



IMPLEMENTATION OF ICT SKILLS FOR THE STUDENTS OF THEIR EMPLOYMENT IN SKILL BASED JOBS



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Volume 2



SKILLS

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COLLEGE STUDENTS' PERCEPTION ON E-LEARNING

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ABSTRACT

The primary goal of the study is to learn how college students view e-learning. The study's necessary data were gathered by sending out structured questionnaires. The required sample respondents are chosen using the convenience sampling approach. The Chi-square test, Friedman rank test, and simple percentage are all used. According to the study, most students adopted e-learning practices using CBTs or WBTs, mobile-based e-learning techniques, and similar tools. Additionally, it was shown that most students believe that the most important reason to implement e-learning methods is because it “promotes student-centred learning.” Further research reveals that factors such as educational background, time spent learning about e-learning, place of residence, and length of e-learning participation are highly related to students' perceptions of e-learning. Additionally, it is shown that most students claim to have encountered difficulties with e-learning as a result of adaptability, computer literacy, time management, self-motivation, and technological difficulties.

Keywords: perception on e-learning, most preferred method of e-learning, problems faced, college students.

Introduction

A computer-based educational tool or system called “e-learning” allows you to learn at any time and from any location. Although in the past e-learning was supplied via

a combination of computer-based means such CD-ROM, today most e-learning is delivered through the internet. The use of tools that provide the impression that one is within the classroom allows the geographical distance to be closed thanks to the advancements in technology. The capacity to distribute content in a variety of formats, including videos, slideshows, word documents, and PDFs, is provided by e-learning. Users also have the option of conducting webinars (live online classes) and chatting with instructors on discussion boards.

The delivery of courses is made possible through a variety of several e-learning platforms (often referred to as learning management systems, or LMSs for short). Numerous tasks, such as test marking and content generation, can be automated with the correct equipment. Even the busiest individual can advance their profession and acquire new credentials thanks to e-learning, which gives students the flexibility to fit learning around their schedules.

Since the advent of the internet, some of the most significant advancements in education have taken place. Today's students are accustomed to utilising smart phones, texting, and the internet, making it easy for them to participate in and manage an online course. Students can stay in touch and debate course-related topics online via message boards, social media, and a variety of other online communication tools, which fosters a sense of community.

The technologies that can be used to make a course entertaining are always evolving in the fast-paced world of e-learning, and course content can and should be updated promptly to give students the most recent information. This is essential if the employees who are receiving the e-learning training work in a field where staying up to date with changes in the field is important. One reason why many companies now provide training through e-learning is for this reason. Other advantages include low costs and the freedom for employees to study at their convenience. Overall, traditional education is expensive, time-consuming, and has unpredictable outcomes. An alternative that is quicker, less expensive, and possibly better is provided through e-learning.

Statement of the Problem

Students in colleges today are exposed to many forms of technology in many areas of their lives. They actively participate in social networking, text messaging, blogging, content sharing, online learning, and other activities on a regular basis using desktop computers, laptops, tablets, and cell phones. In order to better serve their students, many educational institutions are now moving their learning and development initiatives online. But it's still difficult to select the appropriate approaches for their system depending on their requirements. E-learning programme selection is influenced by a variety of variables, including a thorough examination of the needs, target audience, task, topic, and evaluation methods. In addition to these analyses, the National Training Laboratories' Learning Pyramid principle is also quite significant. The efficacy and financial benefits for the organizations are directly impacted by selecting the best delivery options. In light of this, it is critical to understand the preferred e-learning approach among college students, as well as their opinions of the outcomes of e-learning and the challenges they encountered.

Objectives of the Study

The study's goals are listed as follows:

- To determine the most preferred method of e-learning among college students.
- To understand how students perceive e-learning and the factors that affect how they perceive it.
- To determine the issues that students with online learning methods encounter.

Research Methodology

The information needed for the study was gathered by means of a structured questionnaire in order to determine the preferred e-learning technique, the level of perception of e-learning, and the challenges encountered when learning using online resources. Out of the 150 questionnaires distributed, 132 are collected, and of the 132 collected questionnaires, 120 are selected for analysis due to the twelve questionnaires' lack of complete information. The sample respondents are chosen using the convenience sampling technique. Reorganized and combined into a master table were the primary data that had been gathered. In order to analyse the data and make conclusions, Chi-square,

Friedman rank test, and simple percentage are used. The estimated Chi-square value has been compared to the respected table value in order to draw conclusions. Testing on a one and fine percent level was done on the results.

Results of the Study

The study's findings include the personal information of the sample students, sources of awareness, periods during which they were aware of and engaged in e-learning activities, the method of e-learning chosen, perceptions about e-learning, factors influencing those perceptions, and challenges encountered with e-learning.

(i) Personal Details of Sample Students

This section contains the findings in relation to group of study, area of residence, age, gender, and educational background.

- 62 students (51.67%) are primarily from the town area
- The majority of 61 (50.83%) students are between the ages of 21 and 25
- 76 (63.33%) of the total, are female
- Undergraduates make up the majority of 61 (50.83%) students
- 68 respondents (56.67%) are in the science group

(ii) Sources of Awareness, Period of Awareness and Period of Undergoing E-Learning

- 42 (35.00) of the students were among those who learned about e-learning through friends
- Most of the 46 students (38.33%) had used e-learning for up to two years
- The majority of the students, 67 (54.83%), are engaging in up to two years of e-learning practices

(iii) Method of E-Learning Adopted

The majority of students have adopted e-learning practices through CBTs or WBTs and mobile-based e-learning methods, which are followed by self-study, stimulation-based,

video/audio tape-based, social media-based, game-based, and blended or instructor-led based e-learning methods.

(iv) Students’ Perception on E-Learning – Friedman Rank Test

The majority of the students' perceptions show that the most important aspect of the e-learning practices adopted is “promotes student-centred learning,” which is followed by “provides less time pressure on students,” “provides easy update,” “level of reflecting is high,” “can be easily managed for large group of students,” “encourages wider student participation,” “produces more in-depth and reasoned discussions,” and similar things. However, the majority of students believe that the least important aspect of the e-learning practices used is “less expensive,” which is followed by “reduces the human efforts,” “few hierarchical,” “leads to increased retention,” “more structured,” and other similar statements.

(v) Variables Associated with Students’ Perception on E-Learning – Chi-Square Test

Here are the results of the study into the factors that affect how students perceive e-learning.

Table 1: Select Variables and Level of Perception

Variables	χ^2 Value	d.f.	Table Value	
			5% Level	1% Level
Area of Residence	7.534*	2	5.991	9.210
Age	4.838	6	12.592	16.812
Gender	4.861	2	5.991	9.210
Educational Qualification	14.174**	6	12.592	16.812
Group of Study	5.090	2	5.991	9.210
Period of Awareness about E-Learning	14.646**	4	9.488	13.277
Period of Undergoing E-Learning	12.826*	4	9.488	13.277

* Significant at five per cent level

** Significant at one per cent level

According to Table 1, four of the seven total variables identified to be relevant with students' perceptions of e-learning outcomes are shown to be the most prevalent. Two of them, namely educational background and amount of time spent learning about e-learning, are found to be highly significant with students' perception levels at a one per cent level, while the other two, such as residence area and amount of time spent learning about e-learning, are found to be significantly associated with students' perception levels at a five per cent level.

(vi) Problems Faced While Learning through Online Methods

Most of the students report having difficulty with e-learning as a result of their adaptability, followed by computer literacy, time management, self-motivation, and technological difficulties.

Suggestions

The following recommendations are made considering the study's findings and the ideas provided by the students at the time of data collection.

- Since only a small percentage of students have chosen to use blended e-learning, instructor-led training, game-based learning, social media learning, or video/audio tape methods, knowledge of the value of employing these e-learning techniques has been spread through credible media.
- The teaching community needs to be made aware of the advantages of e-learning, since this will help students who are interested in pursuing their education online.
- The students' personal information must be safeguarded with care.
- Information sharing distractions must be minimized or eliminated by taking the necessary measures.
- To give kids more confidence using internet tools, security issues should be minimized.
- By providing more fascinating instances, dull or monotonous elements can be made more interesting.

- The government should support students by expanding the number of free or inexpensive online certification programmes available.

Conclusion

The goal of the current study is to determine how students feel about e-learning. The study's findings show that most students learned about e-learning techniques from their peers and that most of them have been engaging in it for up to two years. Additionally, it is established that the majority of students have embraced e-learning techniques using CBTs or WBTs and mobile-based e-learning methods. According to students' perceptions of e-learning, the most important factor for adopting e-learning practices is that it “promotes student-centred learning,” and factors like place of residence, educational background, time spent learning about e-learning, and time spent engaging in e-learning activities are found to be significant with students' level of perception on e-learning. Finally, it was discovered that the adaptation factor, followed by computer literacy, time management, self-motivation, and technological concerns, caused the bulk of the students' e-learning difficulties.

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