

INFLUENCE OF E-LEARNING ON THE TRADITIONAL CLASSROOM IN HIGHER EDUCATION: A SURVEY

Tapas kumar Manna

Research scholar

Department of Education,

Mansarovar global University (M.P)

Abstract: The present study has been carried out to find out the students' views on the influence of E-Learning on the traditional classroom in higher education. For this purpose the researcher has followed descriptive survey method for the present study. In this present study the population consists of the Higher Education Students namely studying in different colleges of Paschim Medinipur districts of West Bengal. Out of the population a sample 480 students including male (230) and female (250) were selected randomly for the purpose of the study. Test of E Learning Related Attitude; a self structured questionnaire consisting of 36 items with the response of Strongly Disagree, Disagree, Agree and Strongly Disagree has been used for data collection. The study indicates that the students studying in the colleges of Paschim Medinipur are highly agreed with the fact that the E-Learning is highly influencing the traditional classroom.

Keywords: *E-Learning, Educational Institutions, Traditional Classroom.*

Introduction:

Today's higher education students rely heavily on computers for the majority of their work because of the widespread use of information technology. The majority of universities are also aware that using network technology may improve students' experiences and knowledge while also creating, fostering, delivering, and facilitating learning. Thus, "information and communication technology's explosive expansion and development have had a significant impact on higher education. via the use of the Internet, instructors and students carry out and finish assignments via E-learning, which is a somewhat different approach from conventional classroom instruction. In 2010, approximately 6.1 million students were enrolled in one or more online courses, accounting for 31% of all students enrolled in higher education, according to a research released in 2011. A more recent research found that millions of students were enrolled in at least one online course, an increase of over 570,000. According to the poll, the number of students enrolled in at least one online course is at an all-time high, growing at a current pace of 9.3%, and there is no sign that the trend will slow down anytime soon. There are a lot of unanswered concerns about this development, including what is causing the change and how it will eventually impact educational institutions throughout the nation". (Singh, & Rathod, 2019)

Conceptual Framework: E-learning systems are very important things that for education systems. As per Ideology Al Rewashed et al. (2021), —it is completely basis on the digital education system policy and that can improve the better quality of the development and thus also can improve education system policy. E-learning systems in higher education play a very important role in improving quality of the education development. This caused because it is very easy to assess and the learners are performed very effectively and can improve their quality development. (Alanazi, & Abbod, 2014)

E-learning is the main important thing nowadays where all the students can perform their improvement of the development and thus, they can maintain their quality. E-learning is a very important thing that to maintain a better quality of education. As stated by

Gunasinghe et al. (2020), the basic things of the eLearning system that to improve the quality of development and increased better quality of development and thus can improve the growth of the quality of development.

Review of Literature:

Pawan, (2017) focuses on teacher educators' attitudes on online learning. The investigator used the descriptive survey method. In the research, the purposive random sampling approach was used. Ten education colleges were chosen at random from the Fatehgarh Sahib and Ludhiana (Punjab) districts. A total of fifty male and fifty female teacher educators were chosen to make up the study's samples. The study's key conclusion indicated that whereas 30% of teacher educators had a negative attitude towards e-learning, 70% of teacher educators had a positive attitude.

Leite & Pinto, (2020.) stated that ICT and other disruptive technologies have had a big influence on contemporary society, changing many aspects of day-to-day living. In 2006, Penttilä. All professions and vocations, including communication, medical, engineering, science and technology, tourism, travel, commerce, law, banking, telecommunication, and architecture, have benefited from and advanced due to ICT. What was formerly customary practise has changed dramatically in several fields. But when compared to other academic disciplines, education exhibits a startling lack of impact and development.

Yip et al., (2021) examined the use of mobile library applications as online learning tools is explained in a research on the uptake of these apps as teaching tools in higher education. Information was acquired from two universities in Japan and the city, both of which are located in Asia-Pacific nations. The whole decision model is built on tam-o'-shanter, and UTAUT is experienced in examining the use of cellular library apps by university students.

Statement of the problem:

Based on the recent pattern and approach of this online learning or e-learning in India, it has been seen that obstacles and hurdles are associated with mass implementation of e-learning patterns in higher educational systems. There are several loopholes associated with e-learning structural implementation in India. According to the important perspective of Saxena et al. (2021), it has been highlighted that in spite of several benefits and positive sites, e-learning and online education has its several drawbacks. The self-paced approach of e-learning sometimes reduces the motivational rate among the learners through reduction of in-person reading feasibility, and then comes infrastructural problems. According to the important perception by Daultaniet al. (2021), it has been examined that there are still several locations in India, where electricity has not arrived yet, and students of these locations cannot afford these e-learning aspects that affect the transition of higher education. Digital literacy and most important technical issues are a more prevalent aspect of reducing accountability of e-learning approaches in this country. Hence the problem stated is **“Influence of E-Learning on the Traditional Classroom in Higher Education: A Survey”**

Objectives:

The present study has been carried out to find out the students' views on the influence of E-Learning on the traditional classroom in higher education.

Hypothesis:

- There will be significant difference in the views on the concept of e-learning influencing the traditional classroom in higher education between male and female students.
- There will be significant difference in the views on the concept of e-learning influencing the

traditional classroom in higher education between rural and urban students.

Methodology: The researcher has followed descriptive survey method for the present study.

Population and Samples: In this present study the population consists of the Higher Education Students namely studying in different colleges of Paschim Medinipur districts of West Bengal. Out of the population a sample 480 students including male (230) and female (250) were selected randomly for the purpose of the study.

Tools: Test of E Learning Related Attitude; a self structured questionnaire consisting of 36 items with the response of Strongly Disagree, Disagree, Agree and Strongly Disagree has been used for data collection.

Data Analysis and Interpretation:

Table:1-Descriptive Statistics of the students' views on the influence of E-learning on the traditional classroom in higher education

Parameters	Values
N	480
Minimum	44
Maximum	171
Mean	104.23
Median	101
SD	31.10
SEM	1.41
Skewness	0.19
Kurtosis	2.08
Coefficient of Variation	0.29

Source: Primary Data

From the above table it is clearly shown that the mean value for the concept of e-learning influencing the traditional classroom in higher education is 104.23 with the minimum value 44 and maximum value 171. The mean value is much higher than the mean value 101 in accordance with the SD value of 31.10. Moreover it is also seen from the above table that the Standard Error Means is 1.41 with the skewness value of 0.19.

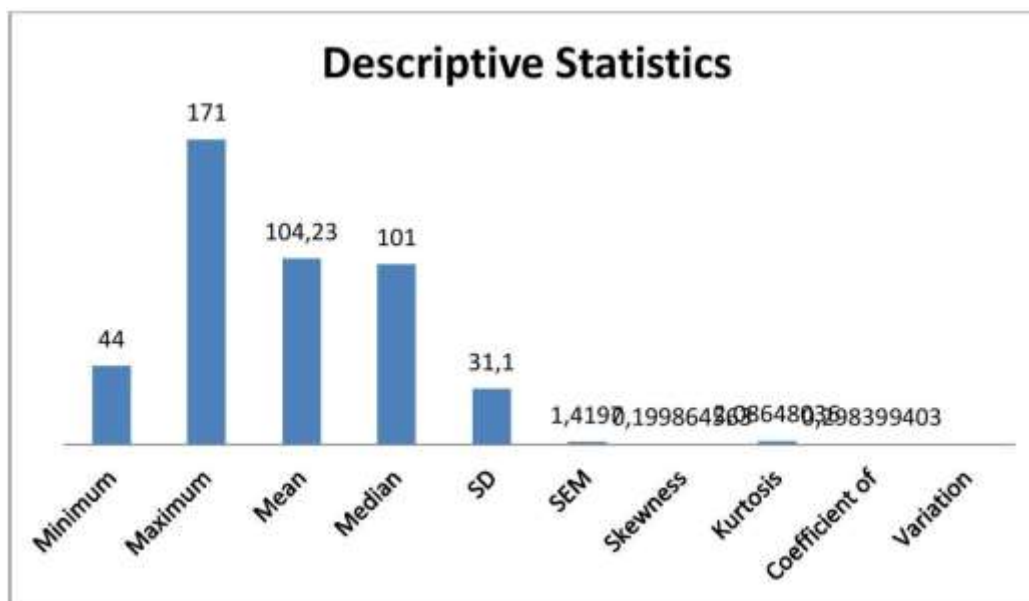


Fig. Descriptive Statistics of the students' views on the influence of E-learning on the traditional classroom in higher education

Table 2-Difference of Views on influence of E-Learning on the traditional classroom in higher education between Male and Female students

Group	N	Mean	SD	SEM	df	t
Male	230	103.80	32.14	2.11	478	0.29
Female	250	104.63	30.17	1.90		

From the above table it is shown that the mean value for the concept of e-learning influencing the traditional classroom of the male students is 103.80 and the SD value is 32.14. On the other hand the mean value for the same of female students is 104.63. The calculated t value is 0.29 with the df of 478. Though there is little difference in the mean value between the two groups, the t value hints that there is no significant difference in the views since it is much less than the critical value 1.99 at 0.05 level of significance. Therefore the formulated hypothesis –"There will be significant difference in the views on the concept of e-learning influencing the traditional classroom in higher education between male and female students" is rejected which proves that there is no significant difference of views on the concept of E-Learning influencing the traditional classroom between the male and female students.

Table 3- Difference of Views on influence of E-Learning on the traditional classroom in higher education between Rural and Urban students

Group	N	Mean	SD	SEM	df	t
Rural Students	260	107.00	30.33	1.88	478	2.12
Urban Students	220	100.96	31.74	2.13		

Source: Primary Data

From the above table it is shown that the mean value for the concept of e-learning influencing the traditional classroom of the Rural students is 107.00 and the SD value is 30.33. On the other hand the mean value for the same of urban students is 100.96. The calculated t value is 2.12 with the df of 478. There is difference in the mean value between the two groups, the t value hints that there is significant difference in the views since it is much higher than the critical value 1.99 at 0.05 level of significance. Therefore the formulated hypothesis –“There will be significant difference in the views on the concept of e-learning influencing the traditional classroom in higher education between rural and urban students” is accepted which proves that there is very significant difference of views on the concept of E-Learning influencing the traditional classroom between the Rural and Urban students.

Findings:

- Male students do not differ from the female students in respect of their views on the influence of E-Learning on the traditional classroom.
- There exists no significant difference between rural students and the urban students in respect of their views on the influence of E-Learning on the traditional classroom.

Conclusion:

The methods of teaching have been improved with the e-learning process and increased students, participation in attending classes, improve behavior, and level of performance in their results. Visual presentation of teaching subjects, the use of colourful diagrams, charts, and maps have been guiding teachers to motivate the students to engage them in digital learning. E-learning tools have been aiding students to become self-dependent to complete their learning tasks and stay confident by gaining vast knowledge in the fields of their subjects.

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