

## User's Perception and Attitude about E – Learning

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### Abstract

*The purpose of this paper is to examine a user's perception and attitude about e – learning and effects of quality features, consciousness among the users, and a user's usefulness of intentions and their level of satisfaction, towards the use of e- learning in Bharathiar University. Based on e- learning user data collected through the structured questionnaire survey, and a quantitative study was conducted with 116 survey responses from various departments who were used in e – learning. The sample consisted of e- learning users and past studies seldom examined a particular models followed by the user's perception on e- learning. The results revealed that the facilitates of technology in academic activities how could improve positively and prove to be decisive for the purpose of continuous usage of e- learning in the academic environment and action on teaching, learning, and research which has come to be known as a technological strategy.*

**Keywords:** Academic Activities, e-Content, e-Learning, Users Perception

### 1. Introduction

In digital scenario, our lives changing the way we perceive, engage, and experience the real world around us. The academic activities are moving towards the use of internet and web related technology to develop the coherence, and effectiveness of information to provide the users. Information in electronic content makes easier to the users and access information anytime and anywhere across the world. E-learning is too conducive the way of teaching and learning possibilities for sustainable ubiquitous education. e-learning is an electronic learning and utilizing web technologies to obtain the sources related to the study material. The activities focused on four aspects of user's activities and perceptions, communication, and overall e- learning experience. Piskurich defined as e – learning that uses computer

networks or webs as the delivery or mediation mechanism. By this definition neither CD-ROM based nor satellite- based delivery would be considered as e- learning. There are two types of e- learning one is synchronous e- learning which the instructor and the participants are communicate directly on at the same time, another is asynchronous e- learning is which learners are accessing programs online at different times. Here are brief studies that exemplify how to get perceived knowledge, and attitude about e- learning.

### 2. Review of Literature

Mohammadyari et al. (2014) discusses the understanding the effect of e- learning on individual performance. In their study examining the digital literacy they have opined that the role of e-learning will improve the individual performance. They have adopted UTAUT, and TAM model used by the professionals to introduce the concept of digital literacy. The online questionnaire was send to the



respondent's mail and the data was collected for six months period. The results found that the e-learning is valuable activity and will improve the literacy rate of students.

Melo et al. (2015) examines the satisfaction and continuous use in term of e-learning services in Brazilian Public Organizations. The study constructs of technology readiness index and the decomposed expectancy disconfirmation theory (DEDT) to measure the level and continuous usage of e-learning in two public organizations. The study was conducted using online survey and sample size was three hundred forty three. The results shows that quality, quality of disconfirmations value and value disconfirmation positively impact on satisfaction as well as disconfirmation.

Alsabawy et al. (2016) analyses the determinants of perceived usefulness of e-learning systems. In their study they have focused on what is the impact of IT infrastructure services and IT quality on perceptions of usefulness of e-learning. They conducted a quantitative study at an Australian University. The data was collected for this study through an online survey using survey monkey and the students were selected from four faculties. They have framed causal model and tested was 720 university students studied in online courses. They found universities

need to be aware of the critical impact of infrastructural services for success of e-learning.

**3. Objectives of the Study**

- ❖ To examine the user's self perception level to using e-learning in an academic activity;
- ❖ To measure the efficiency and effectiveness of the e-learning content;
- ❖ To analyze the level of satisfaction towards e-learning;
- ❖ To study the impact of e-learning among users; and
- ❖ To find out the obstacles in e-learning.

**4. Methodology**

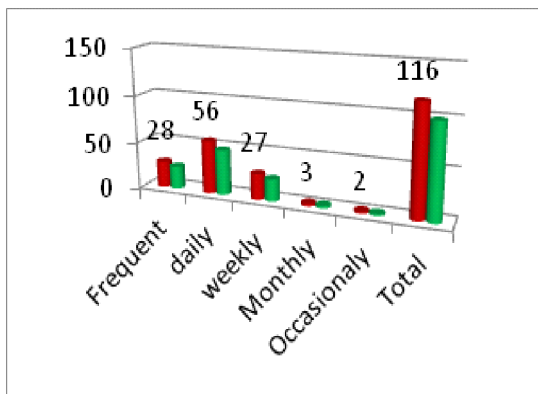
The present study analyzes user's perception and attitude about e-learning and level of satisfaction using e-learning in the academic activities. Hence, the study is descriptive in nature. For the purpose of the study, 116 respondents including PG students, M.Phil, and Ph.D research scholars were considered from the various departments in Bharathiar University, Coimbatore district as samples for the study, through simple random technique method. Primary data was collected with the help of structured questionnaire and thus collected data was analyzed using simple percentage analysis.

**Table 1: Population of the Study**

Sl.No	Particulars	Gender		Count	Percentage
		Female	Male		
1.	PG Students	31	12	43	37.03
2.	M.Phil scholars	21	8	29	25.00
3.	PhD scholars	22	22	44	37.06
	<b>Total</b>	<b>74</b>	<b>42</b>	<b>116</b>	<b>100%</b>

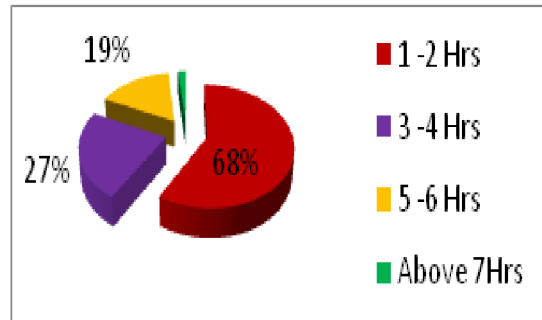
Table 1 presents a clear picture for the population of study by gender, group and counter. Maximum number of e-learning user is seventy four (63.79%) were female and forty two (36.20%) were male respondents. The highest usage of forty four (37.06%) who belongs to Ph.D, out of 116 respondents both equals twenty two (18.96%) female and male. Forty three (37.03%) were PG students, and remaining twenty nine (25%) were M.Phil students.

Scholars used e- learning. On analysis, it was found that there is little variation between the user’s categories.



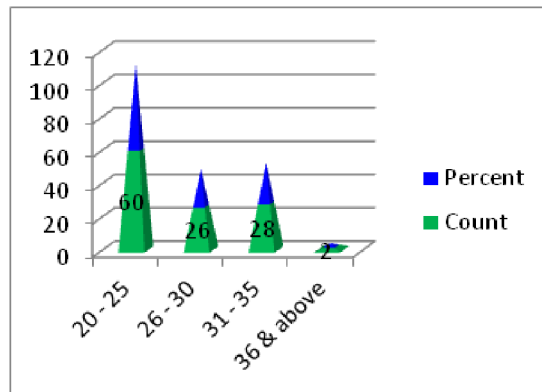
**Figure 1: Frequency of Using e-learning Platform**

This is the most important and basic aspect related to the appraisal of usefulness of e- learning in an academic activities. An attempt has been made to find out the frequency use of e-learning by the students and research scholars at Bharathiar University. It can be found from figure 1 that 56(47.9%) of respondents make use of e-learning daily, 28(23.9%) of frequently, 27(23.1%) of weekly, 3(2.6%) of monthly, and 2(1.7%) of users occasionally use the platform of e-learning.



**Figure 2: User’s Time Spending On E- Learning**

Figure 2 reveals that the majority of respondents sixty eight (58.1%) spent 1- 2 hours per day, twenty seven (23.1%) spent 3 – 4 hours per day, nineteen (16.2%) spent 5 – 6 hours per day, and remaining 2(1.7%) spent more than 7 hours per day on e-learning platform.



**Figure 3: Age Wise Respondents**

Figure 3 shows difference between the age group. Majority of respondents are under 20 – 25 years of age sixty (57.1%), twenty six (22.2%) of respondents are under 26 – 30 years of age, twenty eight (23.9%) of respondents are under 31 – 35 years of age, and remaining 2 (1.7%) of respondents only above 36 of age.

**Table 2: Perceptions and Attitude of e-Learning**

Particulars	Highly Agree		Agree		Somewhat Agree		Dis Agree		Not at all	
	Number	%	Number	%	Number	%	Number	%	Number	%
I feel every subject is interesting the moment you begin learning it	35	30.17	41	35.34	26	22.41	14	12.06	-	-
I find that most of the learning subjects are interesting and I am ready to devote a lot of time.	29	25.00	61	52.58	25	21.55	1	0.86	-	-
I learn things by heart, even if do not understand them.	17	14.65	80	68.96	16	13.79	3	2.58	-	-
I compare the leaning process to listening to a good concert.	43	37.06	65	56.03	8	6.89	-	-	-	-
I usually limit my learning process to listening to a good concert.	21	18.10	59	50.86	30	25.86	6	5.17	-	-
I usually limit my learning process to certain items, which are going to appear in the final test.	15	12.93	49	42.24	32	27.58	16	13.79	4	3.44
I dévots lots of time to Learning because i find very interest.	31	26.72	73	62.93	8	6.88	4	3.44	-	-
I usually come to class with some questions, and I expect they will be answered at the end of the learning.	29	25.00	53	45.68	25	21.55	9	7.57	-	-
I read all the additional material which the professor suggests	20	17.24	56	48.27	45	38.79	-	-	-	-

Table 2 indicates the user's perception and attitude about e-learning. The majority of the respondents forty three (37.06%) says the reasons behind using e-learning platform is interesting and enrich their knowledge, seventeen (14.65%) of respondents says

that they spent more time to on e-learning, thirty five (30.17%) of user's more inclined toward building their own information literacy to those who are accessing e-learningA and 4 (3.44%) of user's says that e-learning support could improve the additional knowledge of various resources.

**Table – 3: Satisfaction on e-learning**

Particulars	Highly satisfied		Satisfied		Somewhat Satisfied		Dissatisfied		Not at all	
	Number	%	Number	%	Number	%	Number	%	Number	%
Learning enables me to learn everywhere and any time.	47	40.48	63	64.31	6	5.17	-	-	-	-
I enjoy learning with the help of web technology	43	37.06	65	56.03	8	6.88	-	-	-	-
It may empower me	21	18.10	59	50.86	30	25.86	6	5.17	-	-
Learning is good reviewing materials	20	17.24	56	48.27	45	38.79	-	-	-	-
Learning enables me to keep in touch with new and interesting people.	29	25.00	53	45.68	25	21.55	9	7.57	-	-
Learning is good in presenting new topics	61	52.58	40	34.48	15	12.93	-	-	-	-
Accuracy information with suitable examples	15	12.93	39	33.62	58	50.00	4	3.44	-	-
Learning may support and enhance traditional learning	49	42.24	62	53.44	5	4.31	-	-	-	-
It will improve study style	43	37.06	65	56.03	8	6.88	-	-	-	-
Learning consumes a lot of time	17	14.65	80	68.96	16	13.79	3	2.58	-	-

The above table reveals the level of satisfaction derived by the users on e-learning perception in academic activity. The result shows that the highest

satisfaction of forty seven (40.48%), learning enables me everywhere and any time. Twenty one (18.10%) e-learning improve the self efficacy of

academic activities, fifteen (12.93%) of e – learning is more flexible compare to the traditional learning,

and it was found to be the least satisfaction of accurate information with suitable examples.

**Table – 4 Obstacles of E – Learning**

Particulars	Highly Agree		Agree		Somewhat Agree		Dis agree		Not at all	
	Number	%	Number	%	Number	%	Number	%	Number	%
Sometimes may frustrate me.	65	56.03	43	37.06	8	6.88	-	-	-	-
Sometimes, I find difficult to manage with all different applications.	34	29.31	56	48.27	26	22.41	-	-	-	-
Sometimes, the use of technology confuses me.	24	20.68	59	50.86	12	10.34	16	13.79	5	4.31
Time waste.	29	25.00	48	41.37	24	20.68	2	1.71	13	11.20
Device problem.	19	16.37	33	28.44	21	18.10	17	14.65	26	22.37
Power package.	25	21.55	12	10.34	26	22.41	2	1.71	47	40.51

Table above table represents that the obstacles while using e – learning among the user’s in academic activities. Sixty five (56.03%) of affected frustration and the reason behind this with continuous use of internet, nineteen (16.37%) of difficult to handle the applications, and two (1.71%) of felt technical device and facilities.

**5. Findings and Suggestions**

On the basis of data gathered for the study, following suggestions are recommended to improve the e-learning in the academic activities.

The results shows that 47.9% Ph.D research scholars are using e-learning on daily basis whereas 23% use the e-learning frequently basis.

Above sixty percentages (57.1%0) of e-learning users are under the age group of 20–25, and the above 36 years shows very less.

The user’s perception and attitude about e–learning academic activities reflects positively and highly influence the level of satisfaction as compared to traditional learning method.

**6. Conclusions**

It is evident from the study that empowering e-learning among the user’s perception is essential for achieving the academic goals of sustainable development and removes the hindering of learning and education growth must be eradicated to initiate the e- learning. The study reveals that the technological learning leads a part of learning among the users and user’s how effect on the success and

growth of learners by their own skill and ability. Thus it can be concluded that if academicians are properly motivated, educated, and trained sufficiently, learners can attain great opportunities for their academic carrier and they can succeed in their venture.

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