



ORIGINAL RESEARCH PAPER

Education

A STUDY ON STUDENT'S PERCEPTION TOWARDS E-LEARNING - WITH SPECIAL REFERENCE TO COCHIN CITY

KEY WORDS: E-learning , Perception

Tittu Elizabeth Biju

Assistant Professor Marian College, Kuttikanam

ABSTRACT

E-learning means Electronic Learning and it is basically the online delivery of information, communication, training and learning. E-Learning enables the individual to plan and direct his/her own learning process, so each student takes the responsibility of his/her own learning. In additional, the forums, created within the E-Learning system, provide students with a discussion environment where problems are solved cooperatively in chat rooms. It enables the user not the one-way communication as in the classroom education but the duplex interaction. The present study is based on the primary data collected from 60 respondents in the Ernakulum District and secondary data from journal, newspaper and internet. The objectives of the study are 1) To know the different kinds of e-learning techniques to which the students are exposed to 2) To understand the most preferred features of e-learning techniques among e-learning users 3) To explore and classify the perception of e-learners of about e-learning 4) To document the hindrances faced by students, if any based in the study. The results of the study shows that most of the students use search engine for daily e-learning purpose. The most preferred feature is the convenience and time and cost effectiveness. Regarding the perception majority of the students has a positive attitude and most important hindrances is lack of interaction between classmates and teachers and lack of timely feedback.

INTRODUCTION

The advancement of Information Technology has impacted on how things are done, its influence on teaching and learning, thus becomes increasingly complex and widespread. The use of latest technology means that one no longer needs to be located in a conventional classroom in order to be educated. Teaching and learning can be done with the help of technology ie, e-learning. The term e-learning has been widely used in education since the mid-1990s. It provides tools for learners to be in contact with peers and teachers outside the classroom. It empowers learners to manage their own learning and in the most appropriate way for each learner. Moreover, e-learning platform based on network promote personal knowledge accumulation and group knowledge sharing, which can improve learning efficiency, facilitate the innovation of knowledge, and then enhance the core competitiveness of individual and group (Dhiman Kar, 2014). As a result of this, e-learning platform appears as the efforts to make a step forward towards a more effective and quality education. It enables learners to a wide range of learning resources and learning can occur anywhere, anytime, and there are no longer any geographical constraints to learning. The rising demand and growing consumer experience with flexible education programs to support career development and lifelong learning has increased the expectations of students for quality instruction, effective educational outcomes, and finally satisfaction for e-learning. So, students are expecting more from their e-learning experiences. This research aims to study students perceptions on e-learning, as they are the main beneficiaries of this IT enabled learning, hence the need to know what they think of this mode of teaching and learning is paramount.

STATEMENT OF THE PROBLEM

The study raises the following questions for investigation: What are the different kinds of e-learning techniques to which students are exposed? What are the most preferred features in e-learning technique? What are the perceptions of students about e-learning? Whether they adopt e-learning over traditional learning? Whether they face any challenges while scaling up of e-learning? The problem is stated as '**A STUDY ON STUDENT'S PERCEPTION TOWARDS E-LEARNING - A SPECIAL REFERENCE TO COCHIN CITY**'

SCOPE OF THE STUDY

A McKenzie²⁷ report has indicated that, by 2008 we need to develop over 2.2 million IT knowledge workers. The demand for higher education is expanding exponentially throughout the world and by 2025 as many as 150 million people will be seeking Higher Education. Yet the current education system seems to be unable to equip students with variety of these skills. Fortunately, E-learning has the answer to all of these issues. Therefore it is felt necessary to

conduct a research to understand the perception of students towards e-learning platform.

OBJECTIVES OF THE STUDY

The study intended to achieve the following objectives:

1. To know the different kinds of e-learning techniques to which the students are exposed to.
2. To understand the most preferred features of e-learning techniques among e-learning users.
3. To explore and classify the perception of e-learners of about e-learning.
4. To document the hindrances faced by students, if any based in the study.

RESEARCH DESIGN

The study has adopted a descriptive, analytical and exploratory research design.

SOURCES OF DATA

This study was based on both primary and secondary data. The primary data was collected through questionnaire specifically designed for the survey. The secondary data was gathered from relevant journals, newspapers and internet.

SAMPLE DESIGN

Universe: The population of the study is the students in Ernakulum District.

Sample size: Out of the population, a sample of 60 students was drawn from Ernakulum District.

Sampling technique: The sampling technique used in the study is Convenience sampling

TOOLS FOR ANALYSIS

The collected data from the respondents was gathered, consolidated and analysed. The analysis includes use of Percentage analysis, objective based analysis illustrations through tables and charts Based on those findings, conclusion was drawn and suggestions were made

ANALYSIS AND FINDINGS

The objective based analysis is done in order to get a summarized view of the details regarding all the objectives of the study. It helps us to find out the true results of the objectives with regard to the topic.

For this purpose, questions are created relating to each objective. That is, under each objective, there are questions that the respondents should answer. Under objective analysis, the analysis

is done by combining the data collected from the questions. The options under each question are given scores ranging from one to five. The scores are provided in relation with the most expected answer among them (five being the most expected and one being the least expected). Therefore, the maximum score for a person would be 25 and the minimum will be 5. Under one objective, the score of all five questions for each respondent is recorded and the maximum scores are calculated. This will be done for all the fifty respondents and for all the five objectives.

Based on the maximum and minimum score, the analysis can be done by creating three classes. For positive perception the class intervals are 9 to 20 , 21 to 32 and 33 to 45. The class intervals for limitations are 6 to 15, 16 to 25 and 26 to 36. Each class represents low, medium and high level respectively. Each level represents the perception of students towards e-learning. The frequency of respondents under each level according to their score is recorded. The data so collected will be then converted into percentage and then table are created to find out the opinion of the respondents regarding e-learning (low, medium or high) . This process will be done for all the objectives of the study

Different kinds of e-learning techniques to which the students are exposed to:

Table 1

Technique Usage	Video Conferencing	E-mail	Search Engine	Audio/ Visual Tapes	Virtual Classroom
Daily	8	7	17	16	15
5-6 times	2	6	1	1	8
3-4 times	1	1	6	1	2
Once	0	0	0	1	0

Source:Survey Data

Inference: From the table ,it is clearly evident that the repondents are exposed to different kinds of e-learning techniques.It has been identified that among the respondents maximum of 17 students use search engine and minimum of 8 students use video conferencing daily for e-learning purposes.Majority repondents use e-learning techniques frequently. It is also evident that none of the respondents are not exposed to any kind of e-learning teschnique. Hence it can be concluded that majority respondents are exposed to different kind of e-learning techniques.

Most preferred feature of e-learning techniques among e-learning users.

Table 2

Particulars	No. of Respondents	Percentage	Rank
Convenience	16	32	I
Time and Cost effective	10	20	II
Flexible	9	18	III
Immediate Update	6	12	IV
Customized	3	6	VI
Global Reach	6	12	IV
Total	50	100	

Source:Survey Data

Inference: Based on the objeptive analysis ,it is evident that convience occupies Rank I followed by time and cost effectiveness,flexible, immediate update and global reach . The least preference is customisation which is ranked at VI. Perception of e-learners about e-learning.

Table 3

Class intervals	No: of Respondents	Percentage
Low	0	0
Medium	2	4
High	48	96
Total	50	100

Source:Survey Data

Inference: The level of perception among the respondents about e-learning is High as the combined response of all the respondents reveal that 96 percent of the respondents have high level of perception for the class interval 33-45.

Limitations faced by students, if any based on the study

Table 4

Class intervals	No: of Respondents	Percentage
Low	4	8
Medium	41	82
High	5	10
Total	50	100

Source:Survey Data

Inference: The limitations of e-learning were analysed in the survey.It states that 82 percent of repondents gives an Medium (average) feedback regarding the limitations of e-learning.

CONCLUSION

On the basis of analysis and findings it is evident that most of the students use search engine for daily e-learning purpose.The most preferred feature is the convience and time and cost effectiveness . Regarding the perception, 96% of students has a positive perception and most important hindrances faced by the students in using e-learning include lack of interaction between classmates and teachers, lack of timely feedback and lack of computer skill. Hence it is concluded that the students prefer blended form of learning which combines traditional and e-learning technique.

SUGGESTION

- Government can provide awareness and training especially to rural community enabling them to be exposed to various e-learning opportunities at less cost which can be done through its digital India Campaign.
- E-learning providers and various e-learning apps should be constructed in way that it reduces the complexity in e-learning processes. E-learning process and procedures should be simple to understand and to follow.
- Audio and video tapes can be made attractive by improving the quality and also through frequent updating of the information in accordance with the changing scenario.
- Respondents is of the opinion that video conferencing is not much preferred due to the instability of network connections which interrupts the communication. Hence better connectivity facilities through Digital India programme etc will increases the usage of these e-learning modes
- E-learning techniques must be incorporated in academics thereby reducing the hindrance of being unaware of using the same.
- E-learning through e-mail can be made effective by providing timely feedback and communication between the providers and the users

REFERENCES

1. Kothari C. R ., 1992 Research Methodology ,Methods and Technique New Delhi: Wiley Eastern Press
2. United Nations Development Programme, UNDP (1993) Human Development Report 1993: People's Participation Technical Report. Retrieved from UNDP, <http://hdr.undp.org/en/reports/global/hdr1993/>
3. Emmanuel.E. (2013). Online education:MOOCs taken by educated few. Nature , 342-503.
4. Lane, A. (2009). The Impact of Openness on Bridging Educational Digital Divides. The International Review of Research in Open and Distance Learning , 5.
5. Ming-Chi-Lee. (2010). Explaining and predicting users' continuance intention toward e-learning: An extension of the expectation–confirmation mode. Computer and Education, 506-516.
6. Veletsianos, G. (2010). Emerging Technologies in Distance Education. Edmonton: AU Press, Athabasca University.

WEBSITES

7. <https://onlinelearningconsortium.org/>
8. https://intranet.csc.liv.ac.uk/department/its/Departmental_E-Learning_Cop
9. <https://elearningindustry.com/elearning-authors/>
10. <http://meity.gov.in/content/e-learning>