



ADOPTION OF E-LEARNING PRACTICES OF HIGHER SECONDARY CHILDREN IN TIRUPUR CITY

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Abstract

Electronic Learning called **e-learning** has transforming the traditional education with the facet of flexibility, collaborative, personalised and customised learning and so on. E-learning refers to the process of acquiring knowledge and skills through digital platforms. With advancements in technology and internet accessibility, eLearning has become increasingly popular, revolutionizing the way students and professionals engage with educational content. With the help of e-learning, learners can track their options at their convenience, with diverse platforms offering a wealth of choices. E-learning has the aim of helping the learners with more appropriate courses which include the development of understanding, rationality honesty. E-learning results the improvement of the student in various aspects.

Key words: E-learning, influencing factors, role of e-learning

The Role of E-Learning in children education

To have a tremendous competitive advantage, most of the parents train their children regarding their best practices and learning culture. Many educational institutions have also realized that incorporating e-learning in their wards' communication and training accrues other benefits.

Components of e-learning

Online learning emulates more or less the same procedure as physical learning. However, other components are unique to online learning. They include;

- **Interactive videos:** These videos allow learners to explore the content in the videos using various interactions such as clicking, dragging and other exploratory features.
- **PowerPoint presentations:** Using software such as Microsoft PowerPoint, PowerPoint presentations allow trainers to disseminate information using slides. These slides can contain texts, charts, videos, audio, links, tables, images, and even word arts.
- **Sourcing from written materials:** This process involves lifting content from available textbooks, journals, and other literature.
- **Forums and discussion boards:** Online learning platforms offer services similar to those of chat rooms. Learners and trainers can discuss or air their views regarding a topic.
- **Assessments:** These are similar to written tests but offered online. Most times, trainers offer open-book assessments, which allow learners to refer to other materials.

REVIEW OF LITERATURE

Tarhini, Ali, The results of the study found that cultural dimensions as well as demographic factors had a partially moderated effect on user acceptance of e-learning. Findings of the study, suggest that individual, social, cultural and organisational factors are important to consider in explaining students' behavioural intention and usage of e-learning environments. The findings of this research contribute several prominent implications to both theory and practice on the individual, organizational and societal levels.

Almajali, D., Masa'deh, R., & Al-Lozi, M. (2016) Determinants of the Actual Use of E-Learning Systems: Investigating e-learning system usage outcomes in the university context, The findings suggest that beliefs about perceived usefulness and perceived ease of use, and how an e-learning system is used influence students' perceived learning assistance and perceived community building assistance. In turn, perceived learning assistance and perceived community building assistance influence the students' perceived academic performance.

Meena Ramaswamy Dr. Byju.K (2020), A Study on "Online Education" concept post corona out break among teachers of higher education institutions of arts and science college in Palakkad District, they found the relationship among convenient teaching platforms, academic quality, personal stress, teaching from home, technological support, expectation of encouragement from authorities and opinion of teaching from home on online classes and online examinations. Furthermore, the study shows that demographic variables play a significant role for teaching from home among teachers of higher education in Arts and Science colleges under Calicut University at Palakkad district in Kerala state.

OBJECTIVES OF THE STUDY

- To study the factors influencing the students' to adopt e-learning practices
- To analysis the skill require to cope the e-learning environment

RESEARCH METHODOLOGY

A Research Methodology involves a systematic analysis and principles associated with a field of study during the research work in order to attain the conclusion of the study.

Sample design

The area of the study is the 150 students of selected schools in Tirupur city.

Type of sampling

As the population is undefined, convenience sampling technique was used for data collection.

Method of data collection

This study is mainly based on primary & secondary data.

Tools used for the study

Percentage analysis, Descriptive statistics, t-test, ANOVA

DATA ANALYSIS

Analysis is a process of answering “How?” and “Why?”. So to answer those questions the related factors has to be filtered. This filtered data is the final dataset of the larger chunk that have already collected and that becomes the target of **data analysis**.

Demographic variables of the Respondents

Table 1
Profile of the Respondents

S.No.	Factors	Category	Number of Respondents	Percentage
1	Gender of the student	Male	80	53.3
		Female	70	46.7
2	Educational qualification of the parents	UG level	28	18.7
		PG Level	54	36.0
		Professional	27	18.0
3	Both parents working	Others	41	27.3
		Yes	22	14.7
4	Person caring	No	128	85.3
		Father	22	14.7
		Mother	75	50.0
		Both	42	28.0
5	Family Monthly Income	Others	11	7.3
		Less than Rs. 20,000	12	8.0
		Rs. 20,001 - 30,000	45	30.0
		Rs. 30,001- 40,000	30	20.0
6	Name of the board	Above Rs. 40,000	63	42.0
		Central Board	72	48.0
7	Hours of learning	State Board	78	52.0
		Less than 3 hours	6	4.0
		3-4 hours	67	44.7
		4-5 hours	37	24.7
Total			150	100.0

Source: Primary data

The above table depicts that 53.3 per cent are male students. Educational qualification of 36 per cent of the respondent's parents had been PG degree. 85.3 per cent of the respondents either parent had been working. 50 per cent of the respondents opine that, mother is caring for the children's education. 42 per cent of them had been earning above Rs.40,000 as their monthly income. 52 per cent of the students had belong to state board and 44.7 per cent of the respondents spent 3-4 hours for their e-learning.

Table No. 2

Factors influence to involve e-learning – Rank

Factors	Mean Rank	Rank
Universal task	2.27	2
Impulse by other users	1.31	1
Mixed learning	8.77	9
Flexibility of learning	4.01	4
Improved efficiency.	4.91	5
Focus on awareness	6.82	7
Practicability	8.01	8
Wide learning activities	6.08	6
Self interest	3.06	3
Guidance	9.76	10

Source: Primary data

Kendall's W Test

N	150
Kendall's W ^a	.893
Chi-Square	1205.996
Df	9
Asymp. Sig.	<.001
a. Kendall's Coefficient of Concordance	

There are several factors which influence the students to use e-learning applications for their development. The above table illustrates that “Impulse by other users” – rank I for the most influenced factor that induce the students to adopt e-learning practices followed by the factor “Universal task” and “self interest”.

Agreeability on skills required for e-learning

Students in order to be successful and stand out, regardless of the niche, learning environment, socio- economic factors etc., need some sort of skills. The following table exhibits some skills required to survive in the e-learning environment. Hence the agreeability of the required skills had been analysed with five point scale. (Strongly agree – 1 Strongly disagree – 5)

Table No. 3
Agreeability on skills required for e-learning - Descriptive Statistics

Skills	N	Minimum	Maximum	Mean	Indicator
Critical thinking skills	150	1	5	1.53	Strongly Agree
Collaboration skills	150	1	5	1.85	Agree
Adaptability skills	150	1	5	1.70	Strongly Agree
Communication skill	150	1	5	1.61	Strongly Agree
Time Management	150	1	5	1.67	Strongly Agree
Educational skills	150	1	5	1.54	Strongly Agree
Technical skills	150	1	5	1.85	Agree

Source: Primary data

The above table indicate the opinion of students regarding the skills required to work in the e-learning environment for their achievement. The factors – **Critical thinking, Adaptability, Communication, Time Management and educational skills** had been the strongly agreed by the students as required skill for the achievement of the students. **Critical thinking & educational skill** had been strongly agreed skill requirements with the mean value of 1.53 and 1.54 respectively for their achievement.

Ho: There has been no significant difference between the demographic variables & the skills required to use e-learning

Table No. 4
Demographic & Skill required – t-test

Demographic variables	Particulars	Mean	F	Asymp. Sig.	Result
Gender of the child	Male	1.6429	2.086	.151	Accepted
	Female	1.7184			
Spouse is working	Yes	1.7597	1.453	.230	Accepted
	No	1.6641			
Name of the board	Central Board	1.7004	.350	.555	Accepted
	State Board	1.6575			

Source: Primary data

The above table indicates that there has been no significant difference of opinion between the personal variables and required skill factors for the achievement of the students, since the significant value has been more than 0.05 and the null hypothesis has been accepted.

Ho: There has been no significant difference between the demographic variables and the skills required to use e-learning

Table No. 5
Demographic & skills required – ANOVA

Demographic variables	Particulars	Mean	SD	F	Sig	Result
Educational Qualification	UG level	1.6054	.28999	3.096	.018	Rejected
	PG Level	1.6376	.30363			
	Professional	1.6931	.33316			
	Others	1.7909	.40165			
Person caring	Father	1.7597	.32810	.535	.659	Accepted
	Mother	1.6667	.35019			
	Both	1.6701	.37398			
	Others	1.6234	.20477			
Family Monthly Income	Less than Rs. 20,000	1.6735	.34750	.959	.414	Accepted
	Rs. 20,001 - 30,000	1.6698	.34569			
	Rs. 30,001- 40,000	1.6381	.32648			
	Above Rs. 40,000	1.8333	.36969			
Hours of learning	Less than 3 hours	1.5714	.18070	1.257	.291	Accepted
	3-4 hours	1.6930	.33015			
	4-5 hours	1.6023	.33694			
	More than 5 hours	1.7393	.38535			

Source: Primary data

The above table shows that, there has been no significant difference between the demographic variables and the opinion of students regarding skills required for their achievement, since the significant value has been more than 0.05 and the null hypothesis has been accepted except educational qualification of their parents.

Discussion

Achievement is a measure of the efficiency of children's education process. It can be determined by measuring the achievement made by them and the following had been some of the suggestive factors in the e-learning process for the betterment of their achievement.

SUGGESTIONS

No two students couldn't have similar thoughts and mindset. With this context, each and every student has different talent and may require varying skills for their achievement. The environments forces such as socio-economic factors play major role in their achievement. Competition is tough for every level, and students for their better career. Career outlook is very positive for the students' who possess best skills.

CONCLUSION

In the technological development era, each and every student require e-learning both for their higher education and for the development of their career. Technology, by its rapid development paves way for the students to develop themselves through e-learning process. Students develop themselves along with the leading e-learning process and find the right talent, before the competition grabs them up. Students with the help of the e-learning skills can handle the future challenges.

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