Examining the Impact of E-Learning on Higher Education in Developing Nations: A Case Study of Bangalore, India

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ABSTRACT

Within the context of an age that is characterized by rapid global changes and fierce rivalry as a result of globalization, the use of modern digital technologies has become an essential component in the transformation of educational practices. Using information technology and the internet to promote collaborative learning across geographically separated sites, e-learning, also known as online learning has evolved as a significant tool in recent years. The purpose of this study is to investigate the changing environment of education, most specifically in developing countries that are struggling with a lack of faculty members and where the advantages of e-learning are becoming more widely recognized. For the purpose of determining whether or not e-learning is useful, the goals of the study are specified. These objectives include determining the components and dimensions of e-learning. The study approach consists of a descriptive inquiry that was carried out in Bangalore, India, with a particular emphasis on educational institutions of higher learning. For the purpose of data gathering, an online questionnaire is used. The data pertaining to gender distribution, variables that influence e-learning, and the perceived advantages of online platforms are presented in the part that is devoted to explaining the results and interpretations. In addition to highlighting the relevance of aspects such as user-friendliness, time-saving, academic performance enhancement, and autonomous self-study, the data reveals that there is a significant gender disparity. A significant proportion of respondents had a positive attitude towards online platforms, highlighting the benefits that they believe to be associated with them.

Key words: E- learning, time saving, user friendly, self study

INTRODUCTION

As a direct consequence of globalization, the globe has become more dynamic and intensely competitive. This has led to the development of a broad range of educational techniques, skills, and information that are continuously being developed and adjusted. According to recent findings, cutting-edge digital

technologies have the potential to function as very effective auxiliary instruments in the process of change and transformation. Through the promotion of collaborative learning in geographically distant clusters, the use of information technology and the internet contributes to the expansion of the educational system. This activity is referred to as "e-Learning," which is an abbreviation for "online learning." Developing countries that are facing a rising lack of faculty members have begun to recognize the advantages of e-Learning, which is a kind of distant education (UNESCO, 2006).

Sometimes, the word "e-learning" is defined in terms of the many different kinds of technologies that are available. Abbad et al. (2009) state that the term "e-Learning" is used to refer to any kind of education that may be accomplished via the use of the internet alone. According to Welsh et al. (2003), the term "e-Learning" describes the manner in which people get information and instructions via the use of modern technology such as computers and the internet. Providing students with a choice of learning options via the utilisation of information and communication technology (ICT) is one definition of e-Learning that is shared by Rosenberg (2001). According to Holmes and Gardner (2006), e-Learning gives students the opportunity to have access to materials that may be used to advance their education at any time and in any place. Access, learning, and technology are the three fundamental concepts that are emphasised in each and every definition of e-Learning, despite the fact that there are a variety of them.

The time-honored practise of instructor-led classroom education that is centred on book study is a strategy that may be used for the purpose of gaining a significant amount of knowledge. As an alternative, the implementation of an e-Learning system provides the door for the development of new educational paradigms and activities, which in turn gives birth to an altogether new educational philosophy. The process of acquiring information via the use of digital platforms is referred to as "e-learning," which is also known as "online learning." This forward-thinking method of education includes connecting a computer or another electronic device (such a mobile phone) to the Internet in order to make the process of teaching and learning more accessible. In contrast to the atmosphere of an online learning environment, the atmosphere of a traditional classroom that is taught by an instructor is drastically different. It has the potential to provide a learning experience that is not only incredibly entertaining but also very successful, one that may extend beyond the realm of education and training that one may encounter in a conventional classroom situation. It is

possible for the content of the website to contain not just text but also music, video, animation, simulations, and even applications that are meant to be used with virtual reality (VR).

This means that the student, and not the teacher or the institution, is the primary emphasis of e-Learning. At the same time, it provides you with the chance to learn in a hands-on way at your own pace. In addition to this, the resources include online interaction, which may take place either between students or between students and professors. Within the context of contemporary society, the internet has developed into an essential instrument for communication. The commercial, educational, and economic sectors have all seen significant transformations as a result of the widespread usage of the internet across the world. The development that has taken place in the area of education has led to the enhancement of the education process, which includes both the teaching and learning processes. E-learning has brought about a completely new method that is bringing about a revolution in the field of education in the current world. In most cases, individuals are under the impression that e-Learning would relate to the process of teaching and learning via the use of the internet. On the other hand, e-Learning may include a great deal more than simply that. It involves training that is offered via e-Learning, training that is provided through a local or corporate intranet, and training that is delivered over the internet. Additionally, it includes training that is provided through e-Learning, which may even be put onto an optical disc such as a CD or DVD and accessed offline by learners using a web browser.

LITERATURE REVIEW

According to Khor (2014), the views of students have a big influence on whether or not they recognise the benefits of e-learning and whether or not they are eager to engage in it. Students of the 21st century who have reached the age of majority during the development of information technology are not only receptive viewers of the educational programmes; rather, they are also actively involved in the courses themselves. The ability to efficiently work with digital technologies is a precondition for effective e-learning, and they possess the skills and competence necessary to do so. They are capable of doing well while dealing with modern technology. According to Benta (2014), students think that e-learning is useful for a variety of reasons, including the fact that it makes it easier for them to access the information of the course, that it enables them to collaborate with their classmates on tasks, and that it inspires and encourages them. According to

Cruthers (2008), the majority of students believe that e-learning is a legitimate way for increasing the accessibility and quality of the teaching-learning process. Assuming that there is access to a computer system that is linked to the Internet, it is considered to be a tool that can reach all children, even those who have special needs. According to Cavanaugh (2001), Swan (2001), and Johnston et al. (2005) E-learning has been shown to promote a wide range of skills in students, including critical thinking, problem-solving, communication, interaction, autonomous learning, and time management, according to a few articles that have been published. According to the findings of this study, e-learning does more than only improve these abilities. According to the findings of a number of research, the three most critical preconditions for effective learning are student participation, student motivation, and student attendance. The effective use of e-learning has the potential to assist students in improving their academic achievement while simultaneously encouraging their whole development as persons. The outcomes of a study that was carried out by Boumedyen and colleagues (2011) indicate that the use of software and computers in the classroom has a detectable influence on the marks that students get. It is common for students to get greater results than they would have otherwise if they were to take their examinations online and make use of multimedia content in the classroom. Students who take their examinations in person are particularly susceptible to this phenomenon. Rather than being taught via the usage of books or physical models, the students who were educated only through the use of e-learning software were the ones who achieved the highest levels of success. These students exhibited the greatest levels of achievement in their subject matter. Students were under the impression that the use of technology enhanced their levels of self-confidence, enhanced their capacity to focus, and contributed to an increase in their level of motivation. According to Buckley (2008), web-based learning makes it possible for students all over the world, even those who live in remote areas, to have hassle-free access to a wide range of educational resources, which in turn promotes educational equity. Both Kolb (1984) and Teresa and Ana (2008) came to the conclusion that the use of multimedia resources, such as audio, video, animation, and interactivity, in order to create engaging learning activities makes the learning process more user-friendly and beneficial to the students. When students take part in these e-learning activities, their degree of interest in the subject matter increases as a result of their engagement.

OBJECTIVES

1. To identify the factors and dimensions of e-Learning

2. To analysis the e- learning is beneficial or not

RESEARCH METHODOLOGY

The investigation is of the descriptive kind. The research carried out in Bangalore, located in India. The higher education institutes in Bangalore will serve as a sample for the data collection. We shall conduct sampling at our convenience to determine a sample. The data for the research is collected through an online questionnaire.
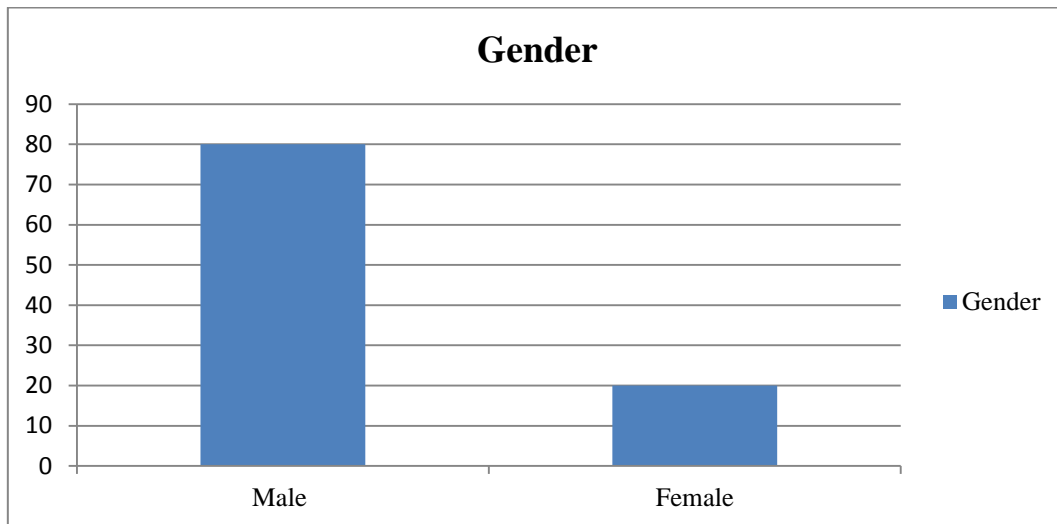
RESULTS AND INTERPRETATION

Fig. 1.1 Gender

Fig. 1.1 displays the gender distribution in the given context. The information reveals that 80% of the population or group is male, signifying a majority, while the remaining 20% is female.
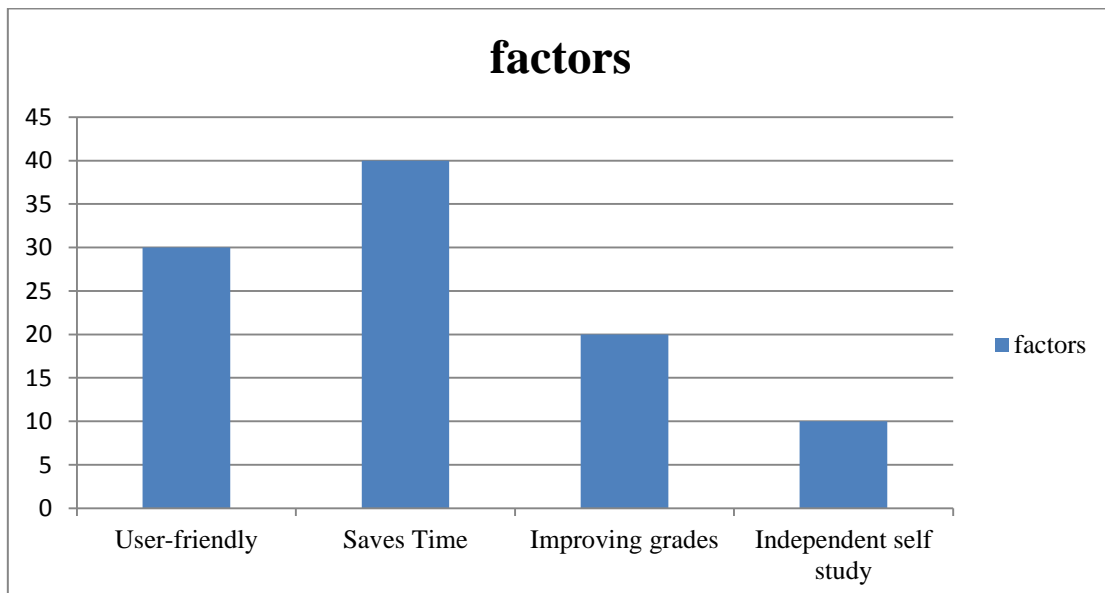

Fig. 1.2 Factors of E-Learning

In Fig. 1.2 30% of the entire evaluation or consideration is given to how user-friendly a system, product, or process is. This indicates that the user-friendliness of the system, product, or process is an important factor. User-friendly aspects are often recognized because they improve the general accessibility and ease of use of a product or service.

40% of the time is saved: There is a significant focus, forty percent, put on efficiency and time-saving factors, as shown by the fact that the biggest proportion in data set is given to time-saving. It is possible that this is especially pertinent in a variety of circumstances, such as tools, systems, or procedures that simplify processes.

- Improving Grades (20%): This indicates that there is a modest amount of emphasis put on the possibility for a component to contribute to improving grades, which is twenty percent. It is possible that this matters in educational settings or in any other situation where academic achievement is a primary factor to take into account.

Independent Self-Study (10%): The lowest proportion is awarded to independent self-study, which indicates that, in this evaluation, only a comparatively lesser significance, 10%, is given to elements connected with self-directed learning. This is because independent self-study is the least important component. It is possible that this indicates that, in this specific setting, methods to learning that include collaboration or directed instruction are judged to be more beneficial.

In conclusion, the data indicates that efficiency (which saves time) is highly regarded, followed by user-friendliness as the subsequent most coveted quality. In this evaluation, the increase of academic achievement is deemed to be of considerable value, whilst autonomous self-study is considered to be of lower relevance
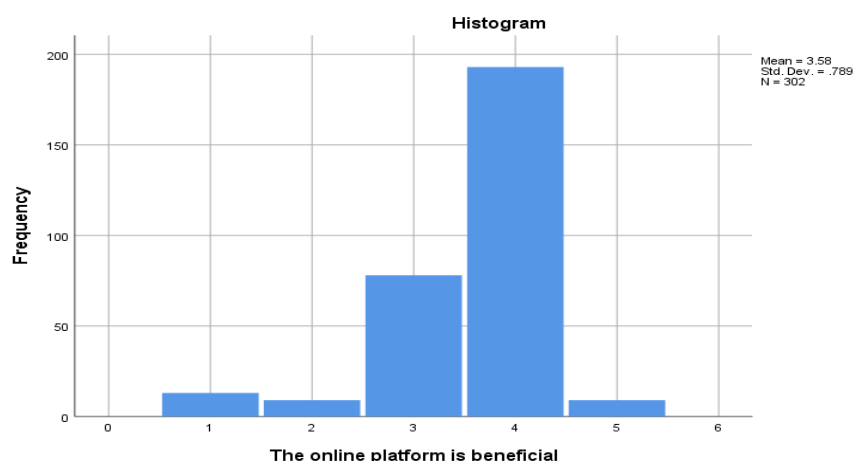

Fig. 1.3 Online platform is beneficial

In Fig. 1.3 there was a significant proportion of respondents who either agreed with the assertion that the internet platform is favourable (63.9% of them) or strongly agreed with the statement (3% of them). This suggests that the participants have a generally positive view towards the online platform as a whole with regard to the overall experience.

According to the fact that almost one quarter of the respondents (25.8%) hold a neutral stance, there is a portion of the participants who neither agree nor disagree with the statement. This is shown by the fact that the statement is neutral.

There are just three percent of respondents that have the same opinion on the manner in which the message is being conveyed, and four point three percent have an even stronger opinion.

Generally speaking, the great majority of respondents have a positive evaluation of the benefits that are provided by the internet platform, while only a small percentage of them have opinions that are either neutral or unfavourable. By analysing this distribution, we are able to get insight into the overall feelings or impressions that the participants have towards the online platform that is being investigated.

CONCLUSION

From the two sets of data, it can be concluded that there is a strong emphasis on efficiency and time-saving aspects, as indicated by the 40% allocated to "Saves Time" in the first data set. This suggests that, in the context represented by this data, users prioritize tools, systems, or methods that streamline tasks and contribute to overall productivity.

The second set of data reveals a generally favorable attitude among participants toward the internet platform. The majority agree or strongly agree that the platform is advantageous, comprising 63.9% and 3.0% of respondents, respectively. Additionally, a significant portion (25.8%) maintains a neutral view, while only a small minority expresses disagreement or strong disagreement (3.0% and 4.3%, respectively).

Combining these conclusions, it can be inferred that users value efficiency and time-saving features, and when it comes to online platforms, the majority have a positive perception. The emphasis on the favorable assessment of the internet platform aligns with the broader trend of prioritizing user-friendly and time-saving elements, reinforcing the importance of these factors in shaping user preferences and attitudes.

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