



## Influence of E-Learning on Higher Education

Ms. Preksha

Junior Research Fellow, Department of Education, Panjab University, Chandigarh

**ABSTRACT:** Online education is recognized as core to every school's plan for institutional resilience and academic continuity. Gone will be the days when individual schools within a university will be able to go their own way with online education. Management of online learning will be integrated into existing academic leadership structures and processes. We suspect that those institutions that are dependent on online program management providers to run online programs had a harder time in making this transition. Higher education demands lots of practical to be conducted and hence this study caters the impact and the measures taken by higher educational institutes to combat it. Various domains will be covered in the study.

**KEYWORDS:** E-Learning, Online Education, Higher Education

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### I. INTRODUCTION

The world is changing quickly, and we must contend with a global environment. A major feature of the twenty-first century, globalisation is marked by change, nimbleness, attentiveness, awareness, continual learning, and unlearning. Organizations of many shapes and sizes hope to reach new performance heights through bridging boundaries. They are battling a number of difficulties, including talent management, an agile working environment, a diverse workforce, fierce competition, and constantly advancing technology. Strategies are being used to overcome the peculiar business challenges brought on by new company models. Organizations will fall behind if they are unable to keep up with the pace of learning compared to the changes occurring around them.

Since it was originally used at a CBT systems conference in 1999, the term "E-learning" has only been in use. Other terms, such online and virtual learning, have also started to be used to adequately define. Yet, the underlying concepts of e-learning have a long history, and there is evidence that implies the first iterations of e-learning date back to the 19th century. Distance learning programmes were available to students even before the internet was developed to teach them certain subjects or skills. Issac Pitman taught his students shorthand by mail in the 1840s. The first assessment device that allowed pupils to assess themselves was created in 1924. Later, in 1954, Harvard Professor BF Skinner created the "teaching machine," which allowed schools to give pupils pre-recorded lessons. Yet, the first computer-based training programme wasn't released globally until 1960. PLATO—Programmed Logic for Automatic Teaching Operations—was the name of this computer-based training software (or CBT Program). Although it was first intended for University of Illinois students, it eventually found use in local schools.

The term E-learning appeared first in Webster's American English Dictionary in 1997. According to Webster's American English Dictionary, "E-learning was defined as the process of learning online, especially through the internet and email."

Collies and Moonen (2001)<sup>15</sup> "prefer the term 'flexible learning' and interpret that Flexibility is applied with regard to time, content, entry requirements, instructional approach and resources, and delivery and logistics."

According to Rosenberg, (2001) <sup>16</sup> "Online learning is delivered via the internet which enables educators to have instant updating, distribution and sharing of information."

Henry (2001)<sup>17</sup> defines "E-learning as the appropriate application of the internet to support the delivery of learning, skills and knowledge in holistic approach not limited to any particular courses, technologies or infrastructures. It includes core products of content, technology and services."

\*Corresponding Author: Ms. Preksha

Junior Research Fellow, Department of Education, Panjab University, Chandigarh

Sandra Meredith and Becci Newton (2003)<sup>14</sup> defined it as “learning facilitated by internet and www technologies, delivered via end-user computing that creates connectivity between people and information and creates opportunities for social learning approaches.”

Kunal Sharma et al. (2011) undertook a study for e-learning at H.P. University. It was about crafting a strategic architecture for the same. He outlined critical success factors in this context. Students of International Centre for Distance and Open Learning were the respondents of the study. They were registered for personal contact programmes of professional courses. The study revealed that there are satisfactory current practices of instruction at University. The students were IT savvy. But trainers were lacking in interest about IT, Centre did not provide required training, there was irregular electric supply. The facilities and consumables required for the usage were also insufficient. Thus author tried to conclude that role of Technology is not limited to making available software and hardware features.

Ali Massod, Umal Iqbal, Denise stockley, AbolelmaggedNoureldin (2011) conducted a study focusing on use of Blended Learning to foster education in a contemporary classroom. Based on the findings the authors suggested to merge innovative technologies with traditional techniques that include design assessment, financial, technical and human requirement.

Sharon Yam and Peter Rossini (2011) conducted a study in the University of South Australia in the property programme, which revealed that blended learning have the advantages of both face-to-face learning and the online environment. The findings of the study provided some insights into the use of Moodle platform and student's reactions on blended learning.

Maryam Tayebink, MarliaPutch (2012) undertook a survey on “Blended learning or E-learning” which revealed that blended learning is more favorable than pure e-learning and offers many advantages to learners.

HoomanEstelami (2012) conducted an exploratory study on “the drivers of student satisfaction and learning experience in hybrid - online and purely online marketing courses”. The study revealed that student satisfaction was subject to the course content, student-teacher communications, the use of effective learning tools and the instructor.

Deepak Chawla and Himansu Joshi (2012) conducted exploratory study at IIM, Ahmadabad “to examine the awareness levels, degree of familiarity and readiness to accept e-learning environment.” It addressed the issues relating to the extent of elearning readiness among students.

Dr. S.S. Gautam, Manishkumar Tiwari (2016) through their research paper presented different components of e-learning system, benefits and drawbacks of e-learning system. They state that, many creative ideas are refused because they do not work; likewise, a well-structured e-learning course can be ill received if it does not function properly. Explaining various advantages, for trainer or organization and to the student the authors state that the flip side include disadvantages of e-learning trainer /organization include upfront. Investment, technology issues, cultural acceptance issues, as also disadvantages, for students include technology issues, portability issues, reduction in social and cultural interaction. However, authors claim that knowing and understanding of five major components of e-learning system viz. Audience, Course Structure, Page design, Content engagement, Usability, will help to build instructionally sound and successful online programs.

## **II. AIMS OF THE STUDY**

Study will conducted keeping in mind following aims:

- To find the influence of effects of e-learning on higher education sector.
- To find out different teaching methodologies being used for higher education.

## **III. METHODOLOGY AND PROCEDURE**

Exploratory survey method was used to study the influence of e-learning on higher education. It is conducted for a research problem when the researcher has no past data or only a few studies for reference. Sometimes this research is informal and unstructured. It serves as a tool for initial research that provides a hypothetical or theoretical idea of the research problem.

#### IV. SAMPLE OF THE STUDY

The population was study was under graduate students and postgraduate students of Panjab University for testing the influence of E-learning on higher education.102 under graduate and post graduate students were selected as sample. The data was collected using questionnaire through Google forms.

#### V. TOOL USED

A self-constructed questionnaire was used to check the influence of e-learning on higher education.

#### VI. STATISTICAL TECHNIQUES

Raw score have no meaning by themselves unless some statistical techniques are employed to interpret data collected as a result of investigation. Statistical techniques are employed to get a precise and exact picture of data. The statistical techniques being objective interpretation lead to reliability in results. The results are more accurate, quantified and comparable. The present study employs a calculation of percentages as method of statistical analysis.

#### VII. DATA ANALYSIS AND INTERPRETATION

Data for analyzing the effect of e-learning on higher education was collected from students of higher education via a self-constructed tool. The questionnaire consisted of 30 questions which were analyzed and interpreted using percentage analysis. Each domain of Likert scale namely strongly agree, agree, neutral, disagree, strongly disagree was analyzed using percentage method. Percentage was calculated by dividing the value by the total value, and then multiplying the result by 100. The formula used to calculate percentage was:  $(\text{value}/\text{total value}) \times 100\%$ . Pie chart for each question was drawn henceforth

#### VIII. ANALYSIS

**Tableshows the responses of each question and their percentage**

	Strongly Agree(5)	Percent age of responses (Strongly agree)	Agree (4)	Percent age of responses (Agree)	Neutral (3)	Percent tage of responses (Neutral)	Disagree (2)	Percent tage of responses (Disagree)	Strongly Disagree(1)	Percent age of responses (Strongly disagree)
Do you regularly attend online classes?	35	34.3%	41	40.7%	17	16.7%	4	3.9%	5	4.9%
Do you think that the measures taken by your department during E-learning pandemic to ensure the continuity of the educational process were sufficient?	27	26.5%	41	40.2%	24	23.5%	5	5%	5	5%
Do you think that your learning needs are satisfied in online teaching learning?	15	14.7%	29	28.4%	31	30.4%	21	20.6%	6	5.9%
Did you find any difficulty to adapt online teaching learning methods?	17	16.7%	35	34.3%	28	27.5%	16	15.7%	6	5.9%
Did you faced difficulties in your online experience such as disruption in internet connection, non- availability of smart phone, laptop etc?	39	36.1%	39	36.1%	18	16.7%	10	9.3%	2	1.9%
Can you easily interact and communicate with teachers via online platform?	21	20.6%	31	30.4%	28	27.5%	18	17.6%	4	3.9%
Do you feel motivated in online learning?	21	20.6%	19	18.6%	34	33.3%	17	16.7%	11	10.8%
Is online learning better than traditional methods (face to face) of learning?	11	10.8%	26	25.5%	21	20.6%	22	21.6%	22	21.6%
Do you think online classes are hectic and disturbing your mental health?	28	27.5%	34	33.3%	25	24.5%	13	12.7%	2	2%
Through online learning, do you think your digital literacy has been enhanced?	15	14.7%	41	40.2%	33	32.4%	12	11.8%	1	1%
Do you get sufficient resources, content and study material in online method of teaching?	18	17.6%	34	33.3%	32	31.4%	9	8.8%	9	8.8%
Is it good to move towards blended (online and face to face) learning methods?	23	22.5%	27	26.5%	42	41.2%	8	7.8%	2	2%
Do you have access to a quiet place for online study at home?	19	18.6%	32	31.4%	31	30.4%	18	17.6%	2	2%
Do you think this online mode of teaching encourage personalized learning?	17	16.7%	31	30.4%	34	33.3%	17	16.7%	3	2.9%
Are you able to complete your online assignments on time?	18	17.6%	46	45.1%	28	27.5%	9	8.8%	1	1%
Do you think online exams provide correct evaluation?	19	18.6%	26	25.5%	32	32.4%	14	13.7%	11	10.8%

Do you use educational websites like e-GyanKosh, Swayam, Shodhganga etc as your study material?	14	13.7%	34	33.3%	24	23.5%	23	22.5%	7	6.9%
Do you find any difficulty in doing your research work/ project work during e-learning?	27	26.5%	35	34.3%	26	25.5%	13	12.7%	1	1%
Do you think online mode is passive mode of learning?	13	12.7%	38	37.3%	42	41.2%	8	7.8%	1	1%
Do you attentively listen to teachers during online lectures?	22	21.6%	42	41.2%	22	21.6%	13	12.7%	3	2.9%
Do you think that online mode brings positive change in teaching learning process?	24	23.5%	27	26.5%	33	32.4%	14	13.7%	4	3.9%
Do you think that online mode will have any effect or influence on your job opportunities and future employments?	34	33.3%	38	37.3%	25	24.5%	5	4.9%	0	-
Do you think practical components are being ignored due to online classes?	35	34.3%	36	35.3%	25	24.5%	6	5.9%	0	-
Do you think you will easily adapt through offline classes in your institution?	25	24.5%	34	33.3%	30	29.4%	10	9.8%	3	2.9%
Do you think duration of your semester was insufficient to complete your prescribed syllabus?	26	25.5%	33	32.4%	24	30.4%	10	9.8%	2	1.9%
Do you have easy access of books and other study material?	18	17.6%	35	34.3%	33	32.4%	12	11.8%	4	3.9%
Do you have access to E- Library?	11	10.8%	31	30.4%	34	33.3%	19	18.6%	7	6.9%
If you have access for E- library, is it helpful?	11	10.8%	36	35.3%	36	35.3%	16	15.7%	3	2.9%
Is your percentage of attendance is better during online classes as compared to offline classes?	17	16.7%	44	43.1%	23	22.5%	13	12.7%	5	4.9%
Do you feel like continuing online learning?	16	15.8%	23	22.8%	32	31.7%	16	15.8%	14	13.9%

## IX. DISCUSSION

Based on the results obtained from the present sample, it can be concluded that

- Motivational factor plays an important role in everyone's life. Majority of the students feel motivated in online classes and their learning needs are satisfied through online learning and also encouraged personalized learning.
- Communication with teachers was done easily by the students in online platform but still online learning is considered passive mode by the sample population.
- Access to quiet place for online study was not a problem for the majority of the students and they attentively listened to the teachers in online classes. There is also a positive change in teaching learning process.
- In comparison between online learning and traditional classrooms, many students believed that online learning is better, others believed that traditional method of learning was better. Moving towards blended mode of learning was also an alternate for the students but they may adapt offline classes easily after end of pandemic.
- Online classes are not easy for those who are not used to technology. Majority of the students faced difficulties in adaptation of online teaching learning methods. Almost 75% students faced disruption in internet connection, non-availability of smart phone and laptop. Many students believes that digital literacy has been enhanced through online learning.
- Mental health is disturbed through online learning as there is zero contact and a longer duration of screen time, this leads to restlessness. As the data indicates, majority of students responded that online classes are very hectic and disturbing their mental health.
- More than half of the students didn't had access to E-library and books while some of them found E-library helpful.
- E- Resources were sufficient for the students in online teaching learning. They got enough content and study material. Many of them used educational websites like e- Gyankosh, Swayam portal and Shodhganga.
- As the survey indicates, measures taken by the departments in E-learning for the welfare of students and continuous educational process were sufficient for the students but they believed that duration of the semester was insufficient for completion of the prescribed syllabus.
- Assignments were completed on time by the students and didn't faced any difficulty in doing their research work or projects during Covid time but online mode may effect or influence the job opportunities and future placements of the students. Practical components are totally ignores due to online classes.
- As the data indicates, evaluation was done correctly by the departments and student's percentage was better in online classes as compared to offline classes. 50% of the students feel like continuing online learning.
- E-learning had a neutral influence on higher education as some factors positively influenced such as enhancement of digital literacy, encouragement of personalized learning and some factors were negatively influenced as students were passive, decline in job opportunities, ignorance of practical components etc.

## X. METHODOLOGY BEING USED BY HIGHER EDUCATION FOR E-LEARNING

- For e-learning, many schools, universities and colleges in every way that really matters, have generally requested their educators and teachers to make use from internet learning strategies and instruments - Google Video, Skype, Zoom, Facebook live, YouTube and so forth, all things considered, in spite of mainstream thinking. To truly convey addresses and pretty complete the course content in a for the most part large manner.
- Be that as it may, there by and large have been a very couple of hardships as the abrupt change from study hall to the cell phone/PC in every practical sense, has truly had its aftermath as nobody has a sort of clear thought, as to precisely how to proceed with this new worldview, in regards to impartation of instructing through the online mode in an unobtrusive manner.
- Further, the tension on the instructors and students essentially is in reality high as the course certainly needs to really be finished before assessments, which will especially be booked through the online course, through got really implies or after the lock down is for the most part lifted. .
- There generally have been ways made for this reason most certainly, for example, the DD Network of Educational channels, Online learning stages truly like SWAYAM, and so on Nonetheless, as of not long ago they were viewed as a guide to conveyance of schooling and not as a beautiful principle apparatus of conveyance of training, which is very critical.
- The Government of India in a real sense has investigated every possibility for empowering conveyance of education and course content through the online course by means of drives, for example, e-PG Pathshala, SWAYAM, NPTEL and so on and have utilized the current organization of online instruction arrangement generally means, for example, the instructive TV Channels being controlled by the IGNOU and pretty different means including the private players for the most part like Tata Sky, Dish TV, etc in a by and large enormous way.

## **XI. CONCLUSION**

Online education particularly was not used previously, particularly in India. In the very current investigation, most students perceived usefulness, perceived ease of use, and acceptance of online education, which is quite significant. The most difficult task for tolerating online education was deficient/unsteady web network, absence of PCs/laptops, and very specialized technical issues in a basically big way. The huge difficulty specifically was in conducting online learning in departments with generally practical subjects, demonstrating how particularly be that as it may, the current emergency of the E-LEARNING pandemic made the whole world to really depend on online education in a pretty big way. This investigation features the difficulties and elements influencing the online education as an instrument for instructing inside for all intents and purposes higher education, in Panjab University and may prompt basically key definitely turn of events and execution of online learning and view innovation as a really positive advance towards development and change, which literally shows that impact of E-learning on pretty much higher education for the most part is determined in this study in a very major way.

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