

Measuring Level of Usage of E-learning amongst Students Pursuing Higher Education

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Abstract

E learning is rapidly gaining importance in education and particularly in higher education. E learning is becoming very popular amongst students pursuing higher education. A large number of entrance examinations for higher degree courses are conducted online. Moreover in a number of courses entire medium of instruction is through internet. Although the concept is picking up fast in India and has helped in addressing number of issues relating to higher education. But there are large numbers of challenges. In this paper an attempt has been made to study the level of usage of e learning by student pursuing higher education in India.

1. Introduction

Teaching-learning process in India is more of class-room, laboratory, and presentation oriented, where teacher being its focal point. Off late it is now supplemented with audio-visual aids like the use of projectors, stereo systems and the projection of films. Students are required to listen to whatever the teacher is explaining and then understand it. A large number of researches conducted on students learning have outlined that in tradition methods many students are not comfortable due to their perceptions of the atmosphere and the circumstances leading to the unsatisfied learning experience. This approach has been in use for a very long period of time and despite of all its disadvantages the approach has delivered results. But it is slowly being taken off by a flexible on line systems which is capable of imparting education having far off reach then the four walls of the classrooms. This new system which is rapidly gaining

popularity is known as E- Learning. E-learning is learning using internet technology. It is totally different from traditional learning which is teacher centric. E learning is focused on technology and learners requirement. In this paper an attempt has been made to study the level of usage of e learning by student pursuing higher education in India.

2. Objectives of the Study

1. To identify the factors affecting the level of usage of e learning amongst students of higher learning.
2. The study the effect of demographics on the factors affecting the level of usage of e learning amongst students of higher learning.

3. Data Collection

Data was collected using a self prepared questionnaire. The scale labels were designed as “strongly agree (5)”, “agree (4)”, “slightly disagree (3)”, “disagree (2)”, “neutral (1)” so as to suggest roughly equal intervals between scale pointers. Reliability was computed using Cronbach’s Coefficient Alpha for the entire set of 19 questions and found to be **0.933**. The questionnaire was sent to 400 students pursuing higher education in Indore and nearby city. A total of 341 questionnaires were found to be suitable for the analysis. In order to study objective number 1 factor analysis was carried out.

4. Descriptive Stastics

Gender	
Male	Female
58%	42%

Age			
18 – 20	21—23	24---27	27--30
38%	42%	12%	8%

Qualification			
Diploma	Bachelor Degree	Post Graduate	Ph.D or Higher
09%	32%	56%	03%

Educational Background			
Arts	Science	Engineering	Commerce / Mg.
23%	18%	28%	31%

Educational Background			
Less than 1 year	Less than 3 three	Less than 5 years	Less than 7 years
72%	12%	10%	6%

5. Factor Analysis

Factor analysis is conducted on the survey data using SPSS to establish the factor structure of level of usage of e learning amongst students of higher learning. Following factors were found to be significant. 1). Comfort level with technology, 2). Group Learning, 3) Disciplined Explorer.

6. Hypothesis Testing

Ho1=Age does not significantly impact comfort level with technology of students pursuing higher education through e-learning.

Analysis: Since the p value is 0.875 and is more than 0.05, we can conclude that age does not significantly impact comfort level with technology of students pursuing higher education. Hence we can accept the null hypothesis.

Ho2: Age does not significantly impact group learning of students pursuing higher education through e-learning.

Analysis: Since the p value is 0.751 and is more than 0.05, we can conclude that age does not significantly impact group learning of students pursuing higher education through e-learning. Hence we can accept the null hypothesis.

Ho3: Age does not significantly impact learning using technology of students pursuing higher education through e-learning.

Analysis: Since the p value is 0.692 and is more than 0.05, we can conclude that age does not significantly impact learning using technology of students pursuing higher education through e-learning. Hence we can accept the null hypothesis.

Ho4: Gender does not significantly impact comfort level with technology of students pursuing higher education through e-learning.

Analysis: Since the p value is 0.031 and is less than 0.05, we can conclude that gender does significantly impact comfort level with technology of students pursuing higher education. Hence null hypothesis is rejected.

Ho5: Gender does not significantly impact group learning of students pursuing higher education through e-learning.

Analysis: Since the p value is 0.0219 and is less than 0.05, we can conclude that gender does significantly impact group learning of students pursuing higher education through e-learning. Hence null hypothesis is rejected.

Ho6: Gender does not significantly impact learning using technology of students pursuing higher education through e-learning.

Analysis: Since the p value is 0.027 and is less than 0.05, we can conclude that gender does significantly impact learning using technology of students pursuing higher education through e-learning. Hence null hypothesis is rejected.

Ho7=Qualification does not significantly impact comfort level with technology of students pursuing higher education through e-learning.

Analysis: Since the p value is 0.682 and is more than 0.05, we can conclude that qualification does not significantly impact comfort level with technology of students pursuing higher education. Hence we can accept the null hypothesis.

Ho8: Qualification does not significantly impact group learning of students pursuing higher education through e-learning.

Analysis: Since the p value is 0.736 and is more than 0.05, we can conclude that qualification does not significantly impact group learning of students pursuing higher education through e-learning. Hence we can accept the null hypothesis.

Ho9: Qualification does not significantly impact learning using technology of students pursuing higher education through e-learning.

Analysis: Since the p value is 0.814 and is more than 0.05, we can conclude that qualification does not significantly impact learning using technology of students pursuing higher education through e-learning. Hence we can accept the null hypothesis.

Ho10=Educational background does not significantly impact comfort level with technology of students pursuing higher education through e-learning.

Analysis: Since the p value is 0.842 and is more than 0.05, we can conclude that educational background does not significantly impact comfort level with technology of students pursuing higher education. Hence we can accept the null hypothesis.

Ho11: Educational background does not significantly impact group learning of students pursuing higher education through e-learning.

Analysis: Since the p value is 0.976 and is more than 0.05, we can conclude that educational background does not significantly impact group learning of students pursuing higher education through e-learning. Hence we can accept the null hypothesis.

Ho12: Educational background does not significantly impact learning using technology of students pursuing higher education through e-learning.

Analysis: Since the p value is 0.592 and is more than 0.05, we can conclude that educational background does not significantly impact learning using technology of students pursuing higher education through e-learning. Hence we can accept the null hypothesis.

Ho13=Work Experience does not significantly impact comfort level with technology of students pursuing higher education through e-learning.

Analysis: Since the p value is 0.664 and is more than 0.05, we can conclude that work experience does not significantly impact comfort level with technology of students pursuing higher education. Hence we can accept the null hypothesis.

Ho14: Work Experience does not significantly impact group learning of students pursuing higher education through e-learning.

Analysis: Since the p value is 0.036 and is less than 0.05, we can conclude that work experience does significantly impact group learning of students pursuing higher education through e-learning. Hence null hypothesis is rejected.

Ho15: Work Experience does not significantly impact learning using technology of students pursuing higher education through e-learning.

Analysis: Since the p value is 0.913 and is more than 0.05, we can conclude that work experience does not significantly impact learning using technology of students pursuing higher education through e-learning. Hence we can accept the null hypothesis.

7. Conclusion

Based on the results above gender, qualification and educational background was not found to be significant in the level of usage of e learning for students of higher education. However age was found to be significantly affecting the level of usage of e learning for students of higher education. Further it was observed that work experience was not found to be significant for comfort level with technology and learning using technology but was found to be significant with group learning

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