

To study the relationship between various family income groups of students and their level of satisfaction towards E-Learning model

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Abstract - E-learning has greater potential to impact the learning outcomes of college students by acquisition of innovative skills and knowledge, and also the development of learner autonomy. Classroom teaching also imposes restriction on the number of students that can be enrolled, resulting in a large number of deserving students losing opportunity to receive quality education. Adopting e-learning model of education by private colleges in Mumbai and Pune, could be one of the solutions for addressing the above concerns. Proposed research has helped in evaluating the feasibility of e-learning & its impact in private colleges in Mumbai and Pune. Results decipher, that there is a significant Impact of e-learning use on the acquisition of knowledge and skills of College going students of Mumbai and Pune. Thus all features have a significant impact on acquisition of knowledge and skills.

Keywords: E-Learning, Satisfaction, Impact, students, E-learning model.

I. INTRODUCTION

Students are the building blocks of any nation they have played an important role in developing the country. Use of e-learning in learning is seen as a base for empowering students through learning related consideration. c. Handful of private colleges have implemented elementary form of technology intervention in their education model (like projectors, video conferencing etc). Feasibility study and impact analysis of a complete e-learning model (with interactive subject based modules, online assessments, mobile apps based learning, discussion forums) is still missing. All the colleges these days try to use this existing e-learning tool and techniques to guarantee that the learning programs benefit the college students. E-learning techniques make the use of electronic devices for the objective of encouraging students and compelling them to get into learning activities and gain knowledge. Learning requirement of the rural and urban student are made satisfied absolutely through the E-learning. E-learning improves the quality of teaching of students as it enhances participation, involvement, and attention through virtual classrooms.

II. CONCEPTUAL FRAMEWORK

E-learning has built a new learning style through the Internet. E-learning is adapted and implemented by colleges as it is not restricted by space and time; it removes the pitfalls and bottlenecks of traditional teaching methodology by providing an individual multi-interaction. E-learning can be precisely defined as, learning with the “e” as the one and only learning tool; that is the way of electronic learning,

online learning or the Internet learning. E-learning will create a lot of advantages for learners in the future and hence it is on its way to becoming the mainstream of learning in the future. The first advantage is of sharing which is removing the space limitation for learning. Second, no more time limitation, learners can learn anytime online provided the teaching platform server and the Internet network function normally.

III. REVIEW OF LITERATURE

Srivastava (2013) observed that E-learning is growing in education & training sector with more & more students joining E-learning & more & more companies providing training to their employees through e-learning because of cost, time, conveyance etc. Tripathi J (2010), at each stage cost analysis should be done to ensure project remains within allocated budget. The quality factors could help in identifying issues in quality of E-learning in Indian context & thereby formulating strategies accordingly, which would result in efficient (in terms of cost) & effective (in terms of outcomes) E-learning practices Agariya, Singh (2007). Noirid (2007) E-learning has given a platform to the learner based education environment and is providing learning as per demand with updated each minute knowledge.

Nelasco (2007) The benefits of e-learning as integration; access to best faculty & quality study material; dust free environment; individualized instructions; learning by doing; self-paced; flexible; cost effective; zero opportunity cost of time; enrich learning with simulation, gaming & interactivity. To enhance the quality of higher education, teaching and research so that Elearning could be promoted

across the Indian Universities/Institutions/Research Labs. Virtual classes have started in IIT's, IIM's etc on NKN. Data centers, sharing of computer labs & medicals labs are some features of NKN Saxena (2011).

IV. RESEARCH METHODOLOGY

This research study was intended to perform a careful empirical study of the Colleges of Mumbai and Pune which have adopted E-learning model successfully from student's perspective. The proposed research will help in evaluating the feasibility of E-learning and its impact on college going students of private colleges in Mumbai and Pune. The present study will analyze the impact of E-learning on the students' education and interpret the result and conclusion on the basis of the findings.

4.1 Objectives of the study

1. To analyze the impact of E-learning in the selected private colleges of Mumbai and Pune.
2. To study the level of satisfaction towards E-learning implementation amongst students.

4.2 Sampling Design

Total students selected for the study purpose were 300 out of which 25 students have been chosen from 6 colleges of Mumbai and 6 Colleges of Pune. To analyze the practicability of E-learning its implementation and the impact of E-learning in the selected private colleges, total 300 questionnaires were distributed to the respondents (students) of Mumbai and Pune.

To seek the data from the respondents' convenient sampling procedure will be followed. The Convenient and Judgmental Sampling Procedure, a non-random sampling technique has been used to choose the colleges located in the area of the study and the same sampling method has been used for the choosing the respondents for the study, possibility of implementation E-learning model and to analyze the impact of E-learning on the students of the selected private colleges.

The scope of the study was confined to the college going students of Mumbai and Pune. The research design of the study shall be exploratory to be followed by causal and descriptive studies.

4.3 Methods of Data Collection

To achieve the objectives of the study required data were collected through both primary and secondary data sources.

Primary Data

1. Recorded data and fact sheets from the college's journals database.
2. Observing the opinion of the respondents through a set of the questions presented in the questionnaire.

3. Information has been sought from the participants about their views and perception on the E-learning model and its applicability with its cost, time and other including the factors affecting this model of the study.
4. Special questions have been asked to examine the practicability of E-learning implementation and analyze the impact of E-learning model.

Secondary data

For the purpose of collecting secondary data, the researcher has been to various libraries to gather the information related to the research. The use of the internet was also of great help to the researcher for this apparel and brand awareness E-learning model related topic through various search engines namely, j-getplus.com, Google Scholar, ask.com, google.com, yahoo.com, exp.com, respond.com, and others. Websites like bnet.com and ssnr.com, Springer, emerald, also proved very helpful where are searcher found a good repository of international research papers

4.4 Research Tools

To investigate the level of satisfaction of students on present E-learning models that help them achieve their learning outcomes and the level of agreement of respondents towards the Impact of e-learning applicability on the acquisition of knowledge and skill has been analyzed with five-point Likert scale ranging from strongly agrees to strongly disagree.

- i. Questionnaire
- ii. Statistical data analysis tools crosstabulations, chi-square test, and symmetric measures were used.

4.5 Hypothesis

To find out the relationship between the demographic variable family income of students and their level of satisfaction of e-learning model following hypothesis has been formulated

- H₀:- There is no significant relationship among the various family income groups of students and their level of satisfaction of e-learning model
- H₁:- There is a significant relationship among the various family income groups of students and their level of satisfaction of e-learning model

4.6 Limitation & Scope of the Study

1. A proper care has been taken in selecting the sample size and was sufficient in terms of survey research but a large response would have increased the authenticity of statistics and brought greater assurance to the results.
2. Respondents were to be convinced to give their opinion according to the requirement of the

research and the subject of the study. It consumed a lot of time.

- As it has been always experienced that time and resource used in any research work is a big constraint.

- Moreover, the pressures of the time may restrain the attention of the participants to the question he responds. It may compel him to give a cursory answer or compel to give an incomplete answer.

V. ANALYSIS

Table 5.1:- Crosstabulation of Family income * Satisfaction level of E-Learning (C1)

Family income * SLE (C1) Crosstabulation							
Count							
		SLE (C1)					Total
		Never	Rarely	Sometimes	Often	Always	
Family income	Up to 50,000	2	60	131	3	3	199
	50,000 - 100000	0	29	5	1	2	37
	100,000 – 1,50,000	0	23	15	2	0	40
	1,50,000 - 200000	0	2	4	0	1	7
	200000- 2,50,000	1	1	5	2	0	9
	2,50,000/- above	0	4	1	1	2	8
Total		3	119	161	9	8	300

From the above **Table 5.1**, it could be interpreted that majority of the respondents awarded the good degree of agreement to the relationship among the various family income groups of students and their level of satisfaction of e-learning model. Out of 300 respondents (161) respondents sometime agreed and (119) were rarely agree that family income of students impacts their level of satisfaction of e-learning model.

Table 5.2:- Chi-Square Tests of Family income * Satisfaction level of E-Learning (C1)

Chi-Square Tests			
	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	92.810 ^a	20	.000
Likelihood Ratio	73.684	20	.000
Linear-by-Linear Association	.192	1	.662
N of Valid Cases	300		

a. 22 cells (73.3%) have expected count less than 5. The minimum expected count is .07.

From the above **Table 5.2**, it could be interpreted that Asymp. Sig. (2-Sided) the column value is less than .05 which shows that there is significant relationship between various family income groups of respondents their level of satisfaction of e-learning model. So it could be decoded that the level of satisfaction of respondents varies as the family income varies.

Table 5.3:- Symmetric Measures of Family income * Satisfaction level of E-Learning (C1)

Symmetric Measures						
		Value	Asymp. Error ^a	Std.	Approx. T ^b	Approx. Sig.
Interval by Interval	Pearson's R	.025	.083		.437	.662 ^c
Ordinal by Ordinal	Spearman Correlation	.150	.065		-2.627	.009 ^c
N of Valid Cases		300				

a. Not assuming the null hypothesis.
b. Using the asymptotic standard error assuming the null hypothesis.
c. Based on normal approximation.

From the above **Table, 5.3** we can interpret by value and Approx Sig. columns that relationship between various family income groups of respondents their level of

satisfaction of e-learning model is **positively significant**. Periodic observations were performed by Pearson's and Ordinal at different intervals by Ordinal analysis which was

performed by Spearman Correlation. The correlation found **positively significant** by observed values, like for Pearson's it was (0.025) and for Spearman it was (0.150). Their Approx Sig. value for Pearson's R was 0.662 and for Spearman Correlation was found to be 0.009. This research successfully investigated the level of satisfaction of students on present E-learning models that help them to achieve their learning outcomes. Also in the same section level of agreement of respondents towards the Impact of e-learning use on the acquisition of knowledge and skill has been analyzed. Also, there is significant relationship between various family income groups of respondents their level of satisfaction of e-learning model. So it could be decoded that the level of satisfaction of respondents varies as the family income varies.

VI. CONCLUSION

It is concluded that majority of the respondents awarded the good degree of agreement to the relationship among the various family income groups of students and their level of satisfaction of e-learning model. Thus finally we can say that this study has achieved its objective of evaluating the impact of E-learning model on college students. It could be thus concluded that students of colleges of Mumbai and Pune strongly believe in the successful implementation of e-learning techniques and its strong positive effects on the learning of subject matter for greater knowledge and their better understanding for skill enhancement. Thus we can now conclude that students have gained from e-learning models and these models have been proved to be impacting college student's degree of learning positively up to a greater extent.

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