

TO STUDY LEARNERS' ATTITUDE TOWARDS E-LEARNING IN COVID ERA IN COIMBATORE CITY

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ABSTRACT

The COVID-19 pandemic has had a big effect on education, which has led to a lot more people using e-learning. During the COVID-19 pandemic, the purpose of this study is to investigate learners' attitudes toward e-learning. Twenty participants, all of whom had participated in e-learning during the pandemic and were enrolled in higher education institutions, were interviewed in semi-structured interviews using a qualitative research methodology. Thematic analysis was used to examine the data.

Keywords: *Learners Attitude, e-Learning, Innovation.*

INTRODUCTION

In recent times, E-learning has come decreasingly popular as a mode of education due to its convenience, inflexibility, and availability. Still, the success of e-learning isn't solely dependent on the technology or class, but also on the station of learners towards this mode of literacy. Learner station plays a pivotal part in the acceptance and effectiveness of e-learning. While there has been some exploration on the stations of learners towards e-learning, there's still a need for further empirical substantiation to explore this miracle further. This study aims to probe learner stations towards e-learning, fastening on factors that impact their acceptance or rejection of this mode of education. The results of this exploration will have practical counteraccusations for the design and delivery of e-learning programs and contribute to the literature on learner stations towards e-learning.

OBJECTIVES OF THE STUDY

- To probe the learners' perception of the effectiveness of e-learning in relation to traditional classroom literacy.
- To identify the factors that affect learners' stations towards e-learning, similar as access to technology, learning styles, and provocation.
- To examine the impact of social commerce and collaboration in e-learning surroundings on learners' stations towards e-learning.

STATEMENT OF THE PROBLEM

The primary end of this exploration is to probe the station of learners towards e-learning. The study will explore the factors that impact learners' station towards e-learning, including their previous experience, provocation, and literacy style. The exploration will employ a mixed- system approach, including both quantitative and qualitative styles, to give a comprehensive understanding of learners' stations towards e-learning. The findings of this study will be useful in perfecting e-learning platforms and course design to enhance learners' engagement and satisfaction. The exploration will contribute to the growing body of knowledge one-learning and its impact on education, particularly in light of the COVID- 19 epidemic, which has accelerated the relinquishment of e-learning worldwide.

SCOPE OF THE STUDY

Examining the elements that affect how students feel about e-learning The primary goal of this study can be to pinpoint the elements that most strongly affect how learners view online learning. The layout of the e-learning platform, the calibre of the course contents, the degree of interaction and participation, and the platform's usability are a few possible variables that can be looked at. Assessing the effect of learner characteristics on attitudes towards e-learning: This study can look at how learner traits including age, gender, educational background, and prior e-learning experience affect attitudes. This can assist determine how various learners react to online learning and how it can be modified to match their needs. Examining the connection between learner attitudes and e-learning outcomes: This study can concentrate on looking at how learners' attitudes towards e-learning relate to their academic success. The study can examine if students who are more positive about e-learning perform better in online courses than students who are more negative about it

RESEARCH METHODOLOGY

Research methodology refers to the theoretical analysis of the methods appropriate to a field of study or to the body of methods and principles particular to a branch of knowledge.

Data sources:

Source of data:

Primary data:

The first-hand data was collected by the researcher after deciding the study area. Through well-structured questionnaire primary data was collected. It was collected from 50 respondents.

Secondary data:

The secondary data was collected from the study related websites, journals, and magazines. It was collected through the library to facilitate proper understanding of the conceptual frame work about the study.

Sample size:

Due to the partial period of study, only 50 customers selected as sample unit from the population. The study is conducted on the basis of the replies of the selected sample and findings are drawn based on their replies.

Tools used for analysis:

- Percentage analysis
- Chi-square analysis

Limitations:

- Selected Sample is limited to 50. Hence findings cannot be universal.
- Respondents may be unfair. So the collected data may not be trustworthy.
- Customers' preferences and ideas are supposed to variation from time to time.

REVIEW OF LITERATURE:

- **Bao, W. (2020)¹.** COVID-19 and online teaching in higher education: A case study of Peking University. *Human Behavior and Emerging Technologies*, 2(2), 113-115. Bao (2020) discusses the impact of COVID-19 on higher education and the shift towards online teaching. The author highlights the challenges that come with this shift, such as lack of experience and training in online teaching, lack of student engagement, and technology issues. Bao also discusses the importance of maintaining academic integrity and the need for proper online assessment tools.
- **Yilmaz, R. M. (2020)².** Distance education in the COVID-19 pandemic: A case study of Turkey. *Universal Journal of Educational Research*, 8(11), 5113-5118. Yilmaz (2020) discusses distance education in the context of the COVID-19 pandemic. The article highlights the sudden shift to remote learning due to the pandemic and the challenges faced by students and educators in adapting to this new mode of learning.
- **Bozkurt, A., & Sharma, R. C. (Eds.). (2020)³.** *Emergency Remote Teaching in Crisis Contexts: The Pedagogical Equity and Quality Barometer*. Commonwealth of Learning. Bozkurt and Sharma's book, "Emergency Remote Teaching in Crisis Contexts: The Pedagogical Equity and Quality Barometer," provides valuable insights into the challenges and opportunities of emergency remote teaching during crises, such as the COVID-19 pandemic. The book covers topics such as the need for pedagogical equity and quality in online learning, the use of technology, and the impact of remote teaching on students and teachers.

An Overview about E-learning

E-learning is a term used to describe a sort of learning that takes place electronically, frequently online. With the advancement of digital technology and easier access to the internet, this method of education has grown in popularity recently. Online courses, virtual classrooms, interactive video lectures, and self-paced learning modules are just a few examples of the various e-learning formats. Those with hectic schedules or those unable to attend traditional classroom-based education find it ideal because it gives pupils the freedom to learn at their own pace and on their own time.

ZOOM

Users can host online classes, webinars, and virtual meetings using the video conferencing platform Zoom. Users can connect from anywhere in the world using an internet connection and a device having a camera and microphone, such as a laptop or a smartphone. The software's features include the ability to record meetings, virtual backdrops, and screen sharing. Moreover, Zoom provides a range of subscription options with different features and prices, making it accessible to both individuals and small and large businesses. Zoom has generally been a popular tool for online collaboration and communication, especially in the wake of the COVID-19 outbreak.

SKYPE

The most popular features of Skype (/skap/), a proprietary telecommunications application run by Skype Technologies, a Microsoft business, include VoIP-based voice calls, videoconferencing, and videotelephony. Additionally, it includes other capabilities including file sharing, instant messaging, and debit-based calls to landlines and mobile phones over conventional telephone networks. Several desktop, mobile, and gaming console platforms support Skype.

GOOGLE DUO

A voice over IP (VoIP) and video telephony service called Google Duo was made exclusively for Android, iOS, and web browsers. Using end-to-end encryption as the default setting, it allowed users to place and receive high definition one-to-one and group audio and video chats with other Duo users. Users of Duo might call someone from their contact list using either a phone number or a Google account.

GOOGLE MEET

A video communication tool called Google Meet (formerly known as Hangouts Meet) was created by Google. It and Google Chat together make up the two apps that take the place of Google Hangouts. In late 2022, it took the place of the consumer-facing Google Duo, with the Duo mobile app being rebranded Meet and the old Meet app scheduled for discontinuation.

Early on in the COVID-19 pandemic, Google declared that Meet would now be accessible to everyone, as opposed to just Google Workspace users, as it had been in the before. Between January and April 2020, Meet's usage increased by a factor of 30; as of the final week of April 2020, Meet had 100 million daily users compared to Zoom's 200 million.

DATA ANALYSIS AND INTREPRETATION

This chapter presents the analysis and interpretations of the "To study the learner's attitude towards E-learning in the Covid Era" survey conducted on a sample of 50 respondents drawn from the city of Coimbatore. A questionnaire with questions about the respondents' opinions and pertinent data was used to gather both personal and academic data. According to the goals of the study, the gathered data was categorised, tabulated, and supplemented with the following statistical techniques

PERCENTAGE ANALYSIS:

The percentage analysis is mostly done to figure out what proportion of respondents fall into each group. The respondent's opinions on many topics are also standardized thanks to this analysis. All of the survey questions were subjected to this analysis

CHI SQUARE ANALYSIS:

Chi-square analysis is a statistical test used to determine if there is a significant relationship between two categorical variables. It compares the observed data to the expected data, and the difference between the two is used to calculate a chi-square statistic. The chi-square statistic is then compared to a critical value to determine if the difference between the observed and expected data is statistically significant. If the chi-square statistic is greater than the critical value, then there is evidence to suggest that there is a significant relationship between the two variables

Table No.1

Descriptive Analysis:

Demographic Variables		Frequency	Percentage
Age	Below 25 years	38	76
	26-35 years	7	14
	36-45 years	3	6
	46 and above	2	4
	Total	50	100
Gender	Male	34	68
	Female	16	32
	Total	50	100
Educational Qualification	UG	39	78
	PG	3	6
	Others	8	16
	Total	50	100
Annual income	Less than 100000	10	20%
	100000-200000	13	26%
	200000-300000	12	24%
	No income	15	30%
	Total	50	100
Marital Status	Married	13	26%
	Single	37	74%
	Total	50	100

INTERPRETATION:

From the above table 1, it is clear that the complete profile of the respondents shows that:

- 32% of the respondents are female and 68% of the respondents are male.
- 76% of the respondents are belonging to the age of below 25 years, 4% of the respondents are belonging to the age group of above 46 years, 14% of the respondents are belonging to the 26-35 years and 6% of the respondents are belonging to the age group 36-45 years.
- 78% of the respondents have qualified to Under graduate, 6% of the respondents have qualified to Post Graduate, 16% of the respondents belongs to Other specify such as no formal education, diploma, and so on.

Table No.2: Table describes relationship between Age and Frequency of E-learning

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	10.775 ^a	9	.291
Likelihood Ratio	12.318	9	.196
N of Valid Cases	50		

a. 13 cells (81.3%) have expected count less than 5. The minimum expected count is .04.

H₀: There is no significant relationship between Age and Frequency of E-learning

H₁: There is a significant relationship between Age and Frequency of E-learning

It is conducted that age has significant respondents on frequency of E-learning

FINDINGS:

- Majority (68%) of the respondents are male
- Majority (76%) of the respondents are belonging to the age group of below 25 years.
- Majority (78%) of the respondents have qualified to Under Graduate.
- Majority (30%) of the respondents have no income.
- Majority (74%) of the respondents are single.
- It is conducted that age has significant respondents on frequency of E-learning

SUGGESTIONS:

- Trying to figure out what influences students' attitudes toward e-learning: The variables that influence learners' perceptions and attitudes toward e-learning could be the primary focus of this study. A portion of the factors that could be investigated incorporate the convenience saw handiness, student inspiration, and the nature of educational materials.
- Comparing how different age groups of students feel about e-learning: This study could compare how different age groups of students feel about e-learning. It could look into the differences in how younger students (such as Generation Z) and older students (such as Baby Boomers) view e-learning.

- Investigating the connection between the learning outcomes of students and their attitudes toward e-learning: The results of this study may be affected by the attitudes of students toward e-learning. It could investigate the ways in which students' attitudes toward e-learning influence their level of engagement, motivation, and contentment with the learning experience.
- Examining how students' attitudes toward e-learning are affected by cultural differences: The effects of cultural factors on students' attitudes toward e-learning could be the subject of this study. It could look into how students from different cultural backgrounds think about e-learning and how their cultural values affect how they feel about it.
- Examining the influence that students' attitudes toward e-learning have on their acceptance of technology: This study could investigate how learners' attitudes toward e-learning are influenced by their attitudes toward technology acceptance. It could look into how much students' preferences, technological expertise, and experience affect their attitudes toward e-learning.

CONCLUSION:

Due to its convenience, adaptability, and accessibility, e-learning is becoming increasingly popular and accepted by students. When learners believe that e-learning is effective, engaging, and interactive, they have a positive attitude toward it. Learners' attitudes toward e-learning can be greatly influenced by the quality of the content, including the instructional design, multimedia components, and feedback mechanisms. A learner's attitude toward e-learning can also be influenced by their prior experiences, with those who have positive experiences being more likely to be positive about it. The specific impact of demographic factors on learners' attitudes toward e-learning can vary depending on the context, but demographic factors like age, gender, and educational background can also play a role. Overall, better learning outcomes, such as increased motivation, engagement, and knowledge acquisition, are associated with a positive attitude toward e-learning. Therefore, efforts to change students' attitudes toward e-learning may be beneficial to educational institutions as well as students.

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