

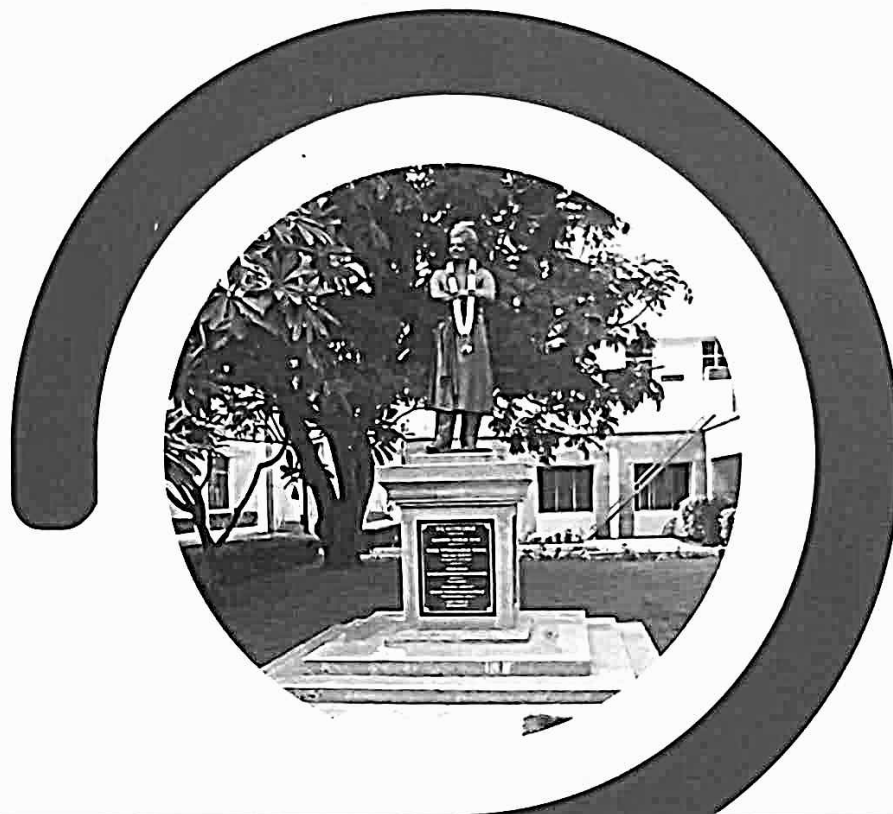


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Students Attitudes towards E-Learning in Pollachi Taluk

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ABSTRACT

The study explored student readiness for e-learning in Pollachi Taluk. In the last decade the impact of technology and multimedia on training, learning and education has increased at a rapid pace. There are different theoretical views, highlighting different schools of thoughts in the area. E-learning deals with the impact of technologies on learning and teaching. Within an organization the e-learning environment is utilized to train and educate the employees on their professional roles and organizational strategies and policies. There are numerous perspectives on the impact of an e-learning environment in corporate training. The responses imply that students have a slightly positive perception towards e-learning.

Keywords: *Technology, Multimedia, Teaching, Environment*

INTRODUCTION

E-learning processes include Web-based learning, computer-based learning, virtual classroom training and use of multimedia or digital content. The digital content is delivered via the Internet, audio or video tape, CD-ROM or satellite TV. It includes multimedia or digital content in the form of text, image, animation, video and audio. Abbreviations like CBT (Computer-Based Training), IBT (Internet-Based Training) or WBT (Web-Based Training) are generally used as synonyms to e-learning.

E-learning is naturally suited to distance learning and flexible learning, but can also be used along with face-to-face or traditional teaching, in which case the term Blended learning is commonly used. Sameer (2009) defines Blended Learning as a fruitful effort in integrating live classroom activities including face-to-face instructions along with online learning and instructions so as to reap the maximum benefits by utilizing the best elements of all through effective planning by an ideal facilitator.

REVIEW OF LITERATURE

Li Xiao and Subhasish Dasgupta (2006), carried out a study entitled "User Satisfaction and Web Portal Use", to examines whether behavioral and demographical factors. A sample of 340 undergraduate and

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post graduate students are collected by adopted Purposive random sampling method. Tools like descriptive statistics have been used to analyse the data. The outcome of the study reveals, that the more people use the web, they are most satisfied with web portals. Sridevi (2010) carried out a study entitled, "Attitude of Secondary School Teachers towards E-Learning", to examine secondary school teachers' attitude towards e-learning. The required data for the study have been collected through issue of questionnaire. The results of the reveals that, only meager percentage of teachers have positive attitude towards e-learning and urban teachers have better favorable attitude when compared with rural teachers. Josua Tarigan (2011), in his study entitled that "Factors Influencing Users Satisfaction on E-Learning Systems", to evaluate user satisfaction and examine the association between user satisfaction and the qualities in the e-learning systems of Multinational Company. He find out that four dimensions of e-learning satisfaction have a positive influence with user satisfaction. Ramayah et al., (2012), carried out a study entitled "System Characteristics, Satisfaction and E-Learning Usage: A Structural Equation Model (SEM)", examines the impact of perceived quality on user satisfaction and usage continuance of the e-learning system among students in a public university in Malaysia. The researcher find out that satisfaction, system quality and service quality were positively related to continuance intention explaining of the variance. Bens Pardamean et al., (2014), carried out a study entitled "A Systematic Approach to improving E-Learning Implementations in High Schools". This study was based on the current growing trend of implementing e-learning in high schools. The data have been collected through issue of questionnaire. They found that the student's computer skills had a strong correlation with their achievements. Therefore, it is important to consider the influence of computer skills on achievement when implementing ICT into the learning process. Nasrudin Md Rahim et al., (2014) conducted a study entitled, "Assessing Students' Readiness Towards e-Learning", to gauge the readiness of Unisel's students in e- Learning environment. They find that most of the respondents are accessing the technologies that are required for e-Learning environment and respondents are knowledgeable regarding the basic Internet skills. Raymond Selorm Mamattah (2017), carried out a study entitled "Students' Perceptions of E-Learning", to discover students' opinions of e-learning, which is an alternative to traditional classroom teaching and learning. The required data for the study have been collected in primary through issue of questionnaires. Resultant of the study specifies that students prefer hybrid learning, educational institutions can also collaborate with institutions already in possession of the technology necessary to offer e-learning courses.

STATEMENT OF THE PROBLEM

The present study entitled "College Students Attitudes Towards E-Learning" is undertaken to assess the extent of use of e-learning resources in Pollachi Taluk and the difficulties faced by the students in learning. The outcome of the study is expected to help in better understanding the current status of e-learning resources in our Education and discovering the means to improve the same. This leads the following queries:

- What is the quantum of student's level of awareness of E-learning tools?
- What are the purposes of using e-learning methods?
- What type of problems that occur while using the internet for E-learning?

OBJECTIVES OF THE STUDY

The current study is initiated with the following goals

Students Attitudes towards E-Learning In Pollachi Taluk

- To understand the students satisfaction towards E-Learning tools.
- To ascertain the purpose of using e-learning methods.
- To know the factors influence to use of E-learning tools.

METHODOLOGY

The current study is predominantly based on primary data which is obtained through issue of questionnaire to the student's awareness, preference and utilization of E-learning web portals. The questionnaire includes questions pertaining to socio-economic profile of sample students, their details of using E-learning tools, Satisfaction of E-learning methods. The necessary data for the study have been obtained through issue of 120 questionnaires to the students using E-learning methods in Pollachi Taluk. Convenience sampling technique has been adopted to collect the data from the sample consumers. The data have been analyzed by making use of statistical tools like Simple Percentage and Weighted Average Rank Method.

SIGNIFICANCE OF THE STUDY

Development of an E-Learning class bulletin board that facilitates virtual interaction of students and lecturer in an academic environment. This work is unique and makes special contributions to knowledge in terms of developing an e-Learning class bulletin board; it also adds some components (Home, Chat and Attachment) to the original source code downloaded from the Internet. Learning institutions are beginning to witness a considerable impact of technology in education. Positive attitudes can help students to deal with the new situation with lesser stress and so enable them to take steps appropriately in tune with the need of the society.

LIMITATIONS OF THE STUDY

The current study is largely based on primary data and thus the data gathered may be biased in nature. Further, as the study has been carried out in scrutinizing the students' attitudes towards e-learning In Pollachi Taluk alone, enough care has to be worked out while enlarging the outcomes of the study to other areas.

Analysis and Interpretations Socio – Economic Profile

Table -I

Particulars	No. of Respondents	Percentage
Age		
Below 20 years	87	72.50
21-25 years	21	17.50
26-30 years	12	10.00
Gender		
Male	52	43.30
Female	68	56.70
Area of Residence		
Rural	46	38.30
Urban	74	61.70
Educational Qualification		
Up to HSC	42	35.00
Under Graduate	50	41.70
Post Graduate	28	23.40
Year of Study		
1st year	26	21.70

Particulars	No. of Respondents	Percentage
2nd year	67	55.80
3rd year	27	22.50
Department		
Arts	22	18.30
Commerce	37	30.80
Mathematics	10	8.30
Science	8	6.70
Computer Science	22	18.30
Management	21	17.25
Reason for Choose Online Courses		
Convenience	12	10.00
Teaching methods	29	24.20
Teaching tools	06	05.00
Time Saving	04	03.30
Course fees	10	08.30
Timing	25	20.80
Availability	27	22.50
More Course	02	01.70
Distance learning method	05	04.20
Source of Influence		
Whatsapp	12	10.00
Facebook	32	26.70
You tube	16	13.30
Emails	12	10.00
Agents	12	10.00
Teacher	19	15.80
Websites friends	10	08.30
Newspaper /advertisement	07	05.80
Source to Access online courses		
Mobile	26	21.70
Laptop	35	29.20
Tablet	45	37.50
PC	14	11.70
Satisfied in Online Learning		
Yes	111	92.50
No	90	07.50

Source: Primary data

WEIGHTED AVERAGE RANK ANALYSIS

The weighted average formula is used to calculate the average value of a particular set of numbers with different levels of relevance. The relevance of each number is called its weight. The weights should be represented as a percentage of the total relevancy. Therefore, all weights should be equal to 100% or 1.

In this method the interesting to reading pages selected for ranking is limitation of online courses. The Classifications are A minimum level of computer knowledge, Require more time to learn, Lack of immediate feedback, Breakdown of technology delay in getting information, Online courses require good time management skills, Need to be an active learner and Responsible for our own learning.

Students Attitudes towards E-Learning In Pollachi Taluk

Table - 4.24
Limitations of online Courses

Rank	Weight	A minimum level of computer knowledge		Require more time to learn		Lack of immediate feedback		technology delay in getting information		Online courses require good time management skills		Need to be an active learner		Responsible for our own learning	
		No of respondents	score	No of respondents	score	No of respondents	score	No of respondents	score	No of respondents	score	No of respondents	score	No of respondents	score
I	7	40	280	16	112	13	91	24	168	8	56	9	63	8	56
II	6	16	96	6	36	8	48	33	198	18	108	23	138	20	120
III	5	4	20	16	80	10	50	23	115	23	115	34	170	10	50
IV	4	6	24	15	60	52	208	9	36	14	56	10	40	10	40
V	3	12	36	32	96	14	42	13	39	19	57	22	66	10	30
VI	2	31	62	10	20	14	28	6	12	30	60	12	24	17	34
VII	1	11	11	25	25	9	9	12	12	8	8	10	10	45	45
Total		529		429		476		580		460		511		375	
Average		75.57		61.29		68		82.86		65.71		73		53.57	
RANK		II		VI		IV		I		V		III		VII	

From the above table out of 120 respondents rankings the 1st rank is given to Breakdown of technology delay in getting information, 2nd rank is given to minimum level of computer knowledge, 3rd rank is given to need to be an active learner, 4th rank is given to lack of immediate feedback and 5th rank is given to online courses require good time management skills and 6th rank is given to Require more time to learn and 7th rank is given to responsible for our own learning.

SUMMARY OF FINDINGS

- Greater part of the respondents belongs to up to 20 year's age group.
- Greater part of the sample respondents is female.
- Greater part of the sample respondents belong to urban area.
- Most of the respondents are under graduate holders.
- Most of respondents are doing a 2nd year.
- Greater parts of the respondents have commerce students.
- Greater part of the respondents have teaching methods reason for choosing the online courses.
- Most 32 (26.7%) respondents have known about e-learning through facebook influence.
- Larger parts of the 35 (29.2%) respondents have used E-learning tools through Laptop.
- A larger part of the respondents are satisfied with online learning.

WEIGHTED AVERAGE RANK ANALYSIS

Out of 120 respondents rankings the 1st rank is given to Breakdown of technology delay in getting information, 2nd rank is given to minimum level of computer knowledge, 3rd rank is given to need to be an active learner, 4th rank is given to lack of immediate feedback and 5th rank is given to online courses require good time management skills and 6th rank is given to Require more time to learn and 7th rank is given to responsible for our own learning.

SUGGESTIONS

Based on the results of the current study, the researchers would like to suggest the following recommendations.

- The extensive and appropriate use of the internet and modern technologies can make up the lack of campus activities and the rarity of student-instructor interaction.
- Conduct similar studies for further investigation of instructors' attitudes to the e-learning.
- Further research is recommended to identify other variables such as (class level, learning method, and motivation type) that may affect the students' attitudes toward e-learning.

The lack of knowledge in computer skills along with poor technological infra structure and resource can be a challenge for implementation of E – learning.

CONCLUSION

The result of the study shows that the strategy of implementing e-learning will be the best way for students to be aware of new technology and willing to study in various concepts. The used of new technology will make them interested in searching and upgrading their knowledge. The management should maintain the technology in campus in order to ensure e-learning could be useful to the students. These are because most of the students are still teenagers and they interested in interactive concepts of learning. Moreover, the interactive concept that can be used in e-learning will make the study more interesting. Nowadays, the concepts of e-learning should be wider since the technology today provides many opportunities to the academician and students in gather their knowledge.

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