E - Learners Preference in Online Courses

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Abstract- **E-learning enhances knowledge and provides online content that can be engraved for the learner at anywhere, anytime and any age through a comprehensive of e-learning solution while compared with traditional learning system. It also provides the quick access to specific knowledge and information. In this study 114 respondents were surveyed and the collected data were analysed using chi square method, from the analysis it is observed that preference were given for e- learning.**

Key words: Learning, Satisfaction, Perception

1.INTRODUCTION

In an education system where learning takes place through the intersection of thoughts and behaviours by the individual which can create a negative impact on the society-learning can avoid the perception occurring the transformation of knowledge through a system of enhanced vision.

The common goal behind people turning to e-learning system is due to the high impact of e-tutors and the bundle of data enriched with resources which can be duly converted into needed sources.

Interaction between the learners and the tutors are not in high altitude but it creates lot of impact on the learner's. Influence can create a forceful atmosphere and timely delivery of knowledge closes the vision of the learners.

2. STATEMENT OF PROBLEM

The perception of the e-learners towards the instructor creates a negative or positive impact on the learning-learners who expect a high level of interaction with the instructors can be more contented. The interaction between the instructor and e-learners depends upon the type of courses. The online courses which are completely based on instructor can create more of dependency and the perception of the learners towards anytime access to the contents can also be a factor of influence in the learning.

Table 4.1.1

3. RESEARCH METHODOLOGY

3.1 Type of research
This study is an empirical research based on survey method and is of descriptive in nature.

3.2 Objectives of the study
• To identify the perceptual thought of e-learners towards online courses.
• To ascertain the factors which influence e-learners in choosing online courses

3.3 Sources of Data
Primary and secondary data were used to collect data from respondents. A well-structured questionnaire was used for collecting the data from the respondents. The questionnaire was designed using Likert scale and ensured that quality of questionnaires were not complicated and confusing and also to avoid any bias answers. The secondary data for the research was collected from books, newspapers, research articles, research journals, E-journals etc.

3.4 Instrument
A well-structured questionnaire designed on the basis of a comprehensive literature review directly and indirectly connected with the topic of the study was used to survey and collect data from the e-learners.

3.5 Method of Data Collection
Convenience sampling method was used to collect the data using well – structured questionnaire. All questionnaires were completed and properly reviewed.

4. DATA ANALYSIS

4.1 Descriptive Analysis
Descriptive analysis are used to represent the result from the questionnaire and in this study to know the percentage level of the demographic factor the descriptive method is used.

Factors	Variables	Frequency	Percentage
Gender	Male	68	59.6
	Female	46	40.4
Age - Group	Below 25	78	68.4
	25-35	23	20.2
	36-45	4	3.5
	46-50	2	1.8
	Above 50	7	6.1
Educational qualification	Schooling	4	3.5
	Diploma	25	21.9
	Graduate	44	38.6
	Postgraduate	34	29.8
	Others	7	6.1
Occupation	Business	2	1.8
	Student	3	2.6
	Employee	57	50.0
	Professional	51	44.7
	Self-Employed	1	.9
Preference of online courses	During Regular Time	65	57.0
	During Summertime	49	43.0
Reference	Employer	53	46.5
	Relatives/Family	44	38.6
	Colleagues	12	10.5
	Online Advertisements	5	4.4

Source: Primary data

Interpretation:
From the above table it is identified that more number of male respondents in the age group of below 25 possessing UG degree and employed in the organisation preferred doing online course during regular time with the reference of their employer in the working organisation.

4.2 Ranking of Variables for Preferring Online Courses
Table 4.2.1

VARIABLES	MEAN	RANK
User satisfaction	3.55	2
Learning self-efficacy	3.65	1

Source: Primary data

Interpretation:
According to the table from the main variables which is affecting the preference of e-learners in choosing various online courses is learning self- efficacy i.e. 3.65 followed by user satisfaction which is having a mean of 3.55.

4.3 Association between Demographic Variables and Preference of E-Learners in Choosing Various Online Courses

Chi –square test is often used as a short for Pearson chi-square test. It is used to determine whether there is an association between the dependent and independent variables with a comparison in the expected and observed frequencies in one or more categories.

Table 4.3.1

Serial no	Demographic variables	Chi-square value	Significance	Result
1	Age	8.158	.418	Not Associated
2	Gender	6.209	.045	Associated
3	Educational qualification	8.158	.369	Not Associated
4	Occupation	4.397	.820	Not Associated
5	Preference for online classes	.917	.632	Not Associated
6	Reference for online courses	1.977	.922	Not Associated

Source: Primary data

Interpretation:

According to the table above it is understood that there is an association between the gender and preference of

e-learners in choosing various online courses with a significance value of 0.045.There is also an association of frequency of course taking with the preference of e-learners choosing of online courses with a significance of 0.029.There is also an association with the online course completion and preference of e-learners towards online courses and the significance value is 0.039.All other demographic variables are not associated with the e-learners preference towards online courses.

4.4 Scope of the study

This study is of great importance due to the changing preference of learners towards online courses all throughout the world. The research on the preference of e-learners in choosing various online courses will help to understand about the needs of the education industry especially e-learning. So with the help of this study the providers can formulate the strategies/policies relating to e-learning which are still not implemented by many service providers of courses. Online courses and the preference of e-learners towards it have drastically changed during the years due to the immense changes coming up in the technology.

4.5 Limitations of the study

- The basic limitation of this study is that a cross-sectional method is used to investigate the relationship among all constructs, which to some extent may not be able to reflect the whole population of the continued usage of e-learning communication tools.
- Since the sample size is small, it cannot be generalized for the entire state or the country.
- Discrepancies may arise due to the subjectivity of the respondents.

5. FINDINGS, SUGGESTIONS AND CONCLUSIONS

5.1 FINDINGS

The study was undertaken to explore into the facts of knowing about the people preference on the online courses and the coming up of e-learning mechanism. Various factors were taken into consideration in order to analyse about this topic. The main one includes the factors like user satisfaction, learning self-efficacy. Throughout the research about the topic there were so

many variations according to the data which is received.

Demographic Factors

Considering the age pattern of the respondents the highest number of people belong to the category of less than 25 which is about. This shows that the youth is actually interested to give an attempt towards the courses which may create a significant change in their academic as well as career life.

Coming to the gender category more number of respondents are from the category of male who are also interested to take up the online courses.

Coming to the educational qualification more number of respondents are graduates. They prefer to learn the online courses than other respondents who are belonging to the category of postgraduate, diploma, schooling and others.

Coming to the occupation of the respondents more number of people belongs to the category of employees out of the total respondents.

Most of the respondents prefer for regular time classes than the people who prefer for summertime classes which makes it understood that they require a daily class for the online courses due to their interest.

Reference for online courses is more from the employers. May be due to the requirement for the job employer's support to take up the online courses from the funding provided by them itself

Ranking was mainly done in the analysis to understand the positions of the factors affecting the preference of e-learners in choosing various online courses. In the first segment ranking was done to understand the relationship with the variables under the main factor variables. There were two variables which were taken into consideration i.e. user satisfaction, learning self-efficacy. According to the ranking from the mean taken under the main variable user satisfaction, the highest mean is for the statement that, completing course increased the writing ability which have more impact on the user satisfaction

From the chi-square test it is understood that gender, completion of online course, frequency of course taking is having an association with the preference of e-learners in choosing various online courses.

5.2 SUGGESTIONS:

- Taking an online course gives you a considerable measure of adaptability in where and when you do

your coursework. That adaptability, notwithstanding, implies you need to find a way to be fruitful.

- However there might be the just a single clustered around your PC, you are not the only one! Similarly as with an eye to eye course, connections with your companions and your teacher are basic to you having a rich, drawing in involvement in the course. Numerous online courses incorporate right off the bat an icebreaker movement to enable you to become acquainted with your cohorts.

5.3 CONCLUSION

It is observed in the study that people prefer for the online courses with a feeling that it can bring up more of international collaboration with the other countries. Because most of the courses are being taken from the international lectures and it is readily available in the site to be utilised. This collaboration can help them to increase the learning outcomes as well as get an interaction with the foreign users of the course through the online discussions. The online platform thus serves as a supplementary platform that gives ideas and inspirations to take up the right course through lot many options which can be identified one after the other. It was also possible for the e-learners to benefit from the increase in interaction through opinions giving through writing online which also encouraged them to participate in the learning program.

In the study it was found that there is no significant relation with the technical part with that of the users in accessing to the program. This may be portrayed because of the increased knowledge of people in understanding about the methods of browsing and preference of each course.

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