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E- LEARNING EFFECTIVENESS AMONG THE RURAL STUDENTS

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ABSTRACT

When compared to traditional face-to-face instruction using the same content, the performance of an e-Learning program is a key determinant of its effectiveness. Data are those that have been gathered recently and for the first time, making them unique in nature. Through an interview schedule, student opinions were gathered as the main source of information. Referring to information that was gathered from numerous books, journals, and periodicals regarding the pertinent subject of the study, secondary data refers to corporate profiles that were created using secondary data. Students in the Nanguneri Taluk are the exclusive focus of the current study. The present study is confined to Students in Nanguneri taluk. Convenience sampling method has been adopted for selecting 110 respondents. Data were collected from 110respondents who are educated (Poly technic, B.ED, UG, PG) and using e-learning. Sample consisted of both males& females, who have been contacted personally. The 110 respondents were in the age group of 19-35 years. Data collected through questionnaire is classified, coded, tabulated and analyzed with the help of Statistical Package for Social Science (SPPS, Version 20). The data was analyzed using Percentage analysis, One-way ANOVA, One Sample test and Correlation for indicatingthe Effectiveness of E-learning.

Keywords: Effectiveness, Online Classes and Rural Students.

INTRODUCTION

A mastering device primarily based on formalised teaching however with the assist of digital assets is known as e-studying. The term "e-learning'' has only been in lifestyles seeing that 1999 whilst the phrase was first applied at a CBT (cognitive behavioural remedy) device seminar. It is likewise known as "on-line studying, remote learning, digital gaining knowledge of, mobile getting to know, virtual studying and distance schooling.

E-getting to know includes severa styles of media that supply textual content, audio, pics, animation, and streaming video, and consists of era packages and tactics along with audio or video tape, satellite TV, CD-ROM, and computer-primarily based mastering, as well as neighborhood intranet/extranet and internet-based totally getting to know. Information and communique systems, whether or not loose-standing or based totally on either neighborhood networks or the Internet in networked mastering, underlay many e-getting to know methods.

MEANING OF E-LEARNING

The effectiveness of E-Learning has increased in recent years. This is primarily due to the increased possibilities for IT and learning as well as increased political and organizational attention to „what works" in learning. The success of an e-learning system depends on the understanding of certain antecedent factors that influence the students" acceptance and usage of such e-learning systems. This study aims to provide a discussion of the current e-learning environments including their characteristics, limitations, advantages and the major factors that affect the acceptance of such technologies. It is concluded that a successful e-learning system should consider the personal, social, cultural, technological, organizational and environmental factors.

A rural area or a geographical region is a geographic location that is positioned outdoor towns and cities. Typical rural regions have a low populace density. Nanguneri is also rural area.

SIGNIFICANCE OF THE STUDY

E-studying presents benefit for the corporations and individuals involved it reduces the fee of mastering, exam and end result processing institutions, it create access thereby permits human beings from any part of the world to be knowledgeable E-getting to know also functions in enhancing standard of schooling which Helps to remove inadequate like examination malpractice.

SCOPE OF THE STUDY

E-learning platform offers flexibility, as you can

complete your E-learning at a time and place that suits you. E-learning gives you the opportunity to gain validation through a digital system.

OBJECTIVES OF THE STUDY

- To enhance the quality of E-learning among rural students.
- To meet the learning style or needs of rural students.
- Improve the efficiency and effectiveness of E-learning among rural students.

Review

Dawadi et al. (2020) in low-profits countries together with Nepal, on line learning is likely to boom the already existing inequalities due to the fact there are large gaps among its citizenry in phrases of their socio-monetary and training/literacy background. In the advent of COVID- 19, the virtual divide and the uneven get entry to to e-getting to know and e-assets will boom the gaps even further through widening the inequalities among the advantaged and deprived youngsters. Wahid et al. (2020) in addition argued that online getting to know is mainly no longer suitable for students who take a look at sciences in particular in the fields of biology, chemistry, physics, and arithmetic as engaging in experimental mastering is sort of impossible on-line. Radha et al. (2020) observed that notwithstanding the growing reputation of online mastering, conventional classroom education is the general public of the scholars‟ desire. Unlike on-line learning. The lecture room mastering technique is greater real, and college students have a possibility to debate, deliberate, and discuss with their magnificence teachers and pals.

Research Gap

Research on this area is uncommon and measures were taken to concentrate in this attitude and E-studying is modern-day and future practices definitely and negatively. In this take a look at cognizance on Effectiveness of E-getting to know.

RESULTS AND DISCUSSION

From the results of 10 (9.1%) within the age organization of 15-18, 86 (78.2%) between the age group of 19-21, 14 (12.7%) above the age institution of twenty-two. Majority of the respondents are 86 (78.2%) among the age group of nineteen-21. The educational level, 3 (2.7%) of the respondents have completed Poly Technic stage training, nine (8.2%) of the respondents have completed B.ED, eighty three (75.5%) of the respondents have finished Under Graduation, 15 (13.6%) of the respondents have finished Post Graduation. Majority of the respondents are eighty three (75.5%) of the respondents have finished Under Graduation. 25 (22.7%) encompass male and eighty five (77.3%) ladies. Majority of the respondents are eighty five (77.3%) females. The profits sensible distribution, 39 (35.5%) have the incomes capacity of much less than Rs.Ten thousand,32 (29.1%) between Rs.10001-20000,31(28.2%) among Rs.20001-30000 and eight (7.3%) above Rs.30001.Majority of the respondents are 39 (35.5%) have the incomes potential of much less than Rs.10,000. Majority (78.2%) of the respondents are among the age group of 19-21.Majority (75.5%) of the respondents has completed Under Graduation. Majority (90.9%) of the respondents are Unmarried. Majority (35.5%) of the respondents have the earning potential of much less than Rs.10,000.

Table: 1 Preferring for online classes

	Frequency	Percent	Cumulative %
Time saving	32	29.1	29.1
Distance	33	59.1	59.1
Pandemic	45	100.0	100.0
Total	**110**	**100.0**	

Sources: Primary data

From the given table (29.1%) respondents prefer online classes for time saving, (30.0%) respondents prefer online classes for distance education, (40.9%) respondents prefer online classes only on pandemic times. Majority of the respondents (40.9%) prefer online classes only on pandemic times.

Table 2 how is e-learning used in your college?

Items	Frequency	Percent	Cumulative %
Teaching and learning process	34	30.9	30.9

Examination	39	35.5	66.4
Admission process	8	7.3	73.6
Others	29	26.4	100.0
Total	**110**	**100.0**	

Sources: Primary data

From the given table (30.9%) respondents used for teaching and learning process, (35.5%) respondents used for examination, (7.3%) respondents used for admission process, (26.4%) respondents used for other purposes. Majority of the respondents (35.5%) used e- learning for Examination.

Table 3. Type of e-learning initiative is in college?

Items	Frequency	Percent	Cumulative %
Wifi connectivity	29	26.4	26.4
Digital library	42	38.2	64.5
.Language	19	17.3	81.8
Provision of laptop to students	20	18.2	100.0
Total	**110**	**100.0**	

Sources: Primary data

From the above mentioned table (26.4%) of respondents are said Wifi connectivity, (38.2%) respondents are said digital library, (17.3%) respondents are said language, (18.2%) respondents said provision of laptop to students. Majority of the respondents (38.2%) are said for digital library.

Table 4 Satisfied with e-learning environment in college

Items	Frequency	Percent	Cumulative %
Highly dissatisfied	23	20.9	20.9
Dissatisfied	55	50.0	70.9
Neutral	25	22.7	93.6
Satisfied	7	6.4	100.0
Total	**110**	**100.0**	

Sources: Primary data

From this table (20.9%) respondents are said highly dissatisfied, (50.0%) respondents are said dissatisfied, (22.7%) respondents are said neutral, (6.4%) respondents are said satisfied. Majority of respondents (50.0%) are said dissatisfied.

Table 5 Feasibility of e-learning

Items	Frequency	Percent	Cumulative %
Minimum	16	14.5	14.5
Neutral	66	60.0	74.5
Maximum	28	25.5	100.0
Total	**110**	**100.0**	

Sources: Primary data

From this table (14.5%) respondents are said minimum, (60.0%) respondents are said neutral, (25.5%) respondents are said maximum. Majority of respondents (60.0%) are said Neutral.

Table :6 Effectiveness of Online Class Over Regular Class.

Items	Frequency	Percent	Cumulative %
Not at all Effective	9	8.2	8.2
Ineffective	43	39.1	47.3
Neutral	39	35.5	82.7
Somewhat Effective	11	10.0	92.7
Very Effective	8	7.3	100.0
Total	**110**	**100.0**	

Sources: Primary data

From the given table (8.2%) respondents are said not at all effective, (39.1%) respondents are said ineffective, (35.5%) respondents are said neutral, (10.0%) respondents are said somewhat effective, (7.3%) respondents are said very effective. Majority of respondents **(**39.1%) are said Ineffective.

H_0 : There is no Relationship between effectiveness of E-Learning and Gender

Table 7 One-way ANOVA for the gender based and E-learning effectiveness

ANOVA							
		Sum of Squares	**Df**	**Mean Square**	**F**	**Sig.**	**Remarks**
Every pupil can pay attention the lecture clearly.	Between Groups	.096	1	.096	.149	.700	**H_0: Rejected**
	Within Groups	69.576	108	.644			
	Total	**69.673**	**109**				
PPTs are available right in front of every pupil.	Between Groups	.039	1	.039	.059	.808	**H_0: Rejected**
	Within Groups	70.334	108	.651			
	Total	**70.373**	**109**				
Students can ask doubt without an awful lot reservation.	Between Groups	.847	1	.847	1.152	.286	**H_0: Rejected**
	Within Groups	79.416	108	.735			
	Total	**80.264**	**109**				
Students want now not walk long distance earlier than achieving the class.	Between Groups	.886	1	.886	1.302	.256	**H_0: Rejected**
	Within Groups	73.487	108	.680			
	Total	**74.373**	**109**				
Ask doubt to the professor during after an online class.	Between Groups	.027	1	.027	.038	.845	**H_0: Rejected**
	Within Groups	77.064	108	.714			
	Total	**77.091**	**109**				

Source: Primary Survey

The above table presents the opinion of the pattern respondents, their opinion were grouped into five training, along with "Strongly agree", "Agree", "Neutral", "Disagree", "Strongly disagree". The one-way ANOVA become employed to check whether or not there may be any large distinction inside the opinion of the gender-based completely pattern respondents at the E- gaining knowledge of effectiveness. The tested end result show that there is big difference among Every scholar can concentrate the lecture definitely, PPTs are to be had proper inside the front of each scholar, Students can ask doubts without a super deal reservation, Students want not walk lengthy distance earlier than attaining the beauty, Ask doubt to the professor at some point of/after a web elegance. Hence it's miles discovered that the E-studying its effectiveness.

Ho: There is no significance difference among the impact of e- learning

Table 8 One-Sample Test of Effectiveness on E-Learning

One-Sample Test						
	Test Value = 0					
	T	**df**	**Sig. (2-tailed)**	**Mean**	**95% Confidence Interval of the Difference**	
					Lower	**Upper**
Feel Confident using thee-learning.	63.211	109	**.000**	4.236	4.10	4.37
I would like to share my e-learning experience.	49.624	109	**.000**	4.145	3.98	4.31
E-learning is less expensive than traditional learning.	43.711	109	**.000**	3.773	3.60	3.94
I believe e-learning can assist learner- learner	43.504	109	**.000**	3.882	3.70	4.06

interaction.						
No one can disturb me during e-learning	42.726	109	**.000**	3.900	3.72	4.08
I am satisfied with multimedia Instruction	40.627	109	**.000**	3.882	3.69	4.07
Post and query in a discussion forum of yourclass and get help from your peers.	38.442	109	**.000**	3.755	3.56	3.95
I am satisfied with using learning as a learningassisted tool.	38.264	109	**.000**	3.855	3.65	4.05
I am satisfied with learning Contents.	34.569	109	**.000**	3.791	3.57	4.01
I am satisfied with using e-learning function.	34.330	109	**.000**	3.664	3.45	3.88
Go through E-material providing additional explanation.	22.285	109	**.000**	4.118	3.75	4.48
I believe e-learning can assist teacher- learner interaction.	21.760	109	**.000**	4.118	3.74	4.49

Source: Primary Survey

As in line with the One sample take a look at, it is discovered that the suggest values vary extensively, As in line with the t cost the Impact are ranked and as which includes I sense Confident the use of the E-getting to know (63.211), Mean:4.236, p:.000) got First rank. I would really like to proportion my E-gaining knowledge of experience (forty nine.624), Mean: four. One hundred forty five,p:.000) got Second rank E-learning is less costly than conventional studying (43.711), Mean: 3.773,p:.000) got Third rank I believe E-gaining knowledge of can assist learner- learner interplay (43.504), Mean: 3.882,p:.000) were given Fourth rank No you'll disturb me throughout E-getting to know (42.726), Mean: 3.900,p:.000) got Fifth rank I am happy with multimedia Instruction (40.627), Mean: 3.882,p:.000) were given Sixth rank Post and question in a dialogue discussion board of your magnificence and get help from your peers (38.442), Mean: 3.755,p:.000) were given Seventh rank I am happy with the usage of getting to know as a learning assisted tool (38.264), Mean: 3.855,p:.000) got Eighth rank I am glad with gaining knowledge of Contents (34.569), Mean: 3.791,p:.000) got Ninth rank I am happy with the usage of e-studying function (34.330), Mean:3.664,p:.000) got Tenth rank Go through E-material presenting additional explanation (22.285), Mean:4.118,p:.000) got Eleventh rank I accept as true with E-learning can help teacher- learner interaction (21.760), Mean: four.118,p:.000) got Twelfth rank. The Impact of E-studying are statistically as the p value are much less than zero.05.

CONCLUSION

E-learning machine as advanced in this challenge will assist the person to test the understanding of human beings around and means of gaining access to the understanding will increase. With the arrival of statistics in our growing and developed world, gaining knowledge of centers are now on the growth in our rural area. E-getting to know has added quite a few benefits to the education institutes because it teaches scholar and check their understanding and upload a variety of benefits to education well known as it reduces examination malpractice in our country.

E-learning to know is turning into increasingly more prominent in tertiary training. All to be had proof points in the direction of developing enrolments and provision albeit from a low start line. Failures of e-learning operations have, as a minimum temporarily, overshadowed the potentialities of widened and flexible get admission to tertiary training, pedagogic innovation, and

reduced value that was once embodied via e-gaining knowledge of. E-studying isn't just a trade of generation. It is part of a redefinition of ways we as a species transmit information, service, saving time, effect, values, learn technical method and gathering new knowledge of our younger generations and college students.

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