



IMPORTANCE OF E-LEARNING: A STUDY ON DEGREE LEVEL STUDENTS

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Abstract: Now a day's people are sinking in the sea of impurity lack of education, In real sense education makes a man perfect, only through education a person develops his all round personality. E-learning education plays an important role in the growth of education and enables to efficiently participate in the nation in which they live. The objective of the paper is to detail the involvement of technology in education, not before clarifying some key concepts and enlightening the importance of the subject in our educational system. The purpose of this paper is to explore the perception of respondents on knowledge. The questionnaire was administered to a random sample of 240 students of Vizianagaram District. The investigator observed the necessary precautions in administering the test.

Keywords: Computer Technology, E-learning, Evaluation, Web, Global.

Introduction

Education and Computer Technology are the trend disciplines of behavioural science division of human knowledge. E-learning in education has focus to make data meaningful and to creative techniques in teaching skills. E-learning is commonly referred to the intentional us of networked information and communications technology in teaching and learning. A number of other terms are also used to describe this mode of teaching and learning. The term e-learning comprises a lot more than online learning virtual learning distributed learning networked or web-based learning. As the letter "e" in e-learning stands for the word "electronic" e-learning would incorporate all educational activities that are carried out by individuals or groups working online or offline.

"Education is that process of development which consists of the passage of human being from infancy to maturity, the process where by he adapts himself gradually in various ways to his physical and spiritual development". Learning is the most important subject in the field of education. It is the key topic of educational psychology. It is of great interest to educators and students of education. All of us are interested in learning new things. Students want to learn new methods of study.

Every one of us is curious to know about many more things to increase our knowledge.

E-learning is the acquisition and use of knowledge distributed and facilitated primarily by electronic means. This form of learning currently depends on net works and computers, but will likely evolve into systems consisting of a variety of channels (e.g., wireless, satellite), and technologies (e.g., cellular phones, personal digital assistants) as they are developed and adopted . E-learning can take the form of courses as well as modules and smaller learning objects. E-learning can take form of courses as well as modules and smaller learning objects.

The E-learning models of today are analogous to the earlier distance learning approaches. The roots of E-learning can be, therefore. In recent years the knowledge based economy has exhibited a pervasive and ever increasing demand for innovative ways of providing education and this has led to dramatic changes in learning technology as well as organizations. As the new economy require more and more people to acquire new knowledge and skills in an appropriate and effective manner, the advancement of computer and networking technologies are providing a diverse means to support learning in a more personalized flexible portable and on-demand

manner. These radical and sweeping changes in learning needs and technology have catapulted a revolutionary transition in modern learning tools in the backdrop of the internet, commonly referred to as e-learning. In the midst of this transition, corporations, government organizations, and educational institutions have to keep pace with the e-learning phenomenon and make strategic decisions on how to adopt e-learning techniques in their unique environments.

E-learning is WEB-enabled and everyone on the web can receive virtually the same way. Yet the program can also be customized for different groups' people. People can access e-learning anywhere and anytime. Moreover it cuts travel expenses, reduces the time it takes to train people and eliminates or significantly reduces the need for a classroom/teacher infrastructure. Because its WEB enabled. E-learning can be updated instantaneously, making the information more accurate and useful for a longer period of time. In e learning, every one gets the same content, presented in the same way. The WEB enables people to build enduring communities of practice where they can come together to share knowledge and insight long after a training program ends. This can be a tremendous motivator for organizational learning. Further, e-learning solutions are highly scalable. Programs can move from 10 participants to 100 or even 100,000 participants with little effort or incremental cost.

E-Learning in India

The rapid development of information and communication technologies during the past two decades has had many points of contact with education and training. The development of technology is placing new demands on expertise and it is also leading to the increasing use of information technology in teaching and learning. Wireless connectivity, Notebooks, PDAs and their design use, transition from e-learning to m-learning is one of the challenges being faced by educational institutions. The world is going through a phase of globalization and the success of an organization depends on how quickly its workers are able to learn and transmit various skills required today. US and Europe have already adapted to e-learning to a large extent. In fact there is a widespread recognition that the digital divide is a significant

problem between the developed and developing countries.

India is currently the fourth largest economy in the world that is attracting global demand for its information technology and software services. However India suffers from telecommunication infrastructure bottlenecks like lack of bandwidth, low lease-based lines, high cost of software and slow servicing, which create hurdles in the growth of information technology in India. Although e-learning is being used in India for providing in-service training, yet we have a long way to go. Gurukul on line is the first educational portals like Zed Univ. NIIT'S Net varsity and aptech's online varsity also came to the fore about a few years ago. Institutions like IGNOU are doing well in this field. In fact a major e-learning initiative in this direction is the shephakarma project that provides the schools with the essential five C's computer, content, and connectivity, coaching and models of commercial sustainability. E-learning is still new in India and needs to pick up if education is to have far reaching implications. Distance educations have always been considered inferior to traditional education (i.e. teacher-mediated method of learning) in India. This requires a cultural shift. We have to change the mind set of people by educating them about the power of e-learning. Online learning could also help bridge the gap between distance education and formal education.

In the past the learners were mostly dependent on their teachers in Gurukulas / Schools. But in present days pupils are getting the expertise of teachers in different parts of the world; they do not only depend only on their teachers everywhere in the world. This is the era of the rise of global learning community of students.

Previous researches found by and large a favorable attitude towards e-learning. "The university will receive all its learning provision through e-learning. E-learning will help faculty members develop better teamwork and inter-Personal skills and implementing e-learning at the university will make faculty members flock up to sophisticated technologies in teaching These attitudes reflect faculty member's lack of trust in one another's ability in using advanced technologies in teaching as well as in building up teamwork spirit in the work place.

Computer has become an integral part of our life. The world is undergoing numerous transformations due to rapid development and diffusion of information and communication technologies in all walks of life. We have come to such a phase where our pace of life slows down without the e-processes like e-mail, e-banking, e-booking, e-commerce etc.

The most appreciated aspect of web-enhanced instruction was the enhancement of communication opportunities with the course instructor, followed by the availability of instructor's presentations through the internet, getting grades from the web. Online submission of assignments, posing questions through the internet, saving time, through understanding of the course materials, and enhancing communication opportunities with classmates respectively. However, most female students preferred having a hard copy of the course syllabus rather than printing it from the web.

Review of related Literature

Gupta Etal. S study (2004): "To determine the attitude about the e-course website of third year dental students and members of teaching staff. The level of access and the successful aspects of the e-course website were specifically sought". This study concludes that 79% wanted the e-course to be used as a supplement to the undergraduate programme. Students recognized the limitations of the E-course and the importance of the lectures.

Bhuvaneshwari, K. (2004): "Effectiveness of the Computer Assisted Evaluation Package Deployed in Internet and Intranet as measured by Tamil Nadu Professional Courses Entrance Examination". The author, sample was taken 225 Maths students, 219 Physics students, 219 Chemistry students, 108 Biology students studying in Class XII from Tamil Nadu selected through probability sample technique for the study. In this study obtained results are (a) it was found that there was significant difference among the different instructional strategies, viz. internet, and intranet with feedback from teachers along with long term and short term in entrance coaching programme, (b) It was found that there was significant difference in the performance of the students under the different instructional strategies in achieving mastery in subjects Mathematics, Physics and Chemistry and (c) It was found that self-evaluation did not result in mastery with regard to subjects, viz. Mathematics, Physics, Chemistry

and Biology. The study cites one hundred thirteen references.

Alghazo's Study (2006): "This study aimed at investigating student's attitudes enhanced instruction in an educational technology course taught in the college education at the United Arab Emirates University". The researcher constructed to the main objectives is Students' attitudes towards web entranced instruction and Advantages of web-enhanced instruction as seen by female students. This study stated the results are Students see many advantages of web-enhanced instruction such as obtaining grades, communication with instructors discussing course contents, easy to course related materials, submitting assignment and enhancement of course understanding and communication with classmates.

Design of the study

For the present study, the researcher adopted the 'Random sampling method' in case of selection of the subjects for the collection of data. The following are the variable included in the sample drawn for the present investigation.

Variables:

The contribution of variable is praise worthy in an investigation. Analysis of the data on the basis of variables will certainly provide an opportunity to arise at an accurate and authentic conclusion. Hence Variables are essential in any research.

Variables	Category of the Variables	Sample Size
Gender	Male	120
	Female	120
Management	Government	120
	Private	120
Area	Rural	120
	Urban	120

The investigator has taken the Questionnaire as a tool of the study. The significance, scope and classification of questionnaire are discussed here.

Reliability:

To measure the reliability of the tool split-half method has been adopted. After administering the tool on 60 students as pre-test the total tool has been divided into two halves with all odd numbered items into first half and the even Numbered items into the second half. Spheroson's product moment was measured between these two

sets of scores. The co-efficient and correlation is found to be 0.8, which shows high reliability of the test, the true reliability of this test is calculated with the help of spearman- brown prophecy formula for split of method.

Statistical Techniques Used:

The following statistical techniques are followed to analyze the data.

- Means and standard deviations for all the distribution are calculated.
- To find out the significance of differences C.R values are calculated.
- A tabular data is prepared for various variable values.
- The graphs were drawn to understand the difference in a easy manner.

Statement of the problem

A study on the importance of e-learning on degree level students of Vizianagaram District

Objectives of the study

- To study the uses & need of the e-learning at degree level.
- To study the significant difference between the Male and Female students towards importance of the e - Learning.
- To study the significant difference between the Rural and Urban area Degree College students towards importance of e - Learning.
- To study significant difference between the government and private Degree college students towards importance of e-Learning.
- To develop the e-learning technology in present day education system.

Hypotheses of the study

- There is no significant difference between the Male and Female Degree College students towards the importance of e-Learning.
- There is no significant difference between the Rural and Urban area Degree College students towards the importance of e - Learning.
- There is no significant difference between the Government and Private Degree college students towards importance of e - Learning.

- There is no significant difference between the Rural Government Male a Rural Government Female Degree college students towards the importance of e - Learning.
- There is no significant difference between the Rural Government Male and Rural Private Male Degree college students towards the importance of e -Learning.
- There is no significant difference between the Rural Government Female and Rural Private Female Degree college students towards the importance of e- Learning.
- There is no significant difference between the Rural Private Male and Rural private Female Degree college students towards the importance of e- Learning.
- There is no significant difference between the Urban Government Male and Urban Government Female Degree college students towards the importance of e-learning.
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- There is no significant difference between the Rural Government Female and Urban Government Female Degree college students towards the importance of the e - learning.
- There is no significant difference between the Rural Private Male and Urban Private Male Degree college students towards the importance of e-learning.
- There is no significant difference between the Rural Private Female and Urban Private Female Degree college students towards the importance of e - learning.

Administration of the Tool:

After construction of the tool of study, a scale is prepared for the study with a personal data page. The tool of present study is administered to 240 students of different colleges of Vizianagaram District. For collecting the data the investigator visited each college and administered the tool to the students personally. They are advised to put their name, gender, area, type of management, etc. in the place provided in the personal data sheet of each scale.

Analysis and Interpretation of the Data:

Hypothesis:

There is no significant difference between the Male and Female Degree College students towards the importance of e - learning

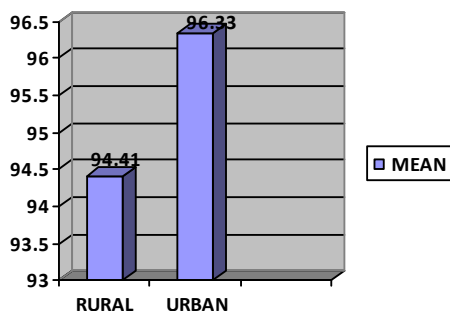
The table showing significant difference between Male and Female Degree College Students towards the importance of e- Learning

Category	N	M	SD	C.R	Remarks
Male	120	96.83	8.65	2.54	Significant
Female	120	93.83	9.60		

As seen from the above table the obtained C.R value is 2.54 and it is greater than 1.96 values, which is significant at 0.05 level. Hence the null hypothesis is rejected. Therefore it is concluded that there is a significant difference between the

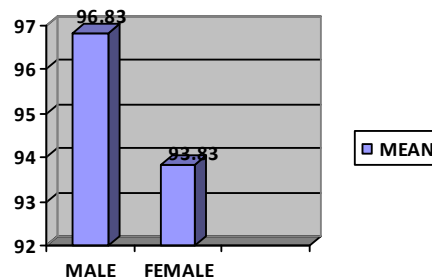
In this category the obtained C.R value is 1.59 and it is lower than 1.96 value, which is not significant at 0.05 level. Hence the null hypothesis is accepted. So it may be concluded that there is no significant difference between the Rural and Urban degree college students towards the importance of e -learning.

The graph below showing the difference of means between Rural and Urban area Degree college students towards the importance of the e -learning



Male and Female Degree College students towards the importance of e - learning.

The graph below showing the difference of means between Male and Female Degree College Students towards the importance of e- learning



Hypothesis:

There is no significant difference between the Rural and Urban area Degree college students towards the importance of e- learning.

The table showing significant difference between the Rural and Urban area Degree college students towards the importance of the e – learning

Category	N	M	SD	C.R	Remarks
Rural	120	94.41	9.72	1.59	Not significant
Urban	120	96.33	8.81		

Hypothesis:

There is no significant difference between the Government and Private Degree college students towards the importance of e- learning.

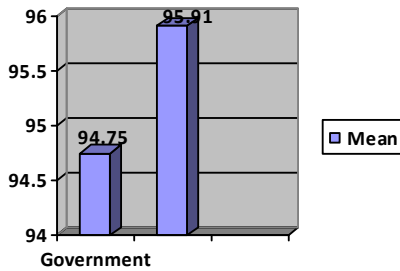
The table showing significant difference between the Government and Private Degree college students towards the importance of the e-learning

Category	N	M	SD	C.R	Remarks
Government	120	94.75	10.09	0.97	Not significant
Private	120	95.91	8.30		

In this category the obtained C.R value is 0.97 and it is lower than 1.96, which is not significant

at 0.05 level. Hence the null hypothesis is accepted. So it may be concluded that there is no significant difference between the Government and Private Degree college students towards the importance of e-learning.

The graph below showing the difference of means between the Government and Private Degree college students towards the importance of the e-learning



Sub-Hypothesis

There is no significant difference between the Rural Government Male and Rural Government Female Degree college students towards the importance of e-learning

The table Showing significant difference between the Rural government Male and Rural Government Female Degree college students towards the importance of e-learning

Category	N	M	SD	C.R	Remarks
Rural Government Male	30	94.36	8.97	1.05	Not significant
Rural Government Female	30	92.16	10.43		

In this category the obtained C.R value is 1.05 and it is lower than 1.96, which is not significant at 0.05 level. Hence the null hypothesis is accepted. So it may be concluded that there is no significant difference between the rural government Male and Rural Government Female degree college students towards the importance of e-learning.

Sub-hypothesis:

There is no significant difference between the Rural Government Male and Rural Private Male Degree college students towards the importance of e-learning

The table showing significant difference between the Rural government Male and Rural Private Male Degree college students towards the importance of the e-learning

Category	N	M	SD	C.R	Remarks
Rural Government Male	30	94.36	8.97	0.87	Not significant
Rural Private Male	30	97.06	7.61		

In this category the obtained C.R value is 0.87 and it is lower than 1.96, which is not significant at 0.05 level. Hence the null hypothesis is accepted. So it may be concluded that there is no significant difference between the Rural government Male and Rural Private Male degree college students towards the importance of the e-learning.

Sub-hypothesis:

There is no significant difference between the Rural Government Female and Rural Private Female Degree college students towards the importance of e-Learning

The table Showing significant difference between the Rural government Female and Rural Private Female Degree college students towards the importance of e-learning

Category	N	M	SD	C.R	Remarks
Rural Government Female	30	92.16	10.43	0.28	Not significant
Rural Private Female	30	92.86	8.65		

In this category the obtained C.R value is 0.28 and it is lower than 1.96, which is not significant at 0.05 level. Hence the null hypothesis is accepted. So it may be concluded that there is no significant difference between the Rural government Female and Rural Private Female degree college students towards the importance of e-learning.

Sub-hypothesis:

There is no significant difference between the Rural Private Male and Rural private Female Degree college students towards the importance of e-learning.

The table showing significant difference between the Rural private Male and Rural Private Female Degree college students towards the importance of the e -learning

Category	N	M	SD	C.R	Remarks
Rural Private Male	30	97.06	7.61	1.95	Not significant
Rural Private Female	30	92.86	8.65		

In this category the obtained C.R value is 1.95 and it is lower than 1.96, which is not significant at 0.05 level. Hence the null hypothesis is accepted. So it may be concluded that there is no significant difference between the Rural private Male and Rural Private Female degree college students towards the importance of the e - learning .

Sub-hypothesis:

There is no significant difference between the Urban Government Male and Urban Government Female Degree college students towards the importance of e- learning.

The table showing significant difference between Urban government Male and Urban Government Female Degree college students towards the importance of the e- learning

Category	N	M	SD	C.R	Remarks
Urban Government Male	30	98.76	8.47	2.32	Significant
Urban Government Female	30	93.50	9.09		

In this category the obtained C.R value is 2.32 and it is greater than 1.96, which is significant at 0.05 level. Hence the null hypothesis is rejected. So it may be concluded that there is a significant difference between the urban government Male and Urban Government Female degree college students towards the importance of the e - learning.

Sub- hypothesis:

There is no significant difference between the Urban Government Male and Urban Private Male Degree college students towards the importance of e- learning.

The table showing significant difference between the Urban Government Male and Urban Private Male Degree college students towards the importance of e -learning

Category	N	M	SD	C.R	Remarks
Urban Government Male	30	98.76	8.47	1.77	Not significant
Urban Private Male	30	95.10	7.48		

In this category the obtained C.R value is 1.77 and it is lower than 1.96, which is not significant at 0.05 level. Hence the null hypothesis is accepted. So it may be concluded that there is no significant difference between the Urban government Male and Urban Private Male degree college students towards the importance of e - learning .

Sub-hypothesis:

There is no significant difference between the Urban Government Male and Urban Private Male Degree college students towards the importance of e-learning.

The table showing significant difference between the Urban Government Female and Urban Private Female Degree college students towards the importance of e – learning

Category	N	M	SD	C.R	Remarks
Urban Government Female	30	93.5	9.09	1.94	Not significant
Urban Private Female	30	97.5	6.63		

In this category the obtained C.R value is 1.94 and it is lower than 1.96, which is not significant at 0.05 level. Hence the null hypothesis is accepted. So it may be concluded that there is no significant difference between the urban government Female and Urban private Female degree college students towards the importance of e - learning.

Sub- hypothesis:

There is no significant difference between the Urban Private Male and Urban private Female Degree college students towards the importance of e -learning.

The table showing significant difference between the Urban private Male and Urban Private Female Degree college students towards the importance of e-learning

Category	N	M	SD	C.R	Remarks
Urban private Male	30	95.10	7.48	1.36	Not significant
Urban Private Female	30	97.5	6.63		

In this category the obtained C.R value is 1.36 and it is lower than 1.96, which is not significant at 0.05 level. Hence the null hypothesis is accepted. So it may be concluded that there is no significant difference between the urban private Male and Urban Private Female degree college students towards the importance of e-learning.

Sub- hypothesis:

There is no significant difference between the Rural Government Male and Urban Government Male Degree college students towards the importance of e-learning

The table showing significant difference between the Rural Government Male and Urban Government Male Degree college students towards the importance of e-learning

Category	N	M	SD	C.R	Remarks
Rural Government Male	30	94.36	8.97	1.95	Not Significant
Urban Government Male	30	98.76	8.47		

In this category the obtained C.R value is 1.95 and it is lower than 1.96, which is not significant at 0.05 level. Hence the null hypothesis is accepted. So it may be concluded that there is no significant difference between the Rural government Male and Urban Government Male degree college students towards the importance of the e-learning.

Sub- hypothesis:

There is no significant difference between the Rural Government Female and Urban Government Female Degree college students towards the importance of e-learning.

The table showing significant difference between the Rural Government Female and Urban Government Female Degree college students towards the importance of e-learning

Category	N	M	SD	C.R	Remarks
Rural Government Female	30	92.16	10.43	0.57	Not significant
Urban Government Female	30	93.5	9.09		

In this category the obtained C.R value is 0.57 and it is lower than 1.96, which is not significant at 0.05 level. Hence the null hypothesis is accepted. So it may be concluded that there is no significant difference between the Rural Government Female and Urban Government Female degree college students towards the importance of e-learning.

Sub- hypothesis:

There is no significant difference between the Rural Private Male and Urban Private Male Degree college students towards the importance of e-learning.

The table showing significant difference between the Rural Private Male and Urban Private Male Degree college students towards the importance of e-learning

Category	N	M	SD	C.R	Remarks
Rural Private Male	30	97.06	7.61	1.01	Not Significant
Urban Private Male	30	95.1	7.48		

In this category the obtained C.R value is 1.01 and it is lower than 1.96, which is not significant at 0.05 level. Hence the null hypothesis is accepted. So it may be concluded that there is no significant difference between the Rural Private Male and Urban Private Male degree college students towards the importance of e-learning.

Sub- hypothesis:

There is no significant difference between the Rural Private Female and Urban Private Female Degree college students towards the importance of e-learning.

The table showing significant difference between the Rural Private Female and Urban 1 Private Female Degree college students towards the importance of e-learning

Category	N	M	SD	C.R	Remarks
Rural Private Female	30	92.86	8.65	2.32	Significant
Urban Private Female	30	97.5	6.63		

In this category the obtained C.R value is 2.32 and it is greater than 1.96, which is significant at 0.05 level. Hence the null hypothesis is rejected. So it may be concluded that there is a significant difference between the Rural Private Female and Urban Private Female degree college students towards the importance of e-learning.

Limitations of the Study

- The sample is taken from the degree colleges in Vizianagaram District only.
- The study is confined to the degree students only.
- Survey method is adopted for the present investigation.
- The study is conducted on 240 samples only.

Results of the study

1. There is a significant difference between the Male and Female students towards the importance of e-Learning.
2. There is no significant difference between the Rural and Urban area Degree College students towards the importance of e-Learning.
3. There is no significant difference between the Government and Private Degree college students towards importance of e-Learning.
4. There is no significant difference between the Rural Government Male and Rural Government Female Degree college students towards the importance of e-Learning.
5. There is no significant difference between the Rural Government Male and Rural Private Male Degree college students towards the importance of e-Learning.
6. There is no significant difference

between the Rural Government Female and Rural Private Female Degree college students towards the importance of e-Learning.

7. There is no significant difference between the Rural Private Male and Rural private Female Degree college students towards the importance of e-Learning.
8. There is a significant difference between the Urban Government Male and Urban Government Female Degree college students towards the importance of e-Learning.
9. There is no significant difference between the Urban Government Male and Urban Private Male Degree college students towards the importance of e-Learning.
10. There is no significant difference between the Urban Government Male and Urban Private Male Degree college students towards the importance of e-Learning.
11. There is no significant difference between the Urban Private Male and Urban private Female Degree college students towards the Importance of e-Learning.
12. There is no significant difference between the Rural Government Male and Urban Government Male Degree college students towards the importance of e-Learning.
13. There is no significant difference between the Rural Government Female and Urban Government Female Degree college students towards the importance of e-Learning.
14. There is no significant difference between the Rural Private Male and Urban Private Male Degree college students towards the importance of e-Learning.
15. There is a significant difference between the Rural Private Female and Urban Private Female Degree college students towards the importance of e-Learning.

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