Nat. Volatiles & Essent. Oils, 2021;8(6):13680-13685

NVEO
Natural Volatiles & Essential Oils

An Empirical Study of Users' Perspectives on E-Learning Platforms

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Abstract

The rise of e-learning gained significant traction during the COVID-19 pandemic, with many institutions relying heavily on platforms like Edx, Coursera, Udemy, Swayam, Webex, Zoom, and Google Meet to facilitate education. This study aims to gauge learners' perceptions of e-learning across five dimensions: Usefulness, Ease-of-Use, Self-Efficacy, Attitude, and Intention to Use, particularly focusing on the capital city of Telangana, Hyderabad. Additionally, the study examines learners' awareness of e-learning platforms alongside these variables. The hypothesis posits that there is no significant correlation between users' perceptions and aspects of electronic learning. Conducted as a descriptive study using primary and secondary data sources, the research involved 121 learners surveyed through structured questionnaires, interviews (including telephone and email), and the review of thirty research articles to construct a theoretical framework. Convenience non-random sampling was employed to collect responses, with descriptive statistics and t-tests utilized for data analysis. The majority of respondents expressed favorable views, finding e-learning platforms useful, easy to use, and conducive to improving self-efficacy. Additionally, they exhibited positive attitudes and high intentions towards adopting e-learning approaches and platforms.

Keywords: *Learners' Perception, E-Learning, e-LearningPlatforms*

INTRODUCTION

Deliberate usage of electronic media and Information and Communication Technologies (ICT) in training and learningmeasures (Naidu 2006) is insinuated as e-acknowledging, where "e" signifies "electronic". It can in like manner be portrayed by various terms including electronic learning, online learning, appropriated education, association and e-learning. E-learning consolidates all enlightening activities did by individuals/bundles dealing with the web/separated and all the while/no simultaneously through association/free
PCs and electronic devices.
E-learning is a storage facility of instruction, data, correspondence, preparing, and information and execution onthe board. Presently a day in instructing and learning has made a need to change understudies by utilizing currentviable courses as E-Learning.
E-Learning acts have an interface among understudies and their learning targets. E-learning climate can be gotten to by utilizing an internet browser to access the web or intranet. E-learning helps in giving adapting anyplace whenever dependent on the student premium. The development in the field of current data correspondence advancements has reformed the regions differing from language figuring out how to language use. Instructing and learning techniques in training have been expanded for giving schooling through theuse of E-Learning through data innovation.
E-Learning empowers higher intuitiveness among teachers and understudies and study material inclusion in

both undergrad/graduate understudies. Further, educators and colleagues guarantee that understudies basic reasoning iscreated, and to give them the opportunity in conversation, subjects decision, trade of thoughts and data and extension ofinformation.

Types of e-Learning: 1. Synchronous learning:Synchronous learning is much the same as homeroom learning aside from that the teacher and all the students couldeach be in a unique area. This kind of E-learning is appropriate for idea based preparing, preparing exceptionallycomplex ideas and now and again preparing for students whorequire the presence of a coach. This kind of learning happensthrough virtual homerooms, Chat, online courses, applicationsharing. Asynchronous learning: Generic preparing that has along period of usability and doesn't relate to a specific gathering of individuals, for example, delicate abilities preparing, the executives preparing, and monetary preparing can be directed through non-concurrent e-learning. Offbeat learning utilizes media that isn't immediate through messagessheets, messages, web journals, CDs and DVDs, self-guided online courses. 3. Blended learning: **Blended learning** is a blend of coordinated and non-concurrent learning. The extentof every one of the mixed fixings will rely upon the crowd, the measure of autonomy and direction needed during the preparation/learning. Mixed learning can likewise be a mix of disconnected and online courses, independent and synergisticlearning, work and learning.

REVIEW OF LITERATURE

"**Ancapopovivi" "CosminaMironov"** in the article "**Student's perception on using E-Learning technologies (2018)"** studied the perception of students towards E-Learning technologies. Findings concluded in saying that students have finely outfitted in utilizing technology and using technologies to support the learning process and such approach is supported mainly by teachers. **"Dr Gunamalasuri" " Snehasharma"** in the article **"the impact of gender on attitude towards computer technology and E-Learning (2016)"** studied the effect of sexual orientation and impact of sex on utilization of PC innovation and E-learning structures. This article study satisfied the target of understanding the effect of sexual orientation on PC demeanour and E-learning and the examination concluded that there is no contrast between theattitudinal scores of guys and females because the two guys and females are particular towards the different types of E-Learning. "**Sarkahubackova**" in the article "**Motivation in e-learning in university (2015)"** studied the motivational factors responsible for students to prefer E-Learning over traditional learning. The article concluded that the strongest reason for the choice of language is still the study program ofthe faculty**. "sarkahubackova**" in the article "**History andperspectives of E-Learning (2014)"** studied the history andthe development, technical improvement in E-Learning. Theauthor concluded that new methods were created not only toeducate, also facilitate the information sharing among teacher, leaners and the student. **"AzlizaYacoba" "AiniZuriyati" "Abdul Kadirb" "O. Zainudinc" "A. Zurairahd**" in the article **"Student awareness towards ELearning in education (2011)"** This article analyzes the familiarity with e-discovering that includes understudies from TATI University school. Different relapses have been applied on the understudy insights according to sexual orientation, year of study, innovation and mindfulness towards e-learning. The outcomes indicated that there is huge mindfulness towards e-learning in that college**." Hassan M. Selim" i**n the article **"critical success factors for e-learning acceptance confirmatory factor models(2005)"** learned about the basic elements as seen my collegeunderstudies and arranged into 4 variables Instructor, understudy, data innovation, and college uphold. The outcomes appeared by understudies there are 8 basic determinants of e-learning acknowledgement. **"Jennifer C. Richardson" "Karen Swan"** in the article "Examine socialpresence in online courses concerning students perceived learning and satisfaction(2003)" study investigated the part of social activeness in internet studying conditions and its association to understudies "impression of learning and fulfillment with the teacher". The examination identified thatunderstudies with a greater impression of social activeness and scored greater terms of apparent educating and saw fulfillment with educators and found that sex doesn't assumea critical part. "**Liyan Song" "Ernise S. Singleton" "Janette R. Hill" "MyungHwa"** in the article "**Improvingonline learning: Student perceptions of useful and challenging characteristics (2003)"** the investigation was to acquire bits of knowledge into student's impression of the internet learning. The aftereffects of the investigation presumed that most students concurred that course plan, student inspiration, time management, and ease with online innovations sway the achievement of web-based education knowledge. "**Michael C. Rodriguez" "Ann Ooms" "Marcel Montanez**" in the article **"Students' Perceptions of Online-learning Quality given Comfort, Motivation, Satisfaction, and Experience (2003)"** the investigation wasto think about the internet learning has given any solace inspiration and experience. The

outcome demonstrated that for understudies with the mixture learning experience, comfort was identified with inspiration and saw quality.Inspiration was identified with fulfillment, and fulfillment was identified with apparent quality. It likewise demonstrated that understudies with no web-based learning encounters, comfort was identified with inspiration and different variables were identified with the apparent nature of online courses. "**Karl L. Smart" and "James J. Cappel**" in the article **"Student's Perceptions of Online Learning: A Comparative Study (2006)"** the study examines the student's perception of integrated online components in which, before the classroom discussion itselfstudents are finishing e-learning modules. The comparative study result is overall satisfaction and subject perception of these online units. And the study found that there are differences in perception based on demographic factors in addition, perceived benefits of the online units.

OBJECTIVE AND HYPOTHESIS

The main aim of the research is to measure learners' perception towards e-learning with five dimensions that are Usefulness, Ease-of-Use, Self-Efficacy, Attitude & Intention to Use, especially to measure at Hyderabad city.
The hypothesis of the study is only one, 'which is there is no significant of users' perception found towards Usefulness, Ease-of-Use, Self-Efficacy, Attitude& Intention to Use etc. aspects of electronic Learning Approach'

RESEARCH METHODOLOGY

The present research is Descriptive in nature. To meet the objectives, techniques related to both the Qualitative & quantitative have been used. The collection of primary data has done using a structured questionnaire amongst professional college students.

Table 1: Elements and Description of ResearchMethodology

Elements of the Methodology	Description of Methodology
Name of the research	Descriptive study
locality	Hyderabad City
Size of the sample	121 people
Source of Data	Primary and Secondary Sources
Technique for Sample Selection	Convenient N0N-Random Sample
Techniques used to collect data	Structured Questionnaire.
Measurement Scale	Likert 5- point scale
Data Analysis Methods	DescriptiveStatistics &0ne Sample T-Test

(Researcher's Compliance)

DATA ANALYSIS AND INTERPRETATIONS

A. Awareness of e-Learning:

Table 2: Frequencies of Awareness on E-LearningPlatforms

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	2	1.7	1.7	1.7
	Yes	119	98.3	98.3	100.0
	Sum	121.	100	100	

(Researcher's Compliance)
From the above table-2, a total of 119 members are aware ofe-learning from the sample of 121 members. It is 98.3 per cent of the total sample. Just 2 members are unaware of the e-learning platforms. It is a very nominal number. A greater amount of awareness on e-learning is existing.

B. Do You Believe You Can Have Live Lectures Over the Internet as It Is Done in The Classroom?

Table 3: Frequencies of The Liveliness of Lectures

		Frequency	%	Valid %	Cumulative %
Val	-DA (Disagree)	1	0.8	0.8	0.8
	Neither -Agree nor DA	2	1.7	1.7	2.5
	-Agree	77	63.6	63.6	66.1
	Strongly-Agree	41	33.9	33.9	100.0
	Sum	121	100.0	100.0	

(Researcher's Compliance)

From the above table-3, a Total of 118 members are agreed that the live lectures over the internet as it is done in the classroom will have the same live experience. Is 96 per cent of respondents are agreeing to the above statement. Very fewrespondents have given opinions of disagreeing and stronglydisagree statements. It means they believe that the equal levelof the liveliness of lectures over the internet as it is done in the classroom.

C. Learning Effectively and Easy Access to Learning Materials:

Table 4: Frequencies of Learning Effectively and EasyAccess to Materials

		Frequency	Per-cent	Valid Percent	CumulativePer-cent
Valid	StronglyDisagree.	2	1.7	1.7	1.7
	Disagree.	9	7.4	7.4	9.1
	NeitherAgree nor Disagree.	1	0.8	0.8	9.9
	Agree.	34	28.1	28.1	38
	StronglyAgree.	75	62	62	100
	Sum.	121	100	100	

(Researcher's Compliance)

From the above table-4, a Total of 110 members is agreed tothe above statement. Is 90 percentages of them are answeredthat studying through the e-learning method would increase my studying effectively, as I will have easy access to learning materials. It is positively reflecting on the learning process online.

D. Null Hypothesis-1:

There is no significant difference in users' perception foundtowards Usefulness, Ease-of-Use, Self-Efficacy, Attitude & Intention to Use etc. aspects of the electronic Learning Approach.

Table 5: Statistics of One-Sample T-Test

	N	.Mean	.Std. Deviation	.Std. ErrorMean
Usefulness	121	3.9963	0.50273	0.0457
Ease of Use	121	4.3554	0.50182	0.04562
Self-Efficacy	121	3.8198	0.61069	0.05552
Attitude	121	4.1818	0.43436	0.03949
Intention to Use	121	4.3609	0.47451	0.04314

(Researcher's Compliance)

From the above table, the mean value of aspects of e-learningis Usefulness with 3.99, Ease of Use with 4.35, Self-Efficacywith 3.81, Attitude with 4.15 and Intention to Use with 4.36. The mean values of all the dimensions are found more than 3mean. It shows that the perception of learners is somewhat favourable to the e-learning approach.

Table 6: Test Statistics of One-Sample T-Test

	.Test Value = 3					
	t	Df	Sign. (2 tailed)	mean difference	@ 95% Confidence-Interval of the Difference-	
					-Lower-	-Upper-
Usefulness	21.8	120	0	0.99631	0.9058	1.0868
Ease of Use	29.71	120	0	1.35537	1.265	1.4457
Self-Efficacy	14.767	120	0	0.81983	0.7099	0.9298
Attitude	29.929	120	0	1.18182	1.1036	1.26
Intention to Use	31.548	120	0	1.36088	1.2755	1.4463

(Researcher's Compliance)

From the above table of one sample t-test -6, All the dimensions of learners' perception significant values have presented lesser to the p-value i.e., 0.05. Therefore, rejected the null hypothesis and accepted the alternative hypothesis. Hence a significant level of learners' perception is found among the dimension of perception that is Usefulness, Ease of Use, Self-Efficacy, Attitude and Intention to Use.

CONCLUSION

The covid-19 pandemic was open doors for e-learning platforms, not only it many technology-based products, which are support work from home. Similarly, education institutions were merely dependent on e-learning platforms like Edx, Coursera, Udemy, Swayam etc. Also, institutions were greatly dependent on online platforms to teach the students. In this context, the study is got a prominent level of significance in modern learning. Maximum numbers of learners are aware of it, theyhave accepted e-learning platforms, also felt that it cangive more privileges than compared with the off-line learning method. In this study majority of the sample out of 121, accepted the above statements. There is a significant level ofperception found among the dimension of e-learning that is Ease-of-Use, Usefulness, Self-Efficacy, Attitude & Intention to Use etc. aspects of the electronic Learning Approach. It indirectly shows that the adoption and acceptance of learnerstowards the e-learning approach are highly positive. They feltit is more useful, easy to use and approach, it improves self-efficacy, they also have shown a positive attitude towards e-learning approach, high level of intention is showntowards e-learning approach and platforms.

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practices, aijrrlsjm volume 1, issue 8 (2016, sept) (issn-2455-6602) online