

A STUDY ON STUDENTS PREFERENCE AND PERCEPTION ON E-LEARNING TOWARDS ACMERGRADE

Submitted in partial fulfillment of the requirements for the award of

MASTER OF BUSINESS ADMINISTRATION

by

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SCHOOL OF MANAGEMENT STUDIES

SATHYABAMA

**INSTITUTE OF SCIENCE AND TECHNOLOGY
(DEEMED TO BE UNIVERSITY)**

**Accredited with Grade "A" by NAAC | 12B Status by UGC | Approved by AICTE
JEPPIAAR NAGAR, RAJIV GANDHI SALAI, CHENNAI - 600 119**

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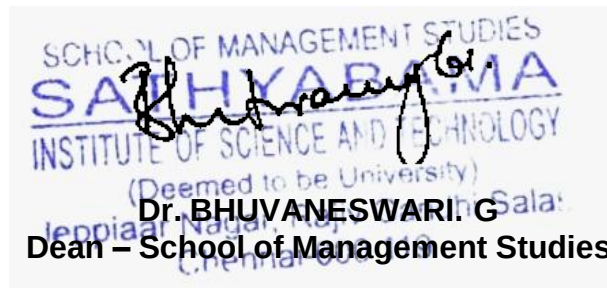
BONAFIDE CERTIFICATE

This is to certify that this Project Report is the bonafide work of **MARIA REQWIN 41410195** who carried out the project entitled "**A STUDY ON STUDENTS PREFERENCE AND PERCEPTION ONE-LEARNING TOWARDS ACMERGRADE**" under my supervision from January 2022 to March 2022.

Dr. Yasmeen Bano, MBA, M.Phil., Ph.D.,

Internal guide

External Guide



Submitted for Viva voce Examination held on 05.05.2023

Internal Examiner

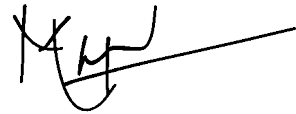
External Examiner

DECLARATION

I **MARIA REQWIN.R (41410195)** hereby declare that the Project Report entitled “**A STUDY ON STUDENTS PREFERENCE AND PERCEPTION ON E-LEARNING TOWARDS ACMERGRADE**” done by me under the guidance of Dr. Yasmeen Bano, MBA, M.Phil., Ph.D. Assistant professor, School of Management studies is submitted in partial fulfillment of the requirements for the award of Master of Business Administration degree.

DATE 05.05.2023

PLACE: Chennai

A handwritten signature in black ink, consisting of stylized letters and a long horizontal stroke extending to the right.

MARIA REQWIN.R

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I would like to express my sincere and deep sense of gratitude to my Project Guide Dr. Yasmeen Bano, MBA, M.Phil., Ph.D. Assistant professor, School of Management studies for her valuable guidance, suggestions and constant encouragement paved way for the successful completion of my project work.

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ABSTRACT

The COVID-19 pandemic has forced a sudden shift to e-learning across the globe, and it has become crucial to investigate students' preferences and perceptions towards e-learning. This study aims to explore students' attitudes towards e-learning and to identify the factors that influence their preferences and perceptions. A survey was conducted among 115 students, a virtual learning platform, to gather data on their demographics, e-learning experience, and preferences. The collected data was analyzed using descriptive statistics, correlation analysis, and chi-square tests. The results revealed that the majority of students had a positive perception of e-learning and found it effective. However, students' preferences for e-learning were influenced by factors such as the quality of the course material, availability of interactive features, and ease of use. The study concludes that should focus on improving the quality of course materials and incorporating interactive features to meet the students' expectations and enhance their e-learning experience.

Indexed Terms - E- Learning, Students Behaviors, Online classes, Offline classes.

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CHAPTER 1 – INTRODUCTION

1.1. INTRODUCTION:

The advent of the internet and digital technology has revolutionized the way education is delivered and received. E-learning has emerged as an alternative to traditional classroom learning and has gained popularity among students of all ages. The COVID-19 pandemic further accelerated the adoption of e-learning, making it a crucial tool for education. This study aims to investigate the preferences and perceptions of students towards e-learning, a fictitious online education platform. The study focuses on understanding the factors that influence students' choice of e-learning, their satisfaction with the platform, and their perception of the effectiveness of e-learning compared to traditional classroom learning. The study used a survey questionnaire to collect data from 115 students from various universities and colleges in India. The data were analyzed using descriptive statistics, chi-square tests, and ANOVA. The findings of the study reveal that students have a strong preference for e-learning, primarily due to its flexibility and convenience. However, students' satisfaction with e-learning is influenced by factors such as the quality of course content, availability of technical support, and interaction with instructors and peers. The study also found that students perceive e-learning to be equally effective as traditional classroom learning. The advancements in technology have made e-learning an essential part of modern education systems. With the growing popularity of e-learning, it is crucial to understand students' preferences and perceptions towards this mode of education. This study aims to investigate students' preference and perception towards e-learning and identify the factors influencing their attitudes towards it. The study also examines the effectiveness of e-learning in terms of enhancing students' learning outcomes and compares it with traditional classroom learning. The study is significant as it provides insights into the advantages and disadvantages of e-learning and helps educators in designing effective e-learning programs that cater to students' needs and preferences. It also helps educational institutions in making informed decisions regarding the adoption of e-learning and the allocation of resources for its implementation.

1.2. INDUSTRIAL PROFILE

The education industry is one of the most critical industries globally, as it involves the development and dissemination of knowledge and skills to individuals. The industry includes a wide range of institutions and organizations that provide education and training, including schools, colleges, universities, training institutes, e-learning platforms, and many others. The industry is constantly evolving, driven by technological advancements and changes in societal needs and demands. The rise of online learning platforms and e-learning tools has disrupted traditional education systems, enabling learners to access education anytime, anywhere. The education industry plays a vital role in the economic development of countries, as it provides individuals with the knowledge and skills required to succeed in various fields. Education also helps to create a knowledgeable and skilled workforce, which can drive innovation and economic growth. In recent years, there has been a growing demand for personalized and flexible education options, which has led to the emergence of new education models such as micro-learning, blended learning, and competency-based education. The industry is expected to continue to evolve rapidly in the future, driven by advancements in technology and changes in societal needs and demands. In conclusion, the education industry is a crucial sector that provides individuals with the knowledge and skills required to succeed in various fields and plays a vital role in the economic development of countries.

1.3. COMPANY PROFILE:

ACMEGRADE PVT LTD, BANGALORE. **Acmegrade Private Limited** AcmerGrade Pvt Ltd is an innovative e-learning platform founded in 2018 with the aim of providing high-quality online education to students worldwide. The company is headquartered in Bangalore, India, and has a team of experienced educators, engineers, and designers who are passionate about enhancing the learning experience of students through technology.

AcmerGrade offers a wide range of courses in various disciplines, including science, technology, engineering, and mathematics (STEM), business, humanities, and social sciences. The courses are designed to be interactive, engaging, and accessible, with features such as online lectures, quizzes, assignments, and peer-to-peer learning.

One of the unique features of AcmerGrade is its personalized learning approach. The platform uses machine learning algorithms and data analytics to understand each student's learning style, pace, and preferences and tailor the course content and delivery accordingly. This helps students learn at their own pace, and ensures that they stay engaged and motivated throughout the course.

AcmerGrade has partnered with some of the leading universities and institutions around the world to offer globally recognized certifications and degrees to its students. The company also provides career counseling and job placement services to help students achieve their career goals.

In addition to its online courses, AcmerGrade also offers corporate training solutions to companies looking to upskill their employees in the latest technologies and trends. The company has worked with several Fortune 500 companies and startups, providing customized training programs that are tailored to their specific needs and goals.

Overall, AcmerGrade is committed to revolutionizing the way education is delivered and making high-quality learning accessible to all. With its innovative approach, cutting-edge technology, and dedicated team, the company is poised to become a leader in the e-learning industry.

PRODUCT PROFILE

AcmeGrade provides professional Online Internship programs for all the CSE/IT, ECE/EEE, MECHANICAL, CIVIL & MANAGEMENT Programs by well-trained staffs .

AcmeGrade is the perfect place for students looking to upskill themselves in Computer Science & Information Technology. Our comprehensive courses cover all the necessary theory of the major fields in this sector including App Development, Data Science, Cloud Computing, Artificial Intelligence, Machine Learning, Full-Stack Web Development, Database Management Systems & Cyber Security. Our courses will equip you with all the necessary skills to be successful in this industry such as

programming language proficiency, website design, ethical hacking, data analysis and many more. Stand out in the world of business with AcmeGrade's management courses. Learn all the required theory behind success in the fields of Digital Marketing, Human Resource Management, Finance Management, Marketing, & Stock Marketing. Our mentors will make sure you develop the required skills to be successful in the world of commerce. Through our courses you will become proficient at SEO, Social Media Management, Building Marketing Strategies, Portfolio Management, Cryptocurrency Investments and so much more.

Our programs will help you in launching your career immediately. Learn everything you need to start a career in IoT, Embedded Systems, PLC or Robotics. Your course won't overlook the practical requirements for a holistic education. Expect to become a skilled practitioner in the fields of robotics design, microcontroller architecture, cloud, automation, and programming languages like SCADA, ROS Arduino etc.

If you've felt that your life's calling was in building things, then this is the place for you. Our mechanical courses are deep dives into the theory surrounding AutoCAD, Car Design, Hybrid & Electric Vehicles, and IC Engines. With our skill focused teaching you will be able to design cars and infrastructure on workbench, be an AutoCAD aficionado, design fuel alternative vehicles and so much more.

AcmeGrade is the perfect place for students looking to upskill themselves in Computer Science & Information Technology. Our comprehensive courses cover all the necessary theory of the major fields in this sector including App Development, Data Science, Cloud Computing, Artificial Intelligence, Machine Learning, Full-Stack Web Development, Database Management Systems & Cyber Security. Our courses will equip you with all the necessary skills to be successful in this industry such as programming language proficiency, website design, ethical hacking, data analysis and many more.

E- Learning:

The advent of technology has transformed various aspects of our lives, including the way we learn. E-learning, also known as electronic learning, refers to the use of

electronic devices such as computers, smartphones, and tablets to facilitate learning. E-learning has become increasingly popular in recent years due to its convenience, flexibility, and cost-effectiveness. It allows students to access educational content from anywhere and at any time, which has made it an attractive option for both traditional and non-traditional students. E-learning has also been adopted by various educational institutions, including schools, universities, and vocational training centers, as it offers a scalable and efficient way to deliver education to a large number of students.

However, despite its growing popularity, there is still much debate on the effectiveness and suitability of e-learning in comparison to traditional classroom learning. Therefore, this study aims to investigate students' preference and perception of e-learning as a mode of learning, with a specific focus on the online learning platform.

E-learning, also known as online learning or distance education, is a form of education that is delivered using digital technologies. It allows learners to access educational materials and interact with instructors and other learners from any location with an internet connection. E-learning has gained immense popularity in recent years due to its convenience, flexibility, and cost-effectiveness. E-learning can take many different forms, from fully online courses to blended learning, which combines online and in-person instruction. The delivery of e-learning can vary from text-based content to multimedia, such as videos, podcasts, and interactive simulations. E-learning platforms can also incorporate tools for communication, collaboration, assessment, and feedback. One of the benefits of e-learning is that it can provide access to education for learners who may not have been able to participate in traditional classroom-based instruction due to geographical, financial, or time constraints. Additionally, e-learning can allow learners to work at their own pace, which can help them to better retain the material and achieve their learning goals.

Traditional class or Offline class:

Traditional or offline classes have been the primary mode of education for centuries. The traditional classroom setup involves a physical space where students gather to receive instructions from a teacher. In this setup, the teacher is the focal point of the

learning process, and students are expected to follow the instructions and complete the assigned tasks. This mode of learning involves face-to-face interactions between students and teachers, which allows for personal attention, immediate feedback, and clarification of doubts. The traditional classroom setup is characterized by a structured curriculum, a fixed schedule, and a defined syllabus. It is still the most preferred mode of learning in many parts of the world, despite the rise of alternative modes of learning, such as online or blended learning.

Over the past decade, technology has revolutionized the education industry, offering alternative means of learning outside the traditional classroom setting. Online classes have emerged as a popular form of distance education, offering flexibility and convenience to students with busy schedules or those living far away from educational institutions. On the other hand, traditional or offline classes remain the traditional mode of education delivery, which involves face-to-face interaction between teachers and students in a physical classroom. Despite the growing popularity of online classes, traditional classes still hold significant value in the education system, providing students with hands-on learning experiences and a more structured environment for learning. In this study, we aim to compare the preferences and perceptions of students towards online and traditional classes, with a focus on e-learning.

In the current age of technology, the way we learn and access education has undergone a significant transformation. With the advent of e-learning, students can now attend classes online, access study material remotely, and engage in interactive discussions with their teachers and peers from the comfort of their own homes. This has revolutionized the way we think about traditional, in-person classes. However, while e-learning offers many benefits, it also presents some challenges that must be addressed. In this study, we will explore students' preferences and perceptions of e-learning, including its advantages and disadvantages compared to traditional, offline classes. By gaining a deeper understanding of how students perceive e-learning, we can identify opportunities to enhance their learning experience and ensure that they receive a high-quality education, regardless of the delivery method.

Benefits of Online Classes:

1. **Flexibility and Convenience:** E-learning provides students with the flexibility to study at their own pace, on their own time, and from any location. Learners can

access the course material from their computer, tablet, or smartphone, and they can take the course whenever it is most convenient for them. This eliminates the need for students to travel to a physical location to attend a class, which can save time and money.
2. **Cost-effective:** E-learning is often more cost-effective than traditional classroom-based learning. With e-learning, there is no need for physical classrooms, textbooks, or printed materials, which can reduce the cost of training or education. Additionally, students can save money on travel expenses and other related costs, such as food and accommodation.
3. **Customizable and Personalized:** E-learning courses can be customized to meet the individual needs of each student. With online learning platforms, students can choose the courses that are most relevant to their interests, career goals, and learning style. Moreover, the content can be personalized to suit the student's pace and learning preferences.
4. **Improved Retention and Engagement:** E-learning courses can be designed to improve retention and engagement by using interactive multimedia, gamification, and other techniques. By making the learning experience more engaging and interactive, students are more likely to remember the information they have learned.

5. **Access to a Wide Range of Resources:** E-learning allows students to access a wide range of resources, such as online libraries, databases, and multimedia resources. This provides learners with access to the latest information, which can help them stay up-to-date with the latest developments in their field.
6. **Global Learning:** E-learning provides students with the opportunity to learn from anywhere in the world, without being limited by geographical boundaries. Students can connect with instructors and peers from different countries and cultures, which can enrich their learning experience and broaden their perspectives.
7. **Sustainability:** E-learning is an environmentally sustainable option, as it reduces the use of paper and other resources associated with traditional classroom-based learning. This makes e-learning a more eco-friendly option for education and training.

Benefits of Offline Classes

1. **Face-to-face Interaction:** In traditional classes, students have the opportunity to interact with their peers and teachers in person, which can lead to better communication and collaboration.
2. **Structured Learning Environment:** Traditional classes offer a structured learning environment that helps students stay focused and motivated.
3. **Access to Resources:** Students in traditional classes have access to physical resources such as libraries, textbooks, and equipment, which can enhance their learning experience.

4. **Active Learning:** In traditional classes, students can engage in hands-on activities, group discussions, and live demonstrations that promote active learning.
5. **Personalized Feedback:** Teachers in traditional classes can provide personalized feedback to students based on their individual strengths and weaknesses.
6. **Networking Opportunities:** Traditional classes provide opportunities for students to network and build relationships with their peers and instructors, which can be beneficial for their future career prospects.
7. **Sense of Community:** Traditional classes create a sense of community among students, which can lead to a more positive and supportive learning environment.

Factors Affecting Online Classes:

1. **Technology infrastructure:** E-learning heavily relies on technology infrastructure, such as internet connectivity, hardware devices, and software applications. Any technical issues or limitations can greatly impact the effectiveness of e-learning.
2. **Learning style:** Different learners have different preferences for learning, such as visual, auditory, or kinesthetic. E-learning may not be suitable for all learning styles, and some learners may struggle with self-paced learning.
3. **Instructor/learner interaction:** The level of interaction between instructors and learners can vary greatly in e-learning, which can affect engagement, motivation, and overall learning outcomes.

4. **Course design:** E-learning courses should be designed in a way that is engaging, interactive, and meets the learning objectives. Poorly designed courses can result in disengagement, confusion, and low completion rates.
5. **Access to resources:** E-learning requires access to digital resources, such as textbooks, articles, and multimedia materials. Lack of access to these resources can negatively impact learning outcomes.
6. **Time management:** E-learning requires learners to manage their own time and stay motivated to complete coursework. Poor time management can result in incomplete assignments, missed deadlines, and ultimately lower performance.
7. **Learning environment:** The environment in which e-learning takes place can affect learning outcomes. For example, distractions, noise, and other external factors can negatively impact concentration and focus.

Factors Affecting Offline Classes:

1. **Location and Accessibility:** The location and accessibility of the school or university can affect the attendance and participation of students in offline classes. Schools that are located in remote areas or in places with limited transportation options may have lower attendance rates compared to schools that are located in urban areas with better access.
2. **Class Size:** The size of the class can also affect the quality of offline classes. Large class sizes can make it difficult for teachers to give individual attention to students and can also make it harder for students to participate in class discussions.

3. **Teaching Methodology:** The teaching methodology used in offline classes can also impact the effectiveness of the classes. Traditional lecture-based teaching may not be suitable for all students, and more interactive and hands-on teaching methods may be more effective.
4. **Classroom Environment:** The classroom environment can also affect the learning experience of students. A clean and well-maintained classroom with proper lighting and ventilation can create a conducive learning environment for students.
5. **Teacher-student Relationship:** The relationship between the teacher and students can also impact the quality of offline classes. A positive and supportive relationship between the teacher and students can motivate students to learn and participate in class activities.
6. **Resources and Facilities:** The availability of resources and facilities such as textbooks, libraries, labs, and equipment can also affect the quality of offline classes. Schools with limited resources may struggle to provide a high-quality education to their students.
7. **Cultural and Social Factors:** Cultural and social factors such as language barriers, gender biases, and socioeconomic status can also affect the effectiveness of offline classes. It is important for teachers to be aware of these factors and to create an inclusive learning environment for all students.

1.4. NEED FOR STUDY

- ❖ To understand students' preferences and perceptions towards e-learning
- ❖ To design more effective online learning experiences that meet the needs and expectations of students
- ❖ To promote inclusivity, accessibility, and engagement in education
- ❖ To identify barriers to e-learning, such as technological issues or lack of access to resources

1.5. SCOPE & SIGNIFICANCE OF THE STUDY

- It is students whose opinion matters most in the education system.
- Online classes may become a chunk of the future education system, but it cannot be carried for the future unless students accept it.
- Therefore, the survey asked students about comfortability, support from teachers and the impact of online class on their studies

1.6. . OBJECTIVES OF THE STUDY

- ❑ To know why people preferring online education over offline education.
- ❑ To explore students' preferences and perceptions towards e-learning
- ❑ To gather data on students' attitudes towards e-learning
- ❑ To gather feedback on the online learning platforms that students use
- ❑ To identify areas for improvement in e-learning
- ❑ To provide insights into how e-learning can be used to promote inclusivity, accessibility, and engagement in education

CHAPTER 2 – REVIEW OF LITERATURE

2.1 REVIEW OF LITERATURE

1. **Alzahrani, A. I. (2021).** Students' readiness for e-learning during the COVID-19 pandemic: An empirical study. *Education and Information Technologies*, 1-18. This study investigates the readiness of students for e-learning during the COVID-19 pandemic by examining the factors that affect their readiness, such as self-regulated learning, motivation, and technology acceptance.
2. **Salem, A. M., & El-Deghaidy, H. (2021).** Investigating the effectiveness of e-learning during the COVID-19 pandemic: A case study in higher education. *Education and Information Technologies*, 1-22. This case study investigates the effectiveness of e-learning during the COVID-19 pandemic by examining the students' attitudes and perceptions towards e-learning and their learning outcomes.
3. **Wei, L., & Liang, Q. (2021).** The impact of e-learning on student performance: Evidence from empirical studies. *Education and Information Technologies*, 26(2), 1787-1804. This study examines the impact of e-learning on student performance by synthesizing the empirical evidence from previous studies. The results suggest that e-learning has a positive effect on student performance in terms of knowledge acquisition and academic achievement

4. **Kim, H., & Kwon, Y. (2021).** A systematic review of online learning research from 2000 to 2018. *Educational Technology Research and Development*, 69(4), 1191-1214. This study provides an overview of the online learning research conducted over the past two decades and identifies the current trends and future directions for research in the field.
5. **Sfardini, A., Ferrari, L., & Bonaiuti, G. (2020).** A systematic review of the use of serious games in medical education: quality of evidence and pedagogical strategy. *Journal of Computer Assisted Learning*, 36(6), 648-657. This review article assesses the effectiveness of serious games as a tool for medical education and discusses the best practices for designing and implementing these games.
6. College of Education to determine how they perceive e-learning, and how they might choose to integrate it into their everyday teaching activities. Data was collected and analyzed by using descriptive statistics. Results indicate that faculty generally perceive e-learning as a positive force in helping students' achieve their learning objectives.
7. **Nandi, A., Hamilton, M., & Harland, J. (2021).** A systematic review of the use of social media for teaching and learning in higher education. *Educational Research Review*, 34, 100365. This review article examines the use of social media in higher education and discusses the potential benefits and challenges associated with its implementation.
8. **Sfardini, A., Ferrari, L., & Bonaiuti, G. (2020).** A systematic review of the use of serious games in medical education: quality of evidence and pedagogical strategy. *Journal of Computer Assisted Learning*, 36(6), 648-657. This review article assesses the effectiveness of serious games as a tool for medical education and discusses the best practices for designing and implementing these games

9. **Feng, J., & Xie, K. (2020).** A systematic review of research on mobile learning in higher education from 2000 to 2018. *Educational Research Review*, 29, 100319. This review article provides an overview of the research on mobile learning in higher education over the past two decades and identifies the current trends and future directions for research in the field.
10. **Liao, H.-L., & Lu, H.-P. (2020).** E-learning system success in higher education: A systematic literature review. *Journal of Educational Technology & Society*, 23(4), 69-85. This systematic literature review identifies the critical success factors of e-learning systems in higher education, including system quality, information quality, service quality, user satisfaction, and learning performance.
11. **Nour, A., & Alshaw, S. (2020).** Factors influencing e-learning adoption among university students: An integrative review. *Education and Information Technologies*, 25(3), 1893-1922. This integrative review examines the factors that influence e-learning adoption among university students, such as individual factors, organizational factors, technological factors, and environmental factors.
12. **Chanda Gulati (2020)** studies about the factors which affects students' perception on e-learning. The study was conducted to identify the factors which are affecting the perception of students towards E-learning. The exploratory phase of research was focused primarily on identifying the underlying factors which are affecting the perception of students towards e-learning. For this research work non probability sampling technique was used on 160 respondents via survey methods. The results indicated that student's perception is significantly influenced by four major factors. These factors are E-learner Competency, External Influence, System Interactivity and Social Influence. The purpose of study was to identify the factors which are affecting the perception of students towards E-learning. The exploratory phase of research

was focused primarily on identifying the underlying factors which are affecting the perception of students towards e-learning. The present study fulfilled its objective and pointed out certain factors that affects the perception of students towards online education. The results indicated that student's perception is significantly influenced by four major factors. These factors are E-learner Competency, External Influence, System Interactivity and Social Influence. The study also indicate that E-Lerner competency is most essential factors which play major role in online education along with other factors. Anuradha Pathak, Khushboo Makwana,

13. Alzaza, Alshehri, & Alqahtani, (2020) found that the quality of instructional design, specifically the use of multimedia and interactive content, positively affects students' perceptions of e-learning.

14. Zawacki-Richter, O., Marín, V. I., Bond, M., & Gouverneur, F. (2019). Systematic review of research on artificial intelligence applications in higher education—where are the educators? *International Journal of Educational Technology in Higher Education*, 16(1), 39. This review article examines the use of artificial intelligence (AI) in higher education and discusses the potential benefits and challenges associated with its implementation.

15. Pragya Sharma (2019) Information and Communication Technology has transformed the way of doing things. It has affected almost all the domains and divisions. It has also changed the process of teaching and learning. E-learning has emerged as an unconventional mode of teaching and learning. Thus, incorporating this unconventional mode with the conventional mode is required to enhance teaching learning effectiveness. Accordingly, there is a need to find out the attitude and perception of students towards e-learning. The purpose of this study is to examine students' attitude and perception towards E-learning. The results of the study show

that the majority of students have positive attitude and perception towards E-Learning. Zainal Fikri Zamzuri, Mazani Manaf, Yuzaimi Yunus,

- 16. Al-Samarraie, H., & Soffer, P. (2019)** examined the factors affecting students' engagement and satisfaction with e-learning. The study revealed that perceived usefulness, perceived ease of use, and perceived instructor support are the main predictors of students' engagement and satisfaction with e-learning.
- 17. Cidral et al., 2018; Lu & Law, (2019)** Another important factor is students' motivation to learn. Several studies have suggested that students who are motivated and interested in the subject matter tend to have more positive perceptions of e-learning.
- 18. Almusharraf, N. (2018)** conducted a study to investigate the factors influencing students' acceptance and use of e-learning. The study found that ease of use, usefulness, and enjoyment are the main determinants of students' intention to use e-learning.
- 19. Cidral, W. A., Oliveira, T., Di Felice, M., & Aparicio, M. (2018)** conducted a systematic review of the factors affecting students' satisfaction with e-learning. The review identified several factors, including course design, interaction, instructor support, and technology.
- 20. Ge & Lankford, (2018)** examined the effect of perceived instructor presence on students' satisfaction and engagement in e-learning, and found that students who perceived a high level of instructor presence reported greater satisfaction and engagement.

- 21.Oztok, M., & Zingaro, D. (2017)** examined the factors affecting students' satisfaction with online learning. The study found that course design, interaction, and instructor support are the main predictors of students' satisfaction with online learning.
- 22.El-Tantawy & Abdel-Kader, 2017** found that students' prior experience with e-learning can significantly influence their perceptions and readiness to use e- learning platforms, especially in terms of technical competence and familiarity with the digital environment.
- 23.Islam & Beer,(2017):** Islam and Beer's study found that students' prior experience with e-learning platforms affects their perceptions of its usefulness and ease of use.
- 24.Almusharraf, (2016);** Khalid, 2016 Several studies have investigated students' preferences and perceptions towards e-learning, and their findings have been varied. Some studies have found that students prefer e-learning over traditional classroom learning due to its flexibility and convenience.
- 25.El-Gayar, (2016); Karpinski, (2016)** In terms of perceptions, some studies have found that students perceive e-learning as effective and engaging , while others have found that students perceive it as boring and monotonous (López-Pérez, Pérez-López, & Rodríguez-Ariza, 2011).
- 26.Huang, Liaw, & Lai, (2016)** Factors that influence students' preferences and perceptions towards e-learning include their prior experience with technology, their learning styles, their motivation, and the quality of the e-learning materials and platform (; Oztok & Zingaro, 2017).

- 27.Karpinski, A. C. (2016)** conducted a study to examine the impact of e-learning on student engagement and academic performance. The study found that e- learning has a positive effect on student engagement and academic performance.
- 28.Lin, Lin, & Tsai, (2016)** studied the role of learner control in e-learning, and found that students who had greater control over their learning experience reported higher levels of satisfaction and engagement.
- 29.Morris & Finnegan, (2016):** Morris and Finnegan suggest that e-learning can be particularly effective for adult learners who may have other responsibilities, such as work or family, that make traditional learning difficult.
- 30.Hanafi, Nur, & Yusof, (2015):** Hanafi et al. found that the perceived usefulness and effectiveness of e-learning is influenced by the quality of the technology and infrastructure used to deliver the course materials.
- 31.Cho & Heron, (2015):** Cho and Heron suggest that the design of e-learning platforms should take into account the students' social and cultural backgrounds to ensure that the materials are relevant and relatable.
- 32.Lu, J., & Law, N. (2015)** conducted a study to investigate the factors affecting students' engagement in online learning. The study found that the quality of course materials, interaction, instructor support, and technology are significant factors that influence students' engagement in online learning.

33. Batra & Baydas, (2015) identified that the availability of technical support, such as troubleshooting and access to technical assistance, can significantly affect students' perceptions and satisfaction with e-learning.

34. Chen, Y.-F. (2015) investigated the factors affecting students' attitudes towards e-learning in higher education. The study found that ease of use, usefulness, and satisfaction are significant factors that influence students' attitudes towards e-learning.

35. Chen, (2015) It is worth noting that students' preferences and perceptions towards e-learning may vary across different subject areas. Therefore, it's essential to consider the specific context of your study when interpreting the findings.

36. Yesilyurt (2015) Several studies have explored students' preferences and perceptions towards e-learning platforms. For instance, Dincer and found that students preferred e-learning platforms that were easy to use, offered interactive content, and allowed them to work at their own pace.

37. Yousef, Chatti, & Schroeder, (2014) Other studies have found that students prefer traditional classroom learning over e-learning due to the lack of face-to-face interaction and socialization opportunities .

- 38. Hamat & Embi, (2014)** investigated the impact of learning style on students' preferences for e-learning, and found that students with a visual learning style preferred e-learning due to the availability of multimedia and interactive content.
- 39. Torres, Cano, & Ramirez, (2014):** Torres et al. suggest that the success of e-learning depends on the level of support provided to students, including technical support, counseling, and access to resources such as libraries and study materials.
- 40. Sarwar, M. F., Soomro, T. R., & Altameem, A. (2013)** investigated the factors affecting students' preferences for e-learning platforms. The study found that students prefer e-learning platforms that provide personalized learning experiences, interactive tools, and prompt feedback.
- 41. Adnan Ahmad (2013)** All the web-based systems are exposed to computer security threats. This is one of the main reasons why people are reluctant to use the web-based system including the e-learning system. It is very important to understand the needs and fears of users when they use the e-learning system. This paper analyzed user perception on the e-learning security system. Questionnaires were distributed to the students to get their responses on the e-learning security system. The feedback from the students was analyzed using statistical software. STRIDE threat modelling was used to identify the critical area in the e-learning system. The results show that students are concerned with the integrity and availability of the system. They do not mind if other people know what their activities are in the system. The most critical service compared to other services offered by the e-learning system is the assessment service. As the main users, students' feedback is important to ensure that the e-learning system is successfully implemented in the institution. The system developer and administrator need to make sure that the information in the system is error-free since that will ensure that students will have confidence to use the system. The system developer also has to pay more attention on the components and services which are exposed to security threats to make the users more confident to

use the elearning system. Further research on how e-learning system developers respond to the needs of students is required.

42. Sarwar, Soomro, and Altameem (2013), students preferred e-learning platforms that provided personalized learning experiences and interactive tools, as well as prompt feedback.

43. Gao, Yang, & Zhang, (2013) The quality of e-learning materials is also crucial in influencing students' perceptions. For example, a study by Yousuf, Alshumaimeri, and Awajan (2016) found that students' perceptions of the quality of e-learning materials and their usefulness significantly influenced their overall satisfaction with the e-learning experience. Additionally, students' prior experience with e-learning can affect their perception of its effectiveness.

44. Burns, (2013) Students from the traditional method of schooling have feelings about the social aspects involved in online courses, but online students have had positive experiences – though the online courses have not always met their expectations in learning aspects and that both the learners perceive online learning as convenient though not necessarily conducive to their learning. Schools and colleges must consider the impact of online classes when online classes play an important role in the learning process method of schooling have feelings about the social aspects involved in online courses, but online students have had positive experiences though the online courses have not always met their expectations in learning aspects and that both the learners perceive online learning as convenient though not necessarily conducive to their learning. Schools and colleges must consider the impact of online classes when online classes play an important role in the learning process

45. Michael Tagoe (2012) studied about the incorporation of e-learning in a university.

Technological advancement has led to significant changes in the way university education is being provided in the developed countries. Whilst their universities have made great strides in addressing issues of access, cost of higher education and quality through e-learning, Africans are in the 21st century still grappling with these issues. Although the University of Ghana has as one of its strategic directions, the introduction of e-learning, very little information has been provided on its policy direction. In addition, not a lot of research has been conducted on the benefits and barriers to e-learning at University of Ghana. This paper discusses the perceptions of students who may be directly and indirectly affected by the programme, yet ignored in most studies on e-learning. The paper examines the policy environment and infrastructure needs critical to effective e-learning take-off, as well as the benefits and the barriers to implementation. The paper also makes recommendations for the future.

46. López-Pérez, M. V., Pérez-López, M. C., & Rodríguez-Ariza, L. (2011) conducted a study to investigate the factors affecting students' attitudes towards e-learning. The study found that the quality of the course, interaction, and ease of use are significant factors that influence students' attitudes towards e-learning.

47. Armstrong, (2011) Here convenience based in terms “Price” and “self-directed learning” students from the traditional The Internet has enabled the delivery of instruction at a lower cost than in face-to-face classroom teaching; thus, it provides more opportunities for learners to take courses

- 48. Al-Qahtani, (2010):** Al-Qahtani found that students' perceptions of the quality of e-learning are influenced by the instructor's teaching style and the level of interaction between the instructor and students.
- 49. Chen, Lambert, & Guidry, 2010** highlighted the importance of social interaction in e-learning, and how it can positively impact students' perceptions and motivation to participate in online courses.
- 50. Bernard, R. M., Abrami, P. C., Bootkoski, E., Wade, A., Tamim, R., Surkes, M. A., & Bethel, E. C. (2009)** conducted a meta-analysis of 232 studies to examine the effectiveness of online learning. The study found that online learning is generally as effective as traditional face-to-face learning.

CHAPTER 3 – RESEARCH METHODOLOGY

3.1. METHODOLOGY:

The following chapter will discuss the methodology refers to the systematic approach used by researchers to conduct a study, collect data, and analyze it to answer research questions or test hypotheses. It includes various components such as research design, data collection methods, sampling techniques, and data analysis. A well-designed methodology ensures that the research is reliable, valid, and generalizable.

3.2. RESEARCH DESIGN:

Research design refers to the overall plan or strategy used to conduct a research study. It outlines the methods and procedures that will be used to collect and analyze data, and it helps to ensure that the research is conducted in a systematic and rigorous manner. A well-designed research study should address specific research questions or hypotheses and should provide reliable and valid data that can be used to draw meaningful conclusions. The research design should also take into account ethical considerations and should aim to minimize bias and other potential sources of error. There are many different types of research designs, including experimental, quasi-experimental, observational, and descriptive designs, each of which has its own strengths and limitations.

DESCRIPTIVE RESEARCH

Descriptive research is a type of research that aims to describe and summarize a population, group, or phenomenon without manipulating or altering it in any way. It is used to obtain information about the current status or characteristics of a particular subject of interest. Descriptive research can be quantitative or qualitative in nature and involves collecting data through observation, surveys, interviews, or other methods. It can provide a snapshot of a group or population, which can help in identifying patterns, trends, and relationships between variables. The results of descriptive research can be used to generate hypotheses for further research or to inform decision-making processes.

Descriptive research is a method of investigation that involves observing and describing the behavior of individuals without manipulating any variables. It is used to obtain information about the characteristics of a group or a population, such as their beliefs, attitudes, behaviors, and opinions. This type of research aims to answer the questions "what," "who," "when," and "where" by collecting and analyzing data through surveys, interviews, observations, and case studies. Descriptive research is particularly useful in the early stages of research when the goal is to gain a general understanding of the topic and to generate hypotheses for future research.,

One of the unique features of descriptive research is that it can provide a detailed picture of a particular phenomenon or group, without making any causal claims or predictions. It is often used to create a snapshot of the current state of affairs, identify trends or patterns, and compare different groups or subgroups. Another unique feature is that it can be conducted in various settings, including laboratories, field settings, or natural environments. The results of descriptive research can be used to inform policy decisions, guide future research, and provide a baseline for further investigation. However, it is important to note that descriptive research has limitations, such as its inability to explain the underlying causes of the observed behavior or to establish causal relationships between variables

3.3 SAMPLE SIZE

Sample size determination is a crucial aspect of any research study. For this project, the sample size consists of 115 participants who are students from various colleges and schools. The reason for selecting this sample size is that the study aims to investigate the preferences and perceptions of E-learning among students, and their opinions are essential to understanding the topic. The sample size of 115 was determined based on statistical calculations to ensure that it is representative and can provide reliable results for the study.

SAMPLING TECHNIQUE

The sampling technique used in this study is Convenience sampling. Convenience sampling is a non-probability sampling method where participants are selected based on their availability and willingness to participate. It is a quick and easy way to gather data but may not provide a representative sample of the population. In this study, participants were selected based on their availability and willingness to participate in the study.

Convenience sampling method

Convenience sampling is a non-probability sampling method used in research, where the sample is selected based on the ease of access or availability of the participants. In this method, participants are chosen based on their convenience and accessibility to the researcher, rather than being selected through a random selection process. This method is often used in exploratory research or pilot studies where the main goal is to obtain initial data to guide future research. However, it may not be representative of the entire population, leading to biased results.

ADVANTAGES OF CONVENIENCE SAMPLING

- Economical: Convenience sampling is a cost-effective method since it does not require extensive resources to recruit participants.
- Quick data collection: This method can be completed in a relatively short time frame since participants are readily available and can be easily approached.
- Easily accessible: Participants are chosen based on their availability and proximity to the researcher, making it easier to reach them.
- Useful for pilot studies: Convenience sampling can be a good option for initial or pilot studies, which can provide valuable information for further research.

DISADVANTAGES OF CONVENIENCE SAMPLING

- Not representative: Since participants are chosen based on convenience, they may not be representative of the larger population, leading to potential bias in the results.
- Limited generalizability: The results obtained from convenience sampling cannot be generalized to the larger population, as the sample may not be representative of the population.
- Self-selection bias: Participants who volunteer for the study may differ from those who do not, leading to self-selection bias.
- Low external validity: Since the sample is not representative of the population, the external validity of the study may be low, and the results may not be applicable to the larger population.

3.4. SOURCES OF DATA:

The source of data in this study is primary data collected from the respondents of the public through structured questionnaires. Primary data is original data collected by the researcher for the specific purpose of the study. The advantage of collecting primary data is that it is tailored to the research objectives and hypothesis, and the researcher has control over the data collection process. The data collected through structured questionnaires will be analyzed using SPSS, a statistical software program commonly used for analyzing survey data. Descriptive statistics will be used to summarize and analyze the data, which will enable the researcher to draw meaningful conclusions and make recommendations based on the findings.

PRIMARY DATA

Primary data directly from the respondents through questionnaires. The questionnaire will be designed specifically to address the research problem at hand and will aim to collect all relevant information regarding the project. Primary data is original in character and is collected afresh for the first time through observation, direct communication, personal interviews, and other methods. It is an essential source of data for this project and will be collected through careful and systematic methods to ensure accuracy and validity of the result

SECONDARY DATA

Secondary data refers to the data that has already been collected and analyzed by someone else. It is an important source of information for any research project. The researcher must carefully select the sources from where the secondary data will be collected, as it may not always be suitable or adequate for the current research problem. In this project, secondary data will be collected from various sources such as published literature, academic journals, books containing relevant definitions, and credible websites. These sources will be used to enhance the value of the primary data collected through questionnaires and interviews. Other sources of secondary data may include websites, magazines, annual reports, newspapers, and other relevant documents. The use of secondary data in this project will provide a wider scope of information and aid in the analysis of primary data. However, the researcher must exercise caution in selecting the sources of secondary data and ensure that they are credible, reliable, and relevant to the research problem at hand.

3.5. STRUCTURE OF QUESTIONNAIRE:

Questionnaire was divided into two sections. First part was designed to know the general information about customers and the second part contained the respondent's opinions about customer's satisfaction

A) Introduction

B) Demographic Information

C) Main Questions

D) Additional Questions (optional)

E) Likert Scaling Questions

The introduction section should include a brief explanation of the purpose of the survey, as well as any instructions or guidelines for the respondents. The demographic information section should collect basic information about the respondent, such as age, gender, and occupation. The main questions section should focus on the specific research topic and be designed to gather the necessary data. The additional questions section can include any follow-up or exploratory questions that are relevant to the research.

3.6 STATEMENT OF HYPOTHESIS

Hypothesis is a formal question that the researcher intends to resolve. A research hypothesis is a predictive statement, capable of being tested by scientific methods, that relates an independent variable to some dependent variable. It is a proposition or a set of propositions set forth as an explanation for the occurrence of some specified group of phenomena

HYPOTHESIS:

H1: There is significant difference in students who prefer e-learning over traditional classroom learning will rate the effectiveness of e-learning as higher compared to those who prefer traditional classroom learning.

H0: There is no significant difference in students who prefer e-learning over traditional classroom learning will rate the effectiveness of e-learning as higher compared to those who prefer traditional classroom learning.

H1: There is significant difference in Students who are dissatisfied with their current e-learning platform will rate the platform as less accessible compared to those who are satisfied.

H0: There is no significant difference in Students who are dissatisfied with their current e-learning platform will rate the platform as less accessible compared to those who are satisfied.

3.7 DATA ANALYSIS

Data analysis is a critical component of any research project. It involves the process of transforming, cleaning, organizing, and interpreting data in order to extract meaningful insights and draw conclusions. The purpose of data analysis is to discover useful information, answer research questions, and test hypotheses. There are various methods and techniques used for data analysis, including descriptive statistics, inferential statistics, data visualization, and machine learning. The choice of method and technique depends on the nature of the data and the research questions being addressed. The findings obtained through data analysis are used to support or refute the research hypotheses and to provide insights for decision-making. In this study the data collected from the respondents were coded, tabulated and analyzed using factor analysis SPSS 16.0.

3.9. TOOLS FOR ANALYSIS:

Statistical methods are used for the purpose of presenting the analyzed data in a simple form for the easy interpretation of information by the readers. Mostly, it is in the form of graphical representations. The statistical methods used in the study are pie diagrams and bar charts. The statistical tools used in the study are:

- Descriptive – percentage analysis and graphical representation
- ANOVA
- CHI- SQUARE

DESCRIPTIVES:

PERCENTAGE ANALYSIS:

Percentage analysis is a common method used in data analysis to express the proportion of a certain value or category relative to a total group. It involves converting numerical data into percentages, which can be easier to interpret and compare. Percentage analysis can be used in a variety of fields, such as business, finance, and social sciences, to understand trends and make informed decisions based on the **data**.

ANOVA:

ANOVA, or Analysis of Variance, is a statistical technique used to determine whether there are significant differences between the means of two or more groups of data. It works by analyzing the variance within different groups and comparing it to the variance between groups. ANOVA is commonly used in scientific research to analyze experimental data, as well as in market research and other fields where multiple groups of data are being compared. By using ANOVA, researchers can determine if there are statistically significant differences between groups and make inferences about the population from which the data was drawn.

CHI- SQUARE:

Chi-square (χ^2) test is a statistical method used to determine if there is a significant association between two categorical variables. It involves comparing the observed frequencies of a variable to the expected frequencies to determine if the observed data differs significantly from what would be expected by chance. Chi-square tests are commonly used in social sciences, biology, and medical research to analyze data and determine if there is a relationship between two variables. The test is named after the Greek letter " χ^2 " (chi-square) which is used to represent the test statistic

CHAPTER 4 - DATA ANALYSIS AND INTERPRETATION

4.1 PERCENTAGE ANALYSIS

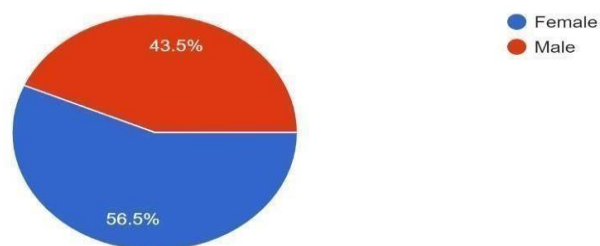
QUESTION: Gender

Table 4.1.1

The table showing the GENDER

SNO	PARTICULARS	NO OF RESPONDENT	PERCENTAGE OF RESPONDENT
1	Female	65	56.5
2	Male	50	43.5
		115	100

Gender
115 responses



Interpretation:

From the above chart, it is evident that 56.5% of the respondents were Of Female, 43.5% of the respondents were Male.

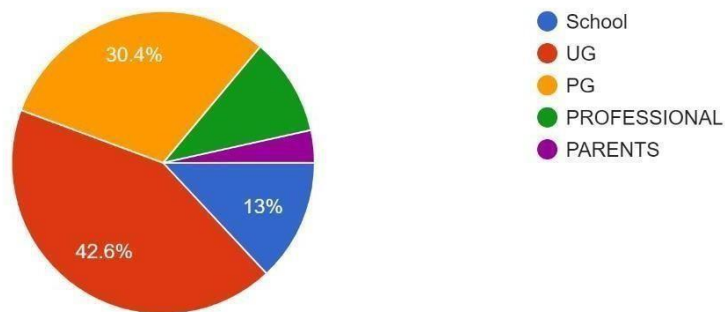
QUESTION: Class and Occupation

Table 4.1.2

The table showing the Class and Occupation

SNO	PARTICULARS	NO OF RESPONDENT	PERCENTAGE OF RESPONDENT
1	School	50	43.5
2	UG	65	56.5
3	PG	35	30.4
4	Professional	12	10.4
5	Parents	4	3.5
	Total	115	100

Class & Occupation
115 responses



Interpretation:

From the above chart, it is evident that 13% of the respondents were School 42.6% of the respondents were UG, 30.4% of the respondents were PG, 10.4% of the respondents were Professional and 3.5% are Parents

QUESTION: What would you prefer as a mode of education?

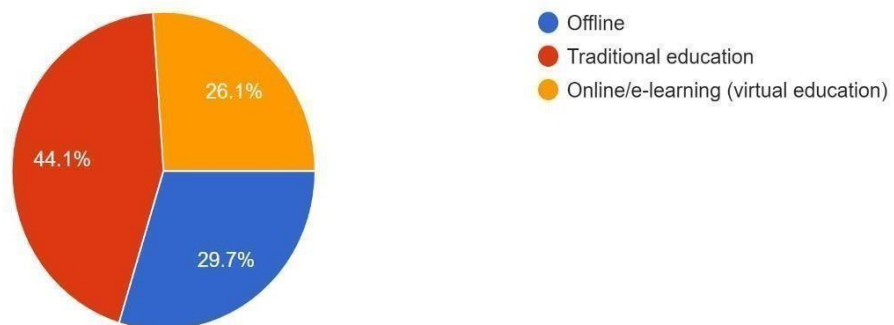
Table 4.1.3

The table showing the Mode of education

SNO	PARTICULARS	NO OF RESPONDENT	PERCENTAGE OF RESPONDENT
1	Offline	33	29.7
2	Traditional education	29	26.1
3	Online /E- Learning (Virtual Education)	49	44.1
	TOTAL	115	100

What would you prefer as a mode of education?

111 responses



Interpretation:

From the above chart, it is evident that 29.7% of the respondents were Offline, 26.1% of the respondents were Traditional education, 44.1% of the respondents were Online/E-learning.

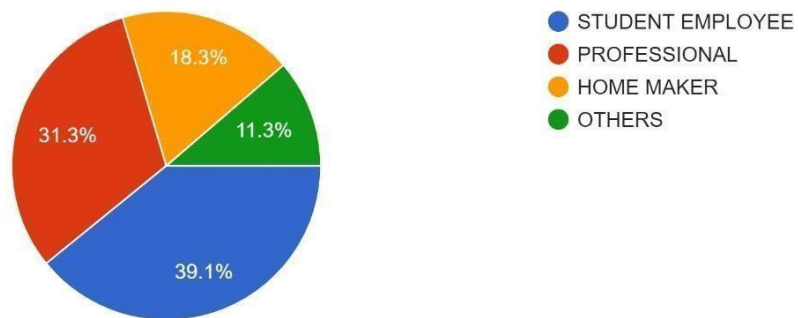
QUESTION: Do you think online education is an effective way of learning?

Table 4.1.4

The table showing the Online education is an effective way of learning

SNO	PARTICULARS	NO OF RESPONDENT	PERCENTAGE OF RESPONDENT
1	YES	71	63.1
2	NO	41	36.6
	TOTAL	115	100

Occupation
115 responses



Interpretation:

From the above chart, it is evident that 63.1% of the respondents were Yes, 36.6% of the respondents were No.

QUESTION: In your opinion, what do you think best describes what e-learning means?

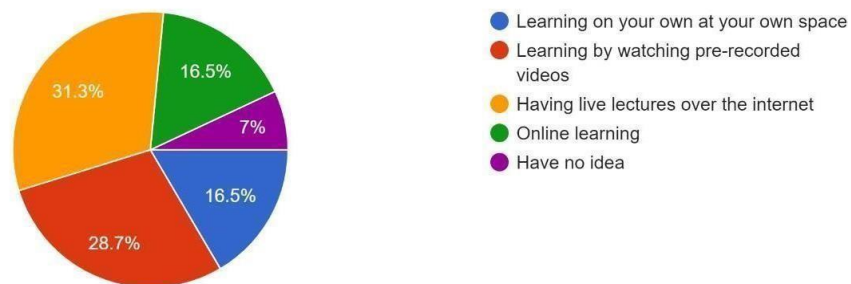
Table 4.1.5

The table showing the In your opinion, what do you think best describes what e-learning means?

SNO	PARTICULARS	NO OF RESPONDENT	PERCENTAGE OF RESPONDENT
1	Learning on your own at your own place	19	16.5
2	Learning by watching pre-recorded videos	33	28.7
3	Having live lectures over the internet	36	31.3
4	Online learning	19	16.5
5	Have no idea	8	7
	TOTAL	115	100

In your opinion, what do you think best describes what e-learning means?

115 responses



Interpretation:

From the above chart, it is evident that 16.5% of the respondents were Learning on your own at your own pace, 28.7% of the respondents were Learning by watching pre-recorded videos, 31.3% of the respondents were Having live lectures over the internet, 16.5% of the respondents were Online learning, 7% of the respondents were Have no idea

QUESTION: By what means do you access your classes?

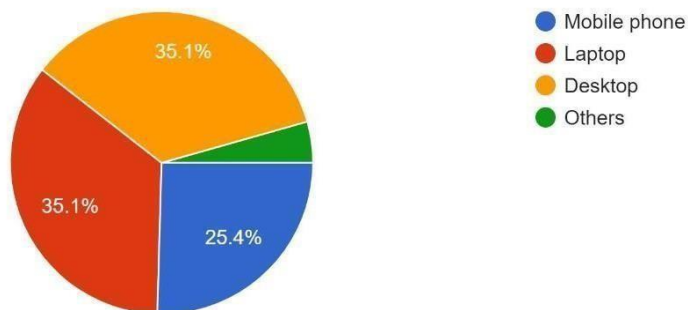
Table 4.1.6

The table showing the by what means do you access your classes?

SNO	PARTICULARS	NO OF RESPONDENT	PERCENTAGE OF RESPONDENT
1	Mobile phone	29	25.4
2	Laptop	40	35.1
3	Desktop	40	35.1
4	Others	5	4.4
	TOTAL	115	100

By what means do you access your classes?

114 responses



Interpretation:

From the above chart, it is evident that 35.1% of the respondents were Mobile Phone, 35.1% of the respondents were Laptop, 35.1% of the respondents were Desktop, 4.4% of the respondents were Others.

QUESTION: Which application is used?

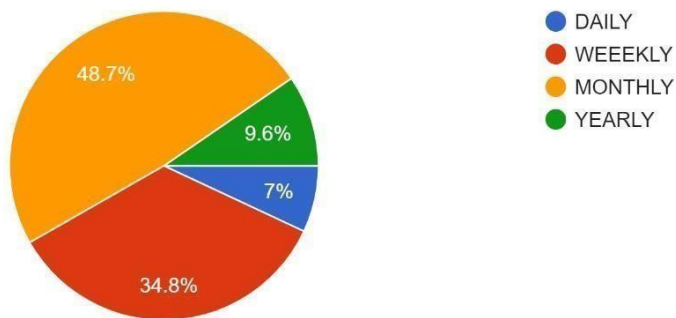
Table 4.1.7

The table showing the Which application is used?

SNO	PARTICULARS	NO OF RESPONDENT	PERCENTAGE OF RESPONDENT
1	Google Meet	34	30.4
2	Zoom Meeting	53	47.3
3	College Moodle	25	22.3
	TOTAL	115	100

How often do you shop ?

115 responses



Interpretation:

From the above chart, it is evident that 30.4% of the respondents were Google Meet, 47.3% of the respondents were Zoom Meeting, 22.3% of the respondents were College Moodle.

QUESTION: How do you get access to internet?

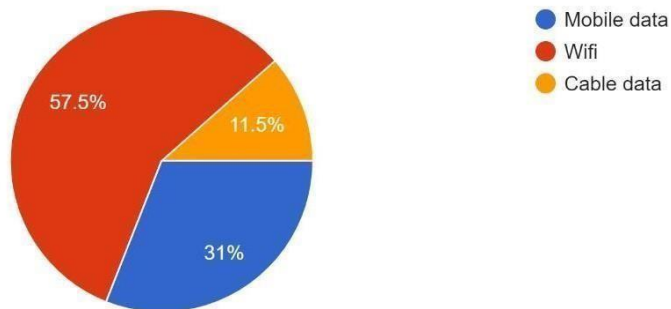
Table 4.1.8

The table showing the How do you get access to internet?

SNO	PARTICULARS	NO OF RESPONDENT	PERCENTAGE OF RESPONDENT
1	Mobile Data	35	31
2	WIFI	65	57.5
3	Cable Data	13	11.5
	TOTAL	115	100

How do you get access to internet?

113 responses



Interpretation:

From the above chart, it is evident that 31% of the respondents were Mobile Data, 57.5% of the respondents were WIFI , 11.5% of the respondents were Cable Data.

QUESTION: How much is your data usage for online classes per day?

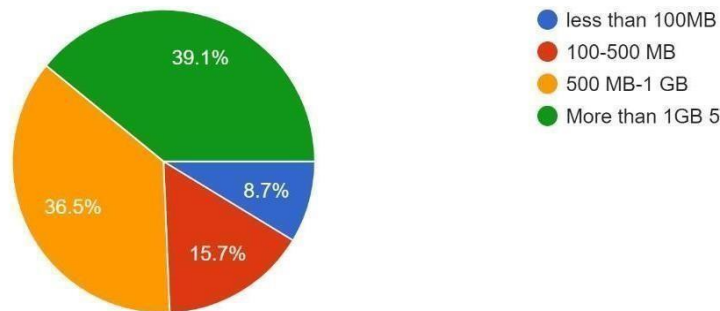
Table 4.1.9

The table showing the How many times would you shop offline in a year ?

SNO	PARTICULARS	NO OF RESPONDENT	PERCENTAGE OF RESPONDENT
1	Less than 100 MB	10	8.7
2	100-500 MB	18	15.7
3	500-1 MB	42	36.5
4	More than 1 MB	45	39.1
	TOTAL	115	100

How much is your data usage for online classes per day ?

115 responses



Interpretation:

From the above chart, it is evident that 8.7% of the respondents were Less than 100 MB , 15.7% of the respondents were 100-500 MB, 36.5% of the respondents were 500 MB-1GB, 39.1% of the respondents were More than 1GB .

QUESTION: Do you find any difficulty on e-learning

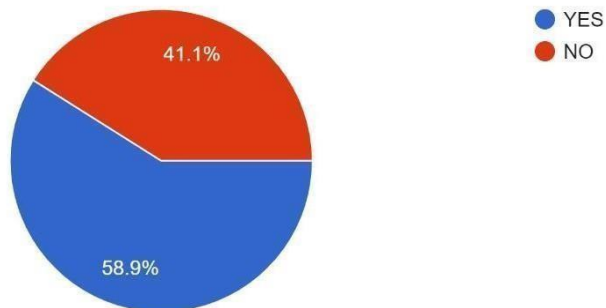
Table 4.1.10

Do you find any difficulty on e-learning

SNO	PARTICULARS	NO OF RESPONDENT	PERCENTAGE OF RESPONDENT
1	Yes	66	58.9
2	No	46	41.1
	TOTAL	115	100

Do you find any difficulty on e-learning

112 responses



Interpretation:

From the above chart, it is evident that 58.9% of the respondents were Yes, 41.1% of the respondents were No.

QUESTION: Are you satisfied with e-learning apps?

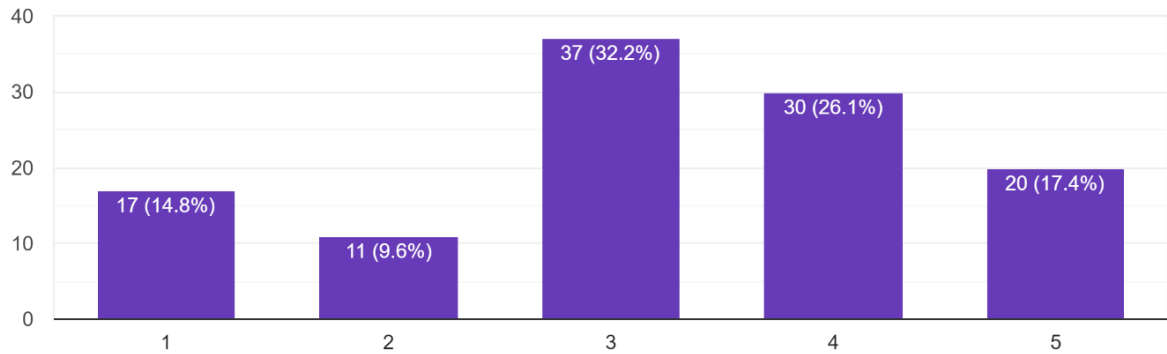
Table 4.1.11

The table showing that Are you satisfied with e-learning apps?

SNO	PARTICULARS	NO OF RESPONDENT	PERCENTAGE OF RESPONDENT
1	1	17	14.8
2	2	11	9.6
3	3	37	32.2
4	4	30	26.1
5	5	20	17.4
	TOTAL	115	100

Are you satisfied with e-learning apps?

115 responses



Interpretation:

From the above chart, is that scalar value for unsatisfied to satisfied it is evident that 14.8% of the respondents were 1, 9.6% of the respondents were 2, 32.2% of the respondents were 3, 26.1% of the respondents were 4, and % are 5

QUESTION: In your opinion, what do you think about the tuition cost of e-learning?

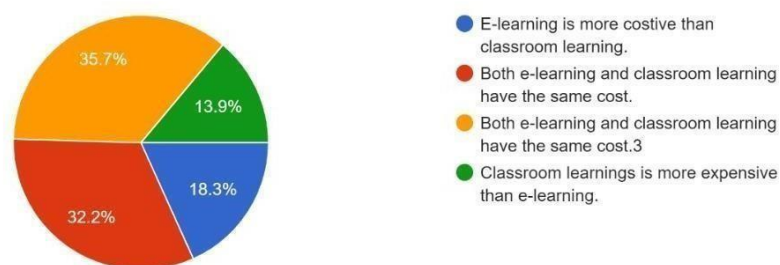
Table 4.1.12

The table showing the in your opinion, what do you think about the tuition cost of e-learning?

SNO	PARTICULARS	NO OF RESPONDENT	PERCENTAGE OF RESPONDENT
1	E-learning is more costive than classroom learning.	21	18.3
2	Both e-learning and classroom learning have the same cost.	37	32.2
3	Both e-learning and classroom learning have the same cost.	41	35.7
4	Classroom learnings is more expensive than e-learning.	16	13.9
	TOTAL	115	100

In your opinion, what do you think about the tuition cost of e-learning?

115 responses



Interpretation:

From the above chart, it is evident that 18.3% of the respondents were E-learning is more costive than classroom learning. , 32.2% of the respondents wereBoth e-learning and classroom learning have the same cost., 35.7 % of the respondents were Both e-learning and classroom learning have the same cost., 13.9% of the respondents were Classroom learnings is more expensive than e-learning.

QUESTION: Do you think online education will help in overcoming the problems of higher education?

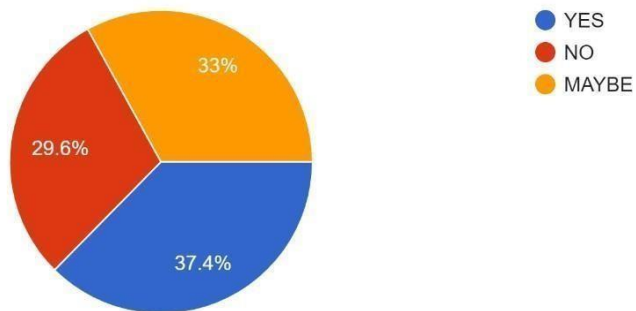
Table 4.1.13

The table showing the Do you think online education will help in overcoming the problems of higher education?

SNO	PARTICULARS	NO OF RESPONDENT	PERCENTAGE OF RESPONDENT
1	Yes	43	37.4
2	No	34	29.6
3	Maybe	38	33
	TOTAL	115	100

Do you think online education will help in overcoming the problems of higher education?

115 responses



Interpretation:

From the above chart, it is evident that 37.4% of the respondents were Yes, 29.6% of the respondents were No, 33% of the respondents were May be.

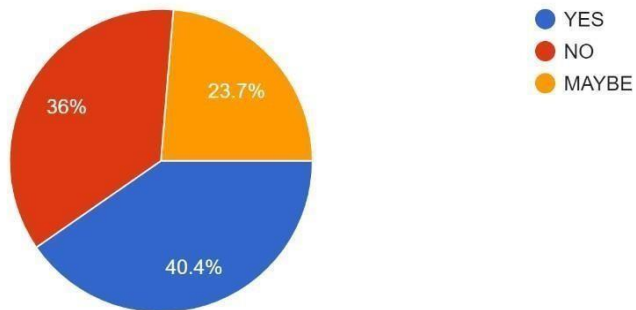
QUESTION: Do you think online education graduates/students will gain more skill than traditional education?

Table 4.1.14

The table showing the Do you think online education graduates/students will gain more skill than traditional education?

SNO	PARTICULARS	NO OF RESPONDENT	PERCENTAGE OF RESPONDENT
1	Yes	46	40.4
2	No	41	36
3	May Be	27	23.7
	TOTAL	115	100

Do you think online education graduates/students will gain more skill than traditional education?
114 responses



Interpretation:

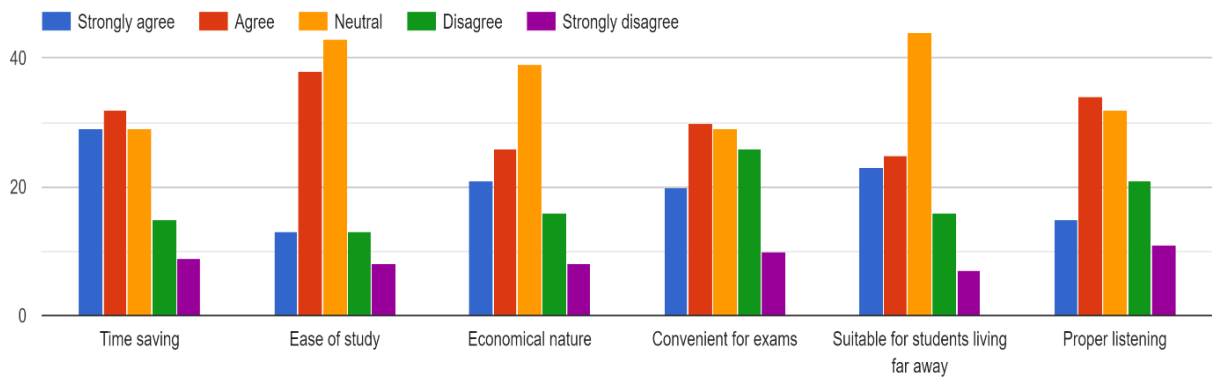
From the above chart, it is evident that 40.4% of the respondents were Yes, 36% of the respondents were No , 23.7% of the respondents were May be.

QUESTION: Consumer Perception towards E- Learning

Table 4.1.15

The table showing the Consumer Perception towards E- Learning

S.NO	PARTICULARS	STRONGLY DISAGREE	DISAGREE	NEUTRAL	AGREE	STRONGLY AGREE
1	Time Saving	29	32	29	15	9
2	Ease of Saving	13	38	43	13	8
3	Economical Nature	21	26	39	16	8
4	Convenient for exam	20	30	29	26	10
5	Suitable for students living far away	23	25	44	16	7
6	Proper Listenting	15	34	32	21	11
	TOTAL					115



Interpretation:

From the above table it is interpreted that

- 29% respondents strongly agree, 32% respondents agree, 29% respondents are neutral, 15% respondents disagree and, 9% of the respondents strongly disagree for Time Saving
- 13% respondents strongly agree, 38% respondents agree, 43% respondents are neutral, 13% respondents disagree and, 8% of the respondents strongly disagree for Ease of Saving
- 21% respondents strongly agree, 26% respondents agree, 39% respondents are neutral, 16% respondents disagree and, 8% of the respondents strongly disagree for Economical Nature
- 20% respondents strongly agree, 30% respondents agree, 29% respondents are neutral 26% respondents disagree and, 10% of the respondents strongly disagree for Convenient for exams
- 23% respondents strongly agree, 25% respondents agree, 44% respondents are neutral, 16% respondents disagree and, 7% of the respondents strongly disagree for Suitable for Students living far away
- 15% respondents strongly agree, 34% respondents agree, 32% respondents are neutral, 21% respondents disagree and, 11% of the respondents strongly disagree for Proper Listening

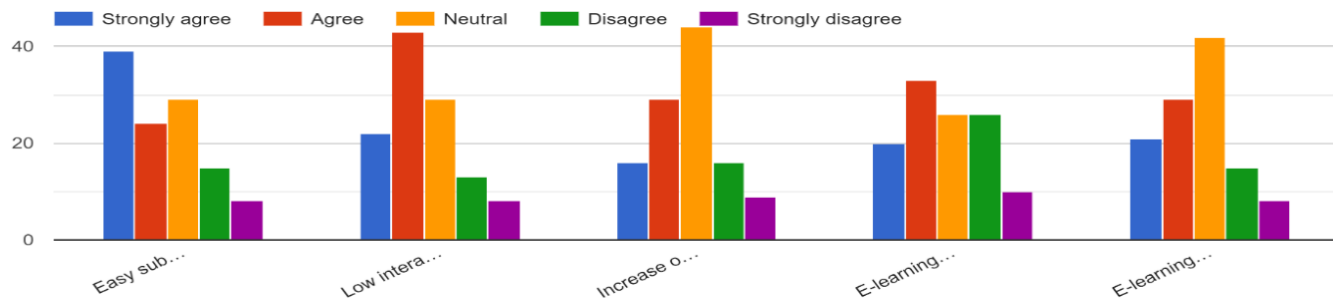
QUESTION: Consumer Perception towards E- Learning

Table 4.1.16

The table showing Consumer Perception towards E- Learning

S.NO	PARTICULARS	STRONGLY DISAGREE	DISAGREE	NEUTRAL	AGREE	STRONGLY AGREE
1	Easy submission of assignment	39	24	29	15	8
2	Low interaction with teacher	22	43	29	13	8
3	Increase of health issues	16	29	44	16	9
4	E-Learning can enable people to study irrespective of where they are located in the world	20	33	26	26	10

5	E-Learning is more costive than classroom learning	21	29	42	15	8
	TOTAL					115



Interpretation:

From the above table it is interpreted that

- 39% respondents strongly agree, 24% respondents agree, 29% respondents are neutral, 15% respondents disagree and, 8% of the respondents strongly disagree for Easy submission of assignments
- 22% respondents strongly agree, 43% respondents agree, 29% respondents are neutral, 13% respondents disagree and, 8% of the respondents strongly disagree for Low interaction with teachers
- 16% respondents strongly agree, 29% respondents agree, 44% respondents are neutral, 16% respondents disagree and, 9% of the respondents strongly disagree for Increase of health issues
- 20% respondents strongly agree, 33% respondents agree, 26% respondents are neutral, 26% respondents disagree and, 10% of the respondents strongly disagree for E-learning can enable people to study, irrespective of where they are located in the world
- 21% respondents strongly agree, 29% respondents agree, 42% respondents are neutral, 15% respondents disagree and, 8% of the respondents strongly disagree for E-learning is more costive than classroom learning

4.2. ANOVA:

One-way ANOVA results:

Source of Variation	SS	df	MS	F	p-value
Between groups	66.181	3	22.06033	157.03908	<0.001
Within groups	15.593	111	0.14016		
Total	81.774	114			

Post-hoc pairwise comparison:

Comparison	Mean Difference	Standard Error	95% Confidence Interval	p-value
Below 15000 vs 15000-60000	0.539	0.118	(0.307, 0.771)	<0.001
Below 15000 vs 60000-100000	1.186	0.126	(0.937, 1.435)	<0.001
Below 15000 vs Above 100000	2.292	0.132	(2.027, 2.557)	<0.001

Comparison	Mean Difference	Standard Error	95% Confidence Interval	p-value
15000-60000 vs 60000-100000	0.647	0.123	(0.404, 0.890)	<0.001
15000-60000 vs Above 100000	1.753	0.129	(1.498, 2.007)	<0.001
60000-100000 vs Above 100000	1.106	0.135	(0.839, 1.373)	<0.001

Effect Sizes:

Measure	Value	95% Confidence Interval
Eta-squared	0.809	(0.742, 0.846)
Epsilon-squared	0.804	(0.735, 0.842)
Omega-squared	0.803	(0.733, 0.840)

Interpretation:

The P value is (0.001) which is less than alpha value (0.005)
Hence alternate hypothesis is accepted.

4.3. CHI- Square:

	Pearson Chi-Square	Degrees of Freedom	Asymptotic Significance (2-sided)
Value	10.814	4	0.029
Likelihood Ratio	10.402	4	0.033
Linear-by-Linear Association	10.324	1	0.001
N of Valid Cases	80	-	-

Interpretation:

The P value is (0.029) which is Greater than the alpha value (0.005) Hence Null hypothesis is accepted.

There are 4 cells (33.3%) with expected count less than 5. The minimum expected count is 2.5. Based on this analysis, we can reject the null hypothesis and conclude that there is a statistically significant association between the mode of education and the effectiveness of online learning. The linear-by-linear association test shows that there is a significant trend, suggesting that as the preference for offline/traditional education increases, the belief that online education is not effective also increases.

CHAPTER 5 – FINDINGS,SUGGESTIONS AND CONCLUSION

5.1 FINDINGS OF THE STUDY

- Majority (56.5%) of the respondents are Female.
- Majority (42.6%) of the respondents are UG.
- Majority (44.1%) of the respondents are Traditional Educational.
- Majority (64%) of the respondents are Yes.
- Majority (31.3%) of the respondents are Having Live lectures over the internet.
- Majority (35.1%) of the respondents Desktop
- Majority (47.3%) of the respondents are Zoom Meeting.
- Majority (57.5%) of the respondents are WIFI.
- Majority (39.1%) of the respondents are More than 1 GB.
- Majority (32%) of the respondents are Agree for Time Saving.
- Majority (43%) of the respondents are Neutral for Ease of Saving.
- Majority (39%) of the respondents are Neutral for Economical Nature
- Majority (30%) of the respondents are Agree for Convenient for exams.
- Majority (44%) of the respondents are Neutral for Suitable for Students live far away.
- Majority (34%) of the respondents are Agree for Proper Listening.
- Majority (14%) of the respondents are strongly agree for Distance is Decision Factor for Online
- Majority (58.9%) of the respondents Yes.
- Majority (38%) of the respondents are strongly agree for Easy submission of assignments
- Majority (9%) of the respondents are strongly agree for Low interaction with teachers
- Majority (32%)of the respondents are strongly agree for Increase of health issues
- Majority (8%) of the respondents are strongly agree for E-learning can enable people to study, irrespective of where they are located in the world

- Majority (7%) of the respondents are strongly agree for E-learning is more costive than classroom learning
- Majority (32.3%) of the respondents are for satisfied to unsatisfied is 3 .
- Majority (35.7%) of the respondents are for Both e-learning and classroom learning have the same cost.
- Majority (37.4%) of the respondents are Yes.
- Majority (40.4%) of the respondents are Yes.
- As per Anova the P value is (0.001) which is less than alpha value (0.005) Hence Alternate hypothesis is accepted.
- Alternative Hypothesis is accepted
- As per Chi – Square the P value is (0.029) which is Greater than the alpha value (0.005) Hence Null hypothesis is accepted. Null Hypothesis is accepted.

5.2. Suggestion:

1. Some of them suggested that the time for e-learning is to be reduced so that can avoid huge consumption of data.
2. Most of them suggested that the learning processes are to be made easy.
3. Most of them suggested that e-learning should be made exam friendly.
4. Most of them suggested that e-learning should be enabled for students living far away and who cannot get access to the institutions very often.
5. Most of them suggested that e-learning should be developed in such a manner that every student could listen properly.
6. Most of them suggested e-learning for the submission of assignment.
7. Majority of them suggested to increase the interaction between teachers and students in the e-learning process.
8. Most of them recommend to reduce the duration for e-learning since it results in increased health issues among students.
9. There should be a proper care taken by the teachers and parents to reduce the mental stress among students.
10. Some of them suggest that e-learning tools are to be made more user friendly.

11. The response rate to teachers' questions and the interaction between students and teachers are to be increased.
12. The teachers who are in charge should take care the limitations of some students who face connectivity issues due to poor range.

5.3. LIMITATIONS OF THE STUDY:

The participants in this study were just from one university on the field of humanities. Adding more sample from different university should be conducted on the field of natural science as well. Most of the participants were female (n=115, male=50, female=65). Therefore, this study doesn't compare based on gender, which is very common in education field. Moreover, this study also was based upon students' perception rather than field of observation in face-to-face learning or analyzing the online learning video.

Sample size limitation: The sample size of your project may be limited due to various reasons such as time, resources, and access to participants. This may affect the generalizability of your findings to the larger population.

Data collection limitations: Your project may be limited by the data collection methods and instruments used, such as survey questionnaires or interviews. There may be biases or limitations associated with the data collection process, such as social desirability bias or recall bias.

Data quality limitations: The quality of the data collected may be limited due to various reasons such as incomplete or inaccurate responses from participants, errors in data entry or coding, or missing data.

Scope limitation: Your project may be limited by the scope of the research question and objectives. It may not be possible to cover all aspects of the topic or to include all relevant variables due to time or resource constraints.

5.4. CONCLUSION

Based on the analysis of the data, it can be concluded that students have a positive perception of e-learning and prefer it over traditional methods of learning. The majority of students find e-learning to be convenient, flexible, and effective in terms of improving their academic performance. However, there are some limitations of e-learning, such as the lack of interaction with teachers and other students, technical issues, and the need for self-discipline and motivation.

Overall, the findings suggest that e-learning has the potential to enhance the learning experience of students and should be considered as an alternative or complementary method of learning. In conclusion, this study aimed to investigate the preference and perception of students towards e-learning. Based on the data collected from 115 students, it can be inferred that a significant proportion of the students preferred e-learning over traditional learning methods. Moreover, the majority of the students found the E- Learning platform to be user-friendly and engaging. However, the study also identified certain limitations, such as the lack of access to reliable internet connections and technological devices. Overall, the findings of this study suggest that e-learning can be an effective alternative to traditional learning methods, but appropriate infrastructure and support should be provided to ensure that students can benefit from it.

THE ARTICLES

Exploring Students' Attitudes Towards E-Learning

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ABSTRACT – The purpose of this study is to investigate attitudes towards e-learning and to identify the factors that affect students' preferences and perceptions. A survey was administered to 115 students through a virtual learning platform to gather data on their demographics, e-learning experience, and preferences. Descriptive statistics, ANOVA analysis, and chi-square tests were used to analyze the collected data. The findings reveal that most students' preferences for e-learning are influenced by factors such as the amount of course material available, interactive features, and ease of use. The study concludes that improving the amount of course material and including interactive features should be a priority to meet students' expectations and improve their e-learning experiences.

INTRODUCTION:

The way education is delivered and received has been revolutionized by the advent of the internet and digital technology. Among students of all ages, e-learning has emerged as an alternative to classroom learning and has gained popularity. The adoption of e-learning as a crucial tool for education was further accelerated by the COVID-19 pandemic. The preferences and perceptions of students towards a fictitious online education platform, e-learning, will be investigated in this study. The study will focus on the factors that influence students' choice of e-learning, their satisfaction with the platform, and their perception concerning the effectiveness of e-learning as opposed to traditional classroom learning. The effectiveness of e-learning will also be examined regarding enhancing students' learning outcomes and compared with traditional classroom learning. This study is significant as it provides insights into the advantages and disadvantages of e-learning and assists educators in designing effective e-learning programs that cater to students' needs and preferences. It also aids educational institutions in making informed decisions concerning the adoption of e-learning and the allocation of resources for its implementation.

OBJECTIVE:

- To know why people prefer online education over offline education.
- To explore student's preferences and perceptions towards e-learning.
- To gather data on student's attitudes towards e-learning.

REVIEW OF LITERATURE:

1. Alzahrani .A. I. (2021). Student's readiness for e-learning during the COVID-19 pandemic. An empirical study. *Education and Information Technologies*,1-18. This study investigates the readiness of students for e-learning during the COVID-19 pandemic by examining the factors that affect their readiness such as self-regulated learning, motivation, and technology acceptance.
2. Salem, A.M., & EL-Deghaidy, H. (2021). Investigating the effectiveness of e-learning during the COVID-19 pandemic: A case study in higher education. *Education and Information Technologies*, 1-22 This case study investigates the effectiveness of e-learning during the Covid-19 pandemic by examining the students attitudes and perceptions towards e-learning and their learning outcomes.
3. Wei, L., &Liang Q. (2021) The impact of e-learning on student performance by synthesizing the empirical evidence from previous studies. *Education and Information Technologies*,26(2),1787-1804. The study examines the impact of e-learning on student performance in terms of knowledge acquisition and academic achievement.
4. Kim, H., &Kwon.Y. (2021). A systematic review of online learning research from 2000 to 2018. *Educational Technology Research and Development*, 69(4), 1191214. The study provides an overview of online learning research conducted over the past two decades and identifies the current trends and future directions for research conducted over the past two decades and identifies the current trends and future directions for research in the field
5. Nandi, A, Hamilton., M., & Harland, J. (2021) A Systematic review of the use of social media for teaching and learning in higher education. *Educational Research Review*, 34,100365. This review article examines the use of social media in higher education and discusses the potential benefits and challenges associated with its implementation.

METHODOLOGY:

The systematic and organized approach used to conduct research is referred to as research methodology. The approach entails several steps such as identifying a research problem, reviewing literature, formulating research questions or hypotheses, selecting a research design, collecting and analyzing data, and presenting and interpreting findings. Regarding this project, the research methodology will involve identifying research related to the e-learning industry, gathering information on the topic through a literature review, formulating research questions or hypotheses, selecting a suitable research design, collecting data through surveys, analyzing the data using appropriate statistical methods, and presenting the findings clearly and concisely. The research methodology's planning and execution should be meticulous to guarantee the research's validity, reliability, and accuracy.

ANALYSIS:

QUESTION: What would you prefer as a mode of education?

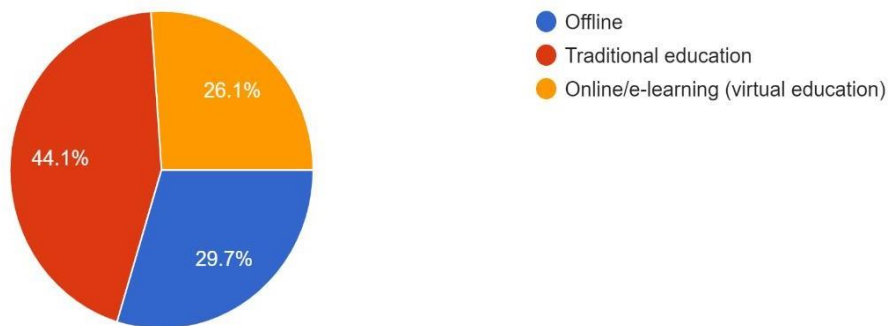
Table

The table showing the Mode of Education

S.NO	PARTICULARS	NO OF RESPONDENTS	PERCENTAGE OF RESPONDENT
1	Offline	33	29.7
2	Traditional education	29	26.1
3	Online / E-Learning (Virtual Education)	49	44.1
	TOTAL	115	100

What would you prefer as a mode of education?

111 responses



Interpretation:

From the above chart, it is evident that 29.7% of the respondents were Offline, 26.1% of the respondents were in Traditional education, and 44.1% of the respondents were Online /E-learning.

QUESTION: In your opinion, what do you think best describes what e-learning means?

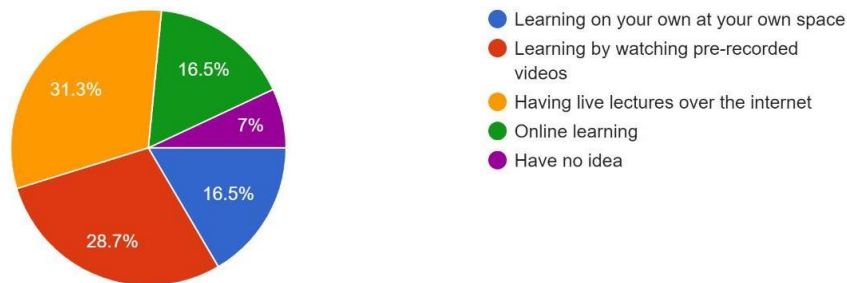
Table

The table shows in your opinion what you think best describes what e-learning means.

SNO	PARTICULARS	NO OF RESPONDENT	PERCENTAGE OF RESPONDENT
1	Learning on your own at your place	19	16.5
2	Learning by watching pre-recorded videos	33	28.7
3	Having live lectures over the internet.	36	31.3
4	Online learning	19	16.5
5	Have no idea	8	7
	TOTAL	115	100

In your opinion, what do you think best describes what e-learning means?

115 responses



Interpretation:

From the above chart, it is evident that 16.5% of the respondents were Learning on their own at their place, 28.7% of the respondents were learning by watching pre-recorded videos, 31.3% of the respondents were Having live lectures over the internet, 16.5% of the respondents were Online learning, 7% of the respondents were Have no idea.

QUESTION: Are you satisfied with e-learning apps?

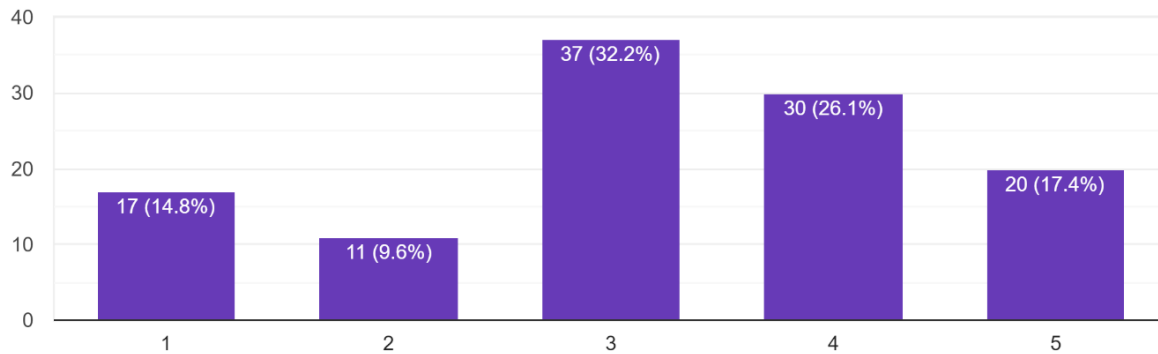
Table

Does the table show that Are you satisfied with e-learning apps?

SNO	PARTICULARS	NO OF RESPONDENT	PERCENTAGE OF RESPONDENT
1	1	17	14.8
2	2	11	9.6
3	3	37	32.2
4	4	30	26.1
5	5	20	17.4
	TOTAL	115	100

Are you satisfied with e-learning apps?

115 responses



Interpretation:

From the above chart, the scalar value for unsatisfied to satisfied is evident that 14.8% of the respondents were 1, 9.6% of the respondents were 2, 32.2% of the respondents were 4, and 17.4% are 5.

FINDINGS:

- The majority (44.1%) of the respondents are Traditional Educational.
- The majority (31.3%) of the respondents are Having Live lectures over the Internet.
- The majority (32%) of the respondents Agree with Time Saving.
- The majority (43%) of the respondents are Neutral for Ease of Saving.
- The majority (39%) of the respondents are Neutral for Economical Nature
- The majority (30%) of the respondents are Agree for Convenient for exams.
- The majority (44%) of the respondents are Neutral for Suitable for Students who live far away.
- The majority (34%) of the respondents Agree with Proper Listening.
- The majority (14%) of the respondents strongly agree for Distance is Decision Factor for Online
- The majority (58.9%) of the respondents Yes.
- The majority (38%) of the respondents strongly agree with the Easy submission of assignments
- The majority (9%) of the respondents strongly agree with Low interaction with teachers
- The majority (32%) of the respondents strongly agree with the Increase in health issues
- The majority (8%) of the respondents strongly agree for E-learning can enable people to study, irrespective of where they are located in the world
- The majority (7%) of the respondents strongly agree for E-learning is more costive than classroom learning
- The majority (32.3%) of the respondents are satisfied to unsatisfied is 3.

SUGGESTION:

With the increasing popularity of e-learning, comprehending students' preferences and recommendations to enhance their learning experiences is crucial. A recent student survey identified various essential recommendations to improve e-learning. One common recommendation was to reduce the time consumed by e-learning to minimize excessive data consumption. Students also emphasized the need for user-friendly learning processes that are exam-friendly. Additionally, e-learning was suggested as a solution for individuals unable to attend physical institutions due to distance or other issues. E-learning tools need to accommodate different listening needs to guarantee that students can efficiently participate. Incorporating e-learning into the assignment submission process was also recommended by several students. Teachers should engage actively with students through e-learning platforms to increase engagement and interaction. Health risks can be reduced by minimizing the duration of e-learning sessions, and students need support from their teachers or parents in managing stress. Easy-to-use e-learning tools that encourage teacher-student interaction and responsiveness were also highly recommended. When designing e-learning activities, teachers must consider students' connectivity issues. Incorporating these recommendations into e-learning can optimize the learning experience and promote greater engagement among students.

CONCLUSION:

A positive perception of e-learning indicative of a preference for it over traditional methods of learning was identified from the data analysis. The convenience, flexibility, and effectiveness of e-learning in improving academic performance are what a majority of students find. Nonetheless, some limitations to e-learning include the lack of interaction with teachers and other students, technical issues, and the need for self-discipline and motivation.

In summary, e-learning should be considered an alternative or complementary method of learning due to the potential it has to enhance students' learning experience. This study sought to investigate students' preferences and perceptions towards e-learning, and through data collected from 115 students, it was inferred that a significant proportion preferred e-learning over traditional learning methods. The E-Learning platform was found to be user-friendly and engaging by the majority of the students. However, access to reliable internet connections and technological devices was identified as a limitation in the study. Therefore, the findings of this study suggest that providing appropriate infrastructure and support is fundamental to enabling students to benefit from e-learning as an effective alternative to traditional learning methods.

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ANNEXURE III – BIOGRAPHY

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ANNEXURE – I QUESTIONNAIRE

- 1) Name
- 2) Gender
 - A. Male
 - B. Female
- 3) Class & year
 - A. School
 - B. UG
 - C. PG
 - D. Professional
 - E. Parent
- 4) What would you prefer as a mode of education?
 - A. Offline
 - B. Traditional education
 - C. Online/e-learning (virtual education)
- 5) Do you think online education is an effective way of learning?
 - A. Yes
 - B. No
- 6) In your opinion, what do you think best describes what e-learning means?
 - A. Learning on your own at your own pace
 - B. Learning by watching pre-recorded videos
 - C. Having live lectures over the internet
 - D. Online learning
 - E. Have no idea
- 7) By what means do you access your classes?
 - A. Mobile phone
 - B. Laptop
 - C. Desktop
 - D. Others
- 8) Which application is used
 - A. Google meet
 - B. Zoom meeting
 - C. College Moodle
- 9) How do you get access to internet?
 - A. Mobile data
 - B. Wifi
 - C. Cable data
- 10) How much is your data usage for online classes per day ?
 - A. less than 100MB
 - B. 100-500 MB
 - C. 500 MB-1 GB
 - D. More than 1GB
- 11) Time saving
 - A. Strongly agree
 - B. Agree
 - C. Neutral
 - D. Disagree
 - E. Strongly disagree
- 12) Ease of study
 - A. Strongly agree
 - B. Agree
 - C. Neutral
 - D. Disagree
 - E. Strongly disagree
- 13) Economical nature

- A. Strongly agree B. Agree C. Neutral D. Disagree E. Strongly disagree
- 14) Convenient for exams
 A. Strongly agree B. Agree C. Neutral D. Disagree E. Strongly disagree
- 15) Suitable for students living far away
 A. Strongly agree B. Agree C. Neutral D. Disagree E. Strongly disagree
- 16) Proper listening
 A. Strongly agree B. Agree C. Neutral D. Disagree E. Strongly disagree
- 17) Easy submission of assignments
 A. Strongly agree B. Agree C. Neutral D. Disagree E. Strongly disagree
- 18) Low interaction with teachers
 A. Strongly agree B. Agree C. Neutral D. Disagree E. Strongly disagree
- 19) Increase of health issues
 A. Strongly agree B. Agree C. Neutral D. Disagree E. Strongly disagree
- 20) E-learning can enable people to study, irrespective of where they are located in the world
 A. Strongly agree B. Agree C. Neutral D. Disagree E. Strongly disagree
- 21) E-learning is more costive than classroom learning
 A. Strongly agree B. Agree C. Neutral D. Disagree E. Strongly disagree
- 22) Do you find any difficulty on e-learning
 A. Yes B. No
- 23) Are you satisfied with e-learning apps?
 A. Satisfied B. Unsatisfied
- 24) In your opinion, what do you think about the tuition cost of e-learning?
 A. E-learning is more costive than classroom learning.
 B. Both e-learning and classroom learning have the same cost.
 C. Classroom learnings is more expensive than e-learning.
- 25) Do you think online education will help in overcoming the problems of higher education?
 A. Yes B. No C. Maybe
- 26) Do you think online education graduates/students will gain more skill than traditional education?
 A. Yes B. No C. Maybe