on the disruption of traditional educational methods.

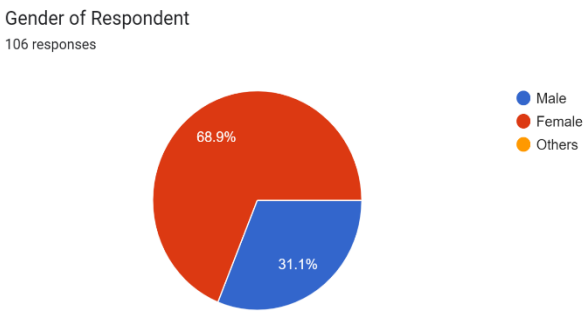
H0: E-learning does not have a significant impact on the disruption of traditional educational methods.

RESEARCH METHODOLOGY

The research methodology used for this research paper is a questionnaire survey among people of different ages. This questionnaire was conducted for obtaining primary data. The sample size used for the survey is 106 Respondents. The sample consists of 90.6% Respondents are of age up to 20 years & 9.4% of the respondents belonged to the age group 20-30 years. Some secondary data is also extracted from the internet for further assistance.

DATA ANALYSIS AND INTERPRETATION

Q1) Gender of respondent



Among the total respondents, 68.9% were females and 31.1% males.

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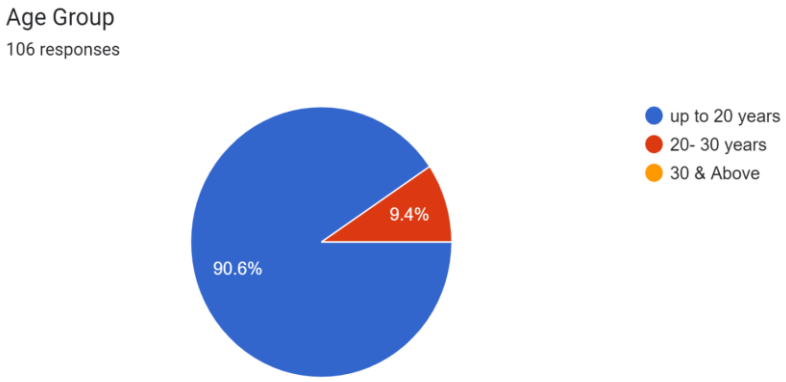
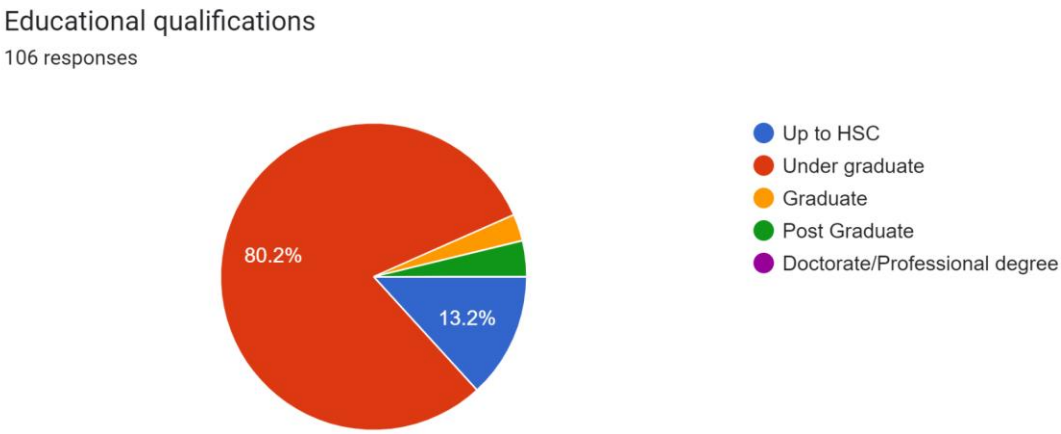
Q2) Age group of Respondent



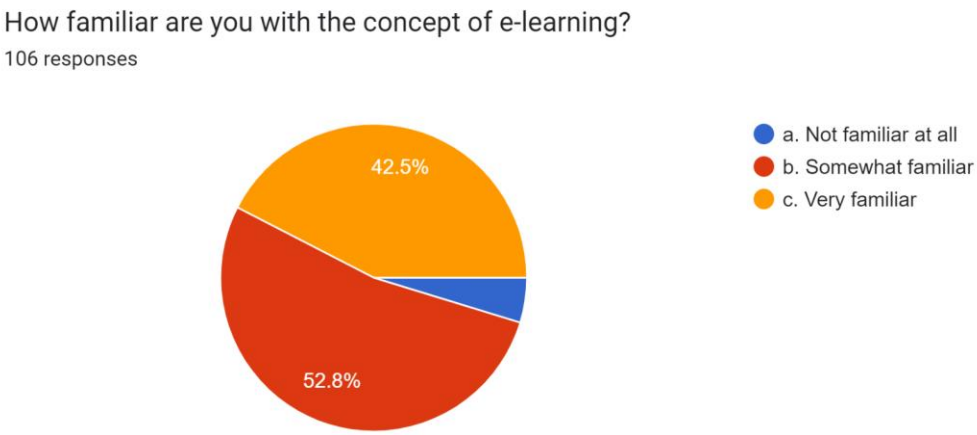
90.6% respondents belonged to the age group up to 20 years and 9.4% of the respondents belonged to the age group 20-30 years.

Q3) Educational Qualification of Respondent



80.2% respondents were under-graduates, 13.2% of them were educated up to HSC, 3.8% were post graduate and 2.8% were graduate.

Q4) How familiar are you with the concept of e-learning?



Out of all the respondents, 52.8% of the respondents were somewhat familiar with the concept of e-learning, 42.5% of them were very familiar and 4.7% of them were not familiar at all.

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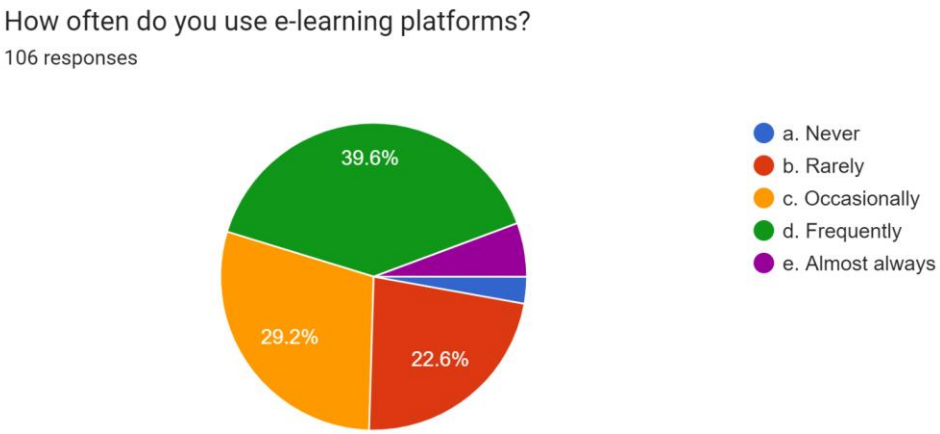
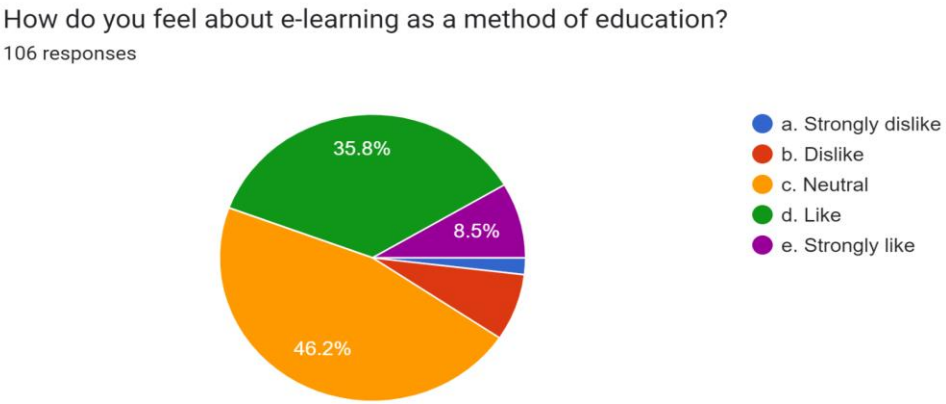
Q5) How often do you use e-learning platforms?



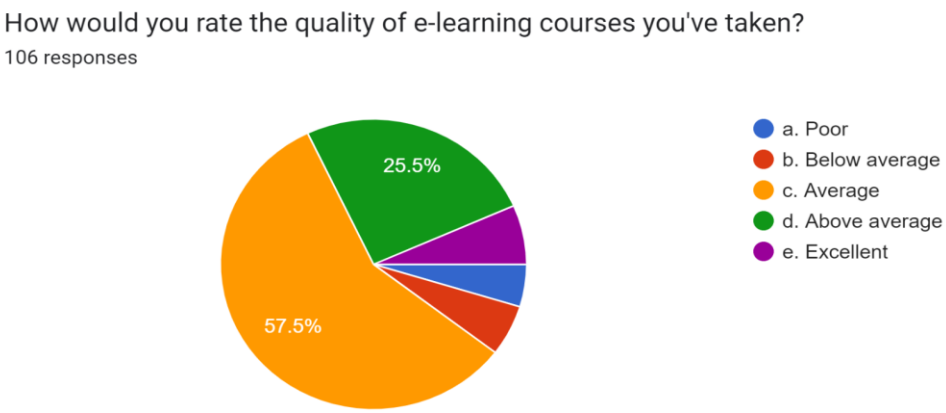
E-learning platforms are frequently used by 39.6% of our respondents, 29.2% respondents use them occasionally, 22.6% respondents rarely use them, 5.7% of them almost always use them and 2.8% of them never use these platforms.

Q6) How do you feel about e-learning as a method of education?



35.8% of the respondents like e-learning as a method of education, 8.5% strongly like the concept of e-learning as a method of education, 46.2% of them were neutral with this concept, whereas 7.5% dislike and 1.9% strongly dislike this concept.

Q7) How would you rate the quality of e-learning courses you've taken?



Out of all the respondents who had taken e-learning courses, 57.5% felt that the quality of the e-learning course was average. 25.5% of the respondents felt that the quality was above average, 5.7% felt the quality to be below average, 4.7% respondents felt the quality was poor whereas, 6.6% of them found the quality to be excellent.

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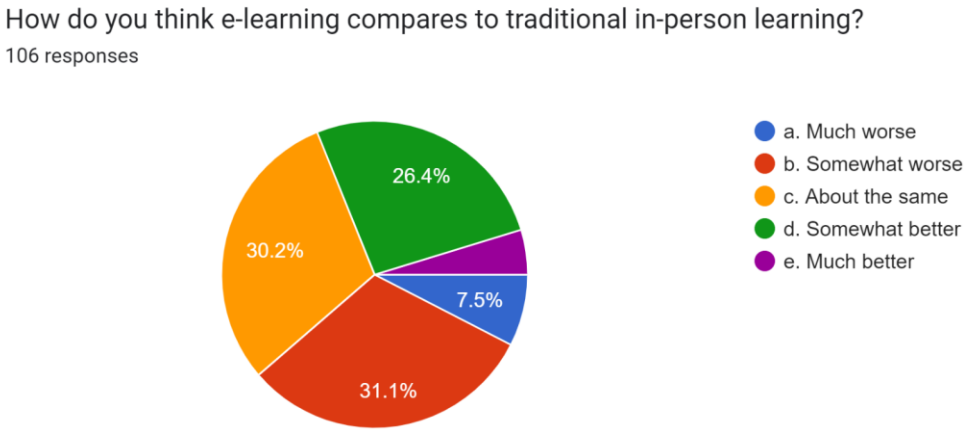
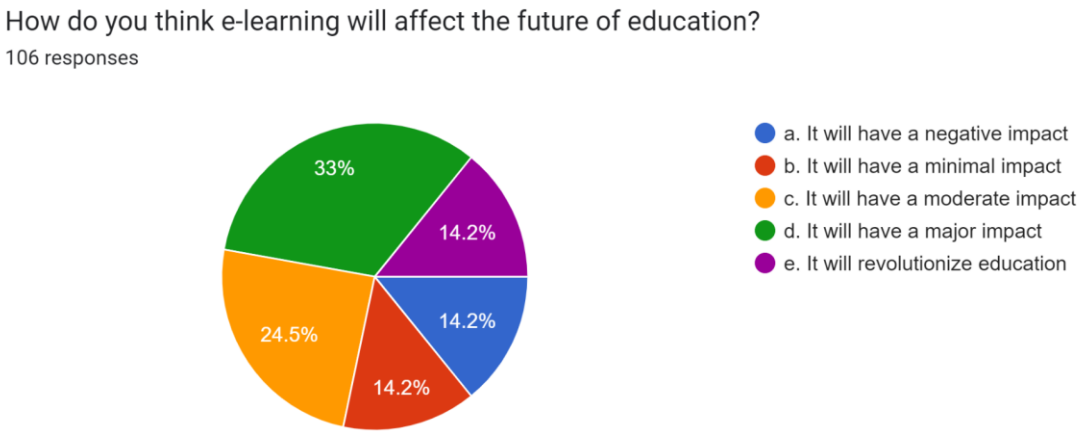
Q8) How do you think e-learning compares to traditional in-person learning?



When e-learning is compared to traditional in-person learning, 31.1% respondents found e-learning somewhat worse than traditional in-person, 30.2% felt no difference, 26.4% felt e-learning was better, 7.5% found e-learning much worse than traditional learning and 4.7% respondents felt e-learning to be much better than traditional in-person learning.

Q9) How do you think e-learning will affect the future of education?



Out of all the respondents, 33% of them felt that e-learning will have a major impact on the future of education. 24.5% of them believe that it will have a moderate impact, 14.2% respondents felt e-learning will have minimal impact on the future, 14.2% felt it will have negative impact and other 14.2% respondents believed that e-learning will revolutionize education.

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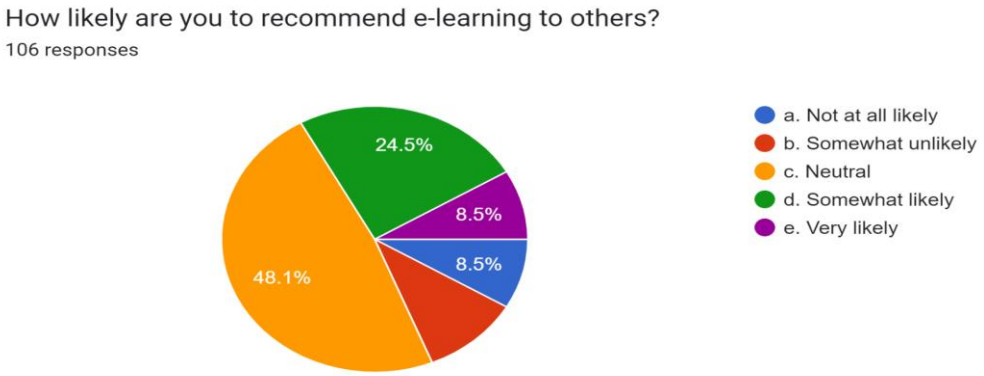
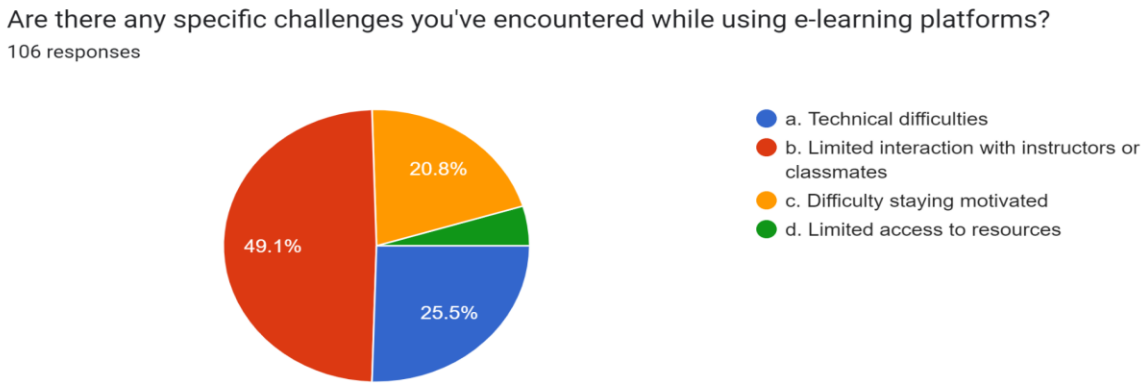
Q10) How likely are you to recommend e-learning to others?



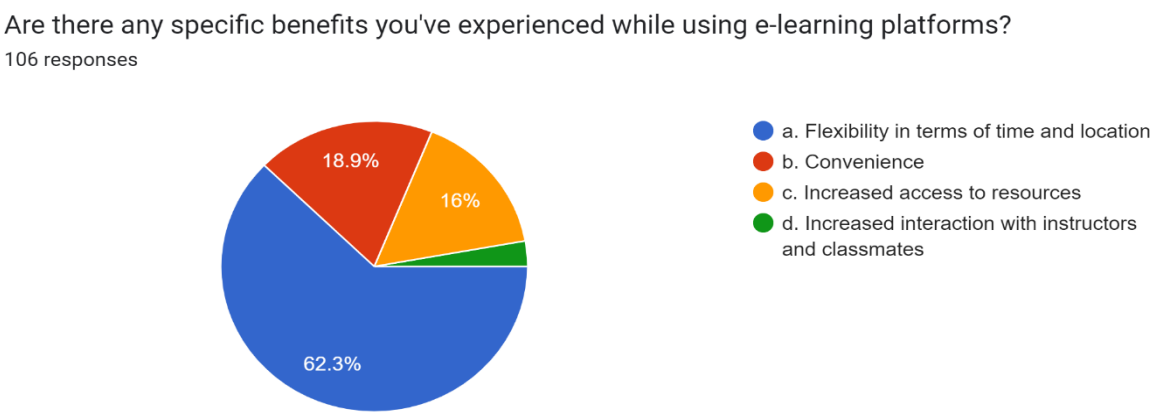
Out of all the respondents, 48.1% stated that they neither wanted to promote or discourage the use of e-learning, 24.5% were somewhat likely to recommend e-learning to others, 8.5% of them were very likely to recommend e-learning to others, 8.5% of them were not at all likely to recommend e-learning and 10.4% of them were somewhat unlikely to do the same.

Q11) Are there any specific challenges you've encountered while using e-learning platforms?



Out of all our respondents, 49.1% of them felt limited interaction with instructors or classmates while using e-learning platforms, 20.8% felt difficulty in staying motivated, 25.5% faced technical issues and 4.7% faced limited access to resources.

Q12) Are there any specific benefits you've experienced while using e-learning platforms?



62.3% respondents experienced benefit in terms of flexibility of time and location, 18.9% respondents felt e-learning was convenient, 16% felt that it increased access to the learning resources and 2.8% believed that it increased their interaction with the instructor and classmates.

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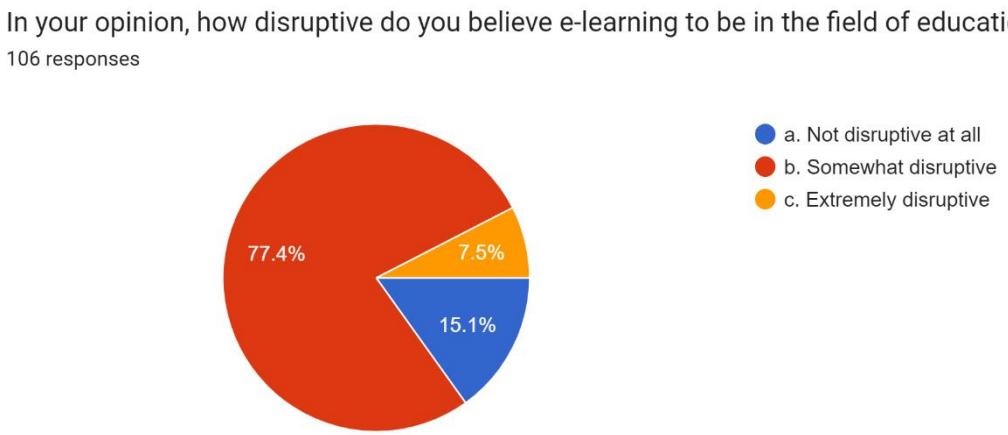
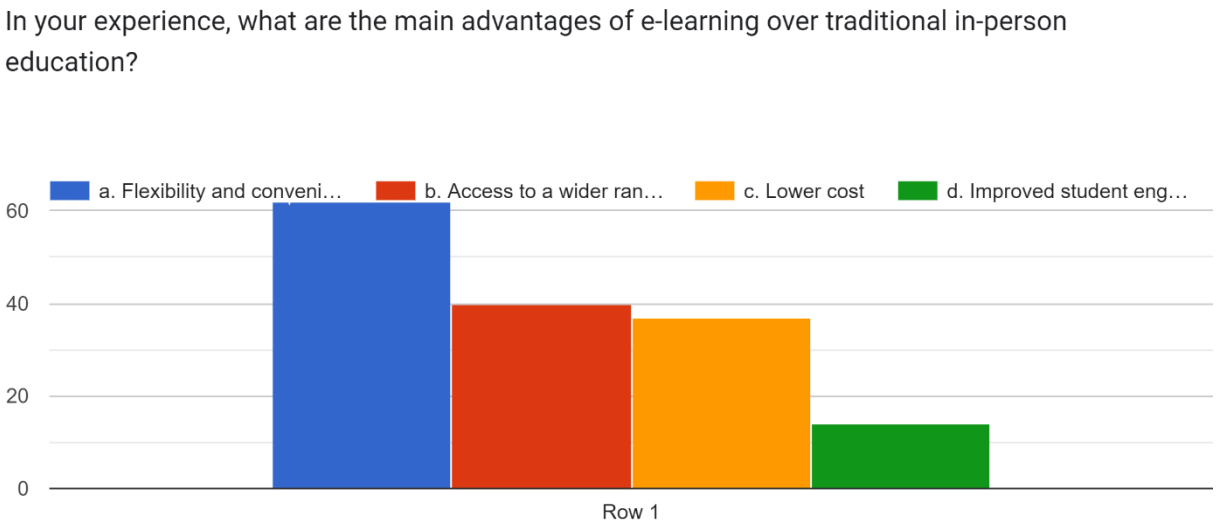
Q13) In your opinion, how disruptive do you believe e-learning to be in the field of education?



77.4% of the respondents believed that e-learning will be somewhat disruptive in the field of education, 15.1% of them stated that it will not be disruptive at all whereas 7.5% of them believed that e-learning is extremely disruptive.

Q14) In your experience, what are the main advantages of e-learning over traditional in-person education?



Out of 106 total respondents, 62 respondents stated that flexibility and convenience is the main advantage if e-learning over traditional in-person learning, 40 respondents believed that they get a wider range of educational resources, 37 of them felt that it decreases the cost of education, whereas 14 of them believed that it improves student engagement and retention.

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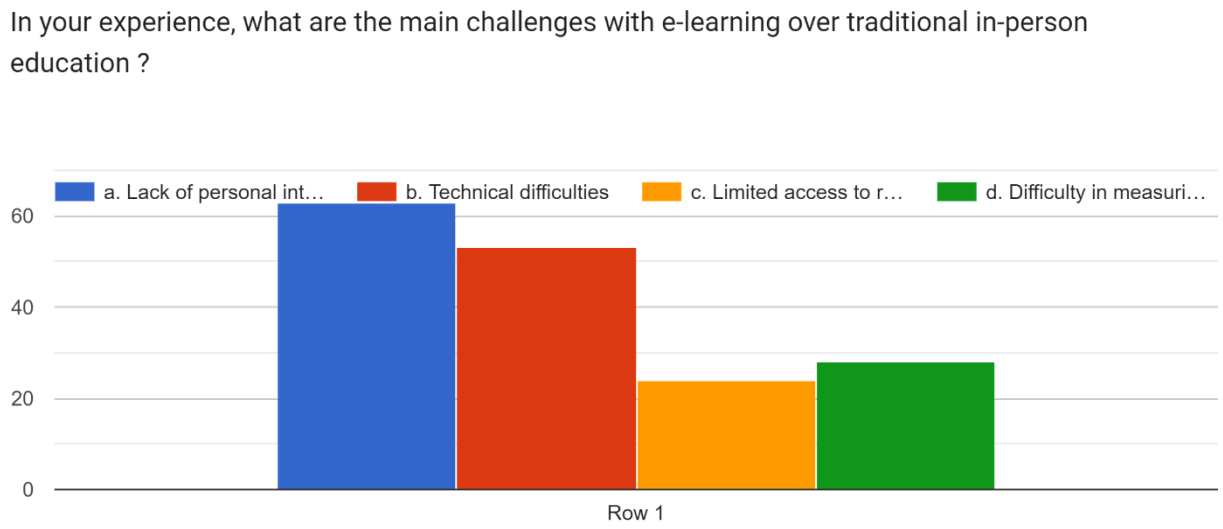
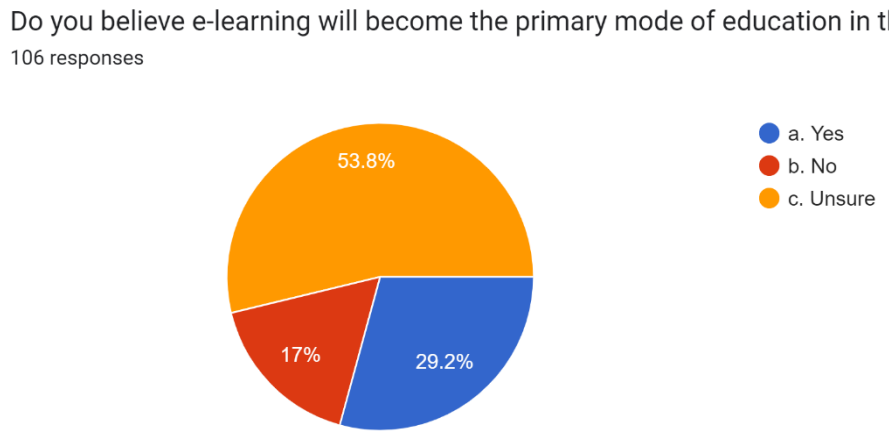
Q15) In your experience, what are the main challenges with e-learning over traditional in-person education?



Out of 106 respondents, 63 of them felt lack of personal interaction as the main challenge faced during e-learning over traditional in-person learning, 53 of them faced technical difficulties, 24 of them felt they got limited access to resources, whereas 28 of them faced issues in measuring student progress.

Q16) Do you believe e-learning will become the primary mode of education in the future?



53.8% of respondents were unsure whether e-learning will become a primary mode of education in the future, 29.2% of them felt that it will become the primary mode, whereas 17% of them believed that e-learning will not be the primary mode of education.

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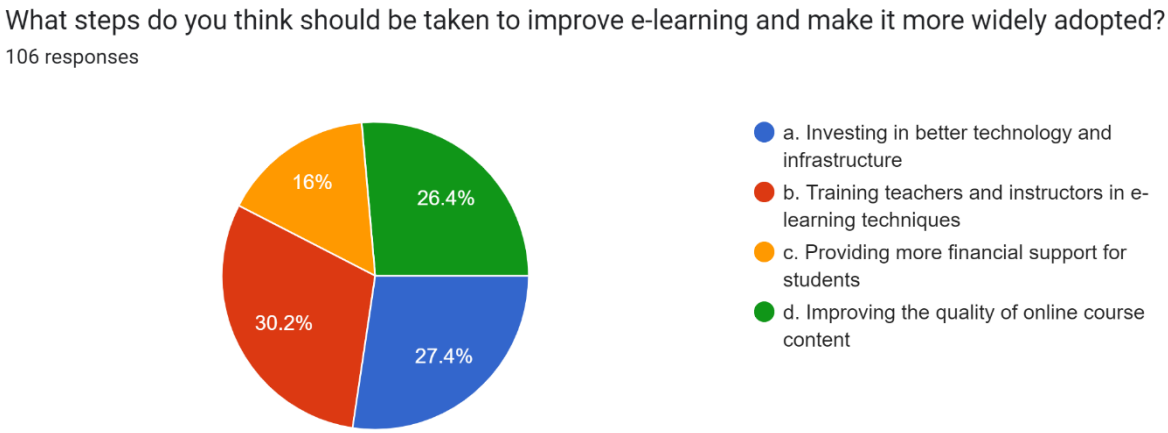
Q17) What steps do you think should be taken to improve e-learning and make it more widely adopted?



30.2% respondents believed that training teachers and instructors in e-learning techniques will help improve e-learning, 27.4% of them felt investing in better technology and infrastructure will help it improve, 26.4% of them felt that improving the quality of online course content can positively affect e-learning and 16% of them felt that providing more financial support for students can help improve e-learning.

LIMITATIONS

- Geographically this study was limited to Mumbai city area only.
- The sample of the study was only 106 respondents.

RECOMMENDATIONS

- Educational institutions should invest in technology infrastructure and teacher training to support e-learning and ensure its effective implementation.
- Educational institutions should also explore different e-learning methods, such as hybrid and online learning, to determine which is the most effective for their students and context.
- Educational institutions should collaborate with technology companies and other stakeholders to develop and implement e-learning solutions that meet the needs of their students and context.
- Educational institutions should also conduct research to understand the impact of e-learning on student engagement, retention, and academic performance, and use this information to improve their e-learning programs.
- Educational institutions should also create and implement strategies to address the potential challenges of e-learning, such as lack of access to technology and internet connectivity, to ensure that all students have equal opportunities to participate and benefit from e-learning.
- Educational institutions should collaborate with other stakeholders, including employers, to ensure that e-learning programs align with the needs of the workforce and provide students with the skills they need to succeed in the job market.
- Educational institutions should also explore the potential of e-learning to increase access to education for under-served populations, such as rural and low-income communities, and develop strategies to support these populations.

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CONCLUSION

The research conducted in this paper has shown that e-learning has the potential to be a disruptive innovation in the field of education. The findings indicate that e-learning can increase accessibility to education for under-served populations and disrupt traditional educational models. The key factors contributing to the disruptive impact of e-learning include flexibility, accessibility, and cost-effectiveness. The benefits and challenges of e-learning were also identified, with student engagement, retention, and academic performance being positively affected, and the economic impact of e-learning on educational institutions and society as a whole being a potential benefit. However, there are also challenges such as the need for technological infrastructure and the need for teacher training. The study also provided recommendations for educational institutions, policymakers, and other stakeholders on how to effectively utilize e-learning as a disruptive innovation to improve educational outcomes. Overall, it is clear that e-learning has the potential to be a disruptive innovation in the field of education and it is important for stakeholders to be aware of the benefits and challenges it presents. Further research is needed to fully understand the impact of e-learning on education and society, and to identify best practices for implementation

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