

Perception of Undergraduate Media Student towards the E-Learning Content

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Abstract

E-learning through internet attracts larger no. of learners now day's especially after the pandemic where millions of students were deprives of Classroom Environment. The present study would help in analyzing opinion of media students who have directly or indirectly undertaken e-learning through different platforms. The Study was conducted among 150 undergraduate media students of different media institutes in around Bhopal City. The variables measured were age, gender, and educational qualification and residential background. This research attempts to identify the specific perception of media professionals about news item about women's issues on national news channels with respect to ethics. The obtained data were analyzed by using the statistical technique like frequencies, percentage and chi-square. The research is done on the basis of both qualitative and quantitative method. The study would be helpful for the further researches in this area. The hypotheses tested in this study stated that there is no significant effect of gender/ residential background of undergraduate media student on e-learning use.

Keywords: e-learning, e content, digital platforms, undergraduate, media students.

Introduction

Human advancement and technological advancement are inextricably linked.(Patel, 2019).The electronic learning environment through internet has generated immense popularity among learner as well teaching enthusiast. Objective of e learning is to provide uninterrupted and continuous learning environment irrespective of time and place. Numerous e learning platform and opportunities have mushroomed over years and most in the pandemic to fulfill ever growing need of academic, industry as well as market. According to a report by United Nations Educational, Scientific and Cultural Organizationthe pandemic has resulted in institution shut in India and all across the world. Globally, over 1.2 billion students are out of the classroom.

As a result, education has changed dramatically, with the distinctive rise of e-learning, whereby teaching is undertaken remotely and on digital platforms. Following Research suggests that online learning has been shown to increase retention of information, and take less time, meaning the changes pandemic have caused might be here to stay.

E-learning Definition

E learning is defined as instruction delivered on a computer via internet or CD-ROM (according Clark & Mayer, 2007). It may be self-paced or managed by a teacher, including text, video and audio material, and increases user knowledge to enhance organisation. (Patel, 2019) E learning commonly refers to training delivered electronically in an organizational setting while Online Learning is used to differentiate courses delivered via the internet in educational settings.

E Learning can be categorized as:

- **Non-Linear**-Where Learners determine how, what and when they access information.
- **Dynamic Process**-Transformed, personalized, customized on demand in response to learner and environmental variables. That means it is available on demand and just in time.
- **Learner Controlled**-Learner controls their own interaction with the content and presentation. Learner has opportunities for reflection and application.
- **Platform Independent**-Can be transformed for use in a variety of standard formats - XML, HTML, DHTML, PDA, etc. in a variety of environments, both formal and informal.

Background of E-Learning

The Internet is powering a second wave of training methods that fits around your work schedule, budget, and training preferences through innovative training technologies, flexible delivery methods, engaging multimedia, and live audio.

E-Learning Content Issues

Content is a core component of e-learning and includes issues such as pedagogy and learning object re-use.

Pedagogical Elements

According to (Raj, 2009) Pedagogical elements are an attempt to define structures or units of educational material. For example, this could be a lesson, an assignment, a multiple-choice question, a quiz, a discussion group or a case study. He further adds that these units should be format independent, so although it may be in any of the following methods, pedagogical structures would not include a textbook, a web page, a video conference or Podcast.

When beginning to create e-Learning content, the pedagogical approaches need to be evaluated as quoted in (E-LEARNING APPROACH IN TEACHER TRAINING). Simple pedagogical

approaches make it easy to create content, but lack flexibility, richness and downstream functionality. On the other hand, complex pedagogical approaches can be difficult to set up and slow to develop, though they have the potential to provide more engaging learning experiences for students as defined in (Innovating Education and Educating for Innovation: The Power of Digital Technologies, 2016). Somewhere between these extremes is an ideal pedagogy that allows a particular educator to effectively create educational materials while simultaneously providing the most engaging educational experiences for students (Prof J.Senthil Kumar). Increase of e content in teaching learning pedagogy is paving the way for the betterment of students (Khadia & Chourase, 2019).

Approaches to E-Learning Services

Bates and Poole (2003) and the OECD (2005) suggest that different types or forms of e-learning can be considered as a continuum, from no e-learning, i.e. no use of computers and/or the Internet for teaching and learning, through classroom aids, such as making classroom lecture PowerPoint slides available to students through a course web site or learning management system, to laptop programs, where students are required to bring laptops to class and use them as part of a face-to-face class, to hybrid learning, where classroom time is reduced but not eliminated, with more time devoted to online learning, through to fully online learning, which is a form of distance education. It can be seen then that e-learning can describe a wide range of applications, and it is often by no means clear even in peer reviewed research publications which form of e-learning is being discussed. However, Bates and Poole argue that when instructors say they are using e-learning, this most often refers to the use of technology as classroom aids, although over time, there has been a gradual increase in fully online learning

Analysis of Data

The obtained data were analyzed by using the statistical technique like frequencies, percentage and chi-square.

Results and Interpretation

The objective of the study was to study the perception of undergraduate media students towards e-learning content.

The data related to this objective was collected with the help of perception scale developed by the investigator. The data analyses with the help of frequency, percentage and chi square. The item wise results are given in following tables:

Table 1. Frequency, Percentage and chi square values for ability to ease in understanding of e-learning content

easily understood 1					
		Frequency	Percent	Valid Percent	Chi-Square
Valid	Strongly Agree	17	11.3	11.3	197.467
	Agree	97	64.7	64.7	
	Undecided	25	16.7	16.7	
	Disagree	10	6.7	6.7	
	Strongly Disagree	1	.7	.7	
	Total	150	100.0	100.0	

* Significant at 0.01 level

The Chi-square value of 197.467 is significant at 0.01 levels with df equals to 4. It means responses are not normally distributed. 76.0% of users perceive that e-learning content is easily understood. Hence, it may be concluded that e-learning content is easily understood by learners.

Table 2. Frequency, Percentage and chi square values for e-learning content is useful in studies useful in studies 2

useful in studies 2					
		Frequency	Percent	Valid Percent	Chi-Square
Valid	Strongly Agree	22	14.7	14.7	214.000
	Agree	99	66.0	66.0	
	Undecided	25	16.7	16.7	
	Disagree	3	2.0	2.0	
	Strongly Disagree	1	.7	.7	
	Total	150	100.0	100.0	

*Significant at 0.01 levels

The Chi-square value of 214.000 is significant at 0.01 levels with df equals to 4. It means responses are not normally distributed. 70.7% of undergraduate media students perceive that e-learning content is useful in studies. Hence, it may be concluded that most of the e-learning content users agreed that it is useful in studies.

Table 3. Frequency, Percentage and chi square values for e-learning content annoy respondents annoy the people 3

annoy the people 3					
		Frequency	Percent	Valid Percent	Chi-Square
Valid	Strongly Agree	5	3.3	3.3	54.933
	Agree	43	28.7	28.7	
	Undecided	48	32.0	32.0	
	Disagree	43	28.7	28.7	
	Strongly Disagree	11	7.3	7.3	
	Total	150	100.0	100.0	

*Significant at 0.01 levels

The Chi-square value of 54.933 is significant at 0.01 levels with df equals to 4. It means responses are not normally distributed. 36.0% of users perceive that e-learning content does not annoy the people. Hence, it may be concluded hate-learning contentment annoy the respondents.

Table 4. Frequency, Percentage and chi square values for e-learning content is always meaningful

always meaningful 4					
		Frequency	Percent	Valid Percent	Chi-Square
Valid	Strongly Agree	6	4.0	4.0	110.333
	Agree	73	48.7	48.7	
	Undecided	22	14.7	14.7	
	Dwereagree	44	29.3	29.3	
	Strongly Disagree	5	3.3	3.3	
	Total	150	100.0	100.0	

*Significant at 0.01 levels

The Chi-square value of 110.333 is significant at 0.01 levels with df equals to 4. It means responses are not normally distributed. 52.7% of users perceive that e-learning content is always meaningful. Hence, it may be concluded that it is always meaningful tool for learners.

Table 5. Frequency, Percentage and chi square values for e-learning content is always suited for e-learner

suited for e-learner 5					
		Frequency	Percent	Valid Percent	Chi-Square
Valid	Strongly Agree	9	6.0	6.0	80.467
	Agree	64	42.7	42.7	
	Undecided	45	30.0	30.0	
	Disagree	26	17.3	17.3	
	Strongly Disagree	6	4.0	4.0	
	Total	150	100.0	100.0	

*Significant at 0.01 levels

The Chi-square value 80.467 is significant at 0.01 levels with df equals to 4. It means responses are not normally distributed. 48.7% of users think that e-learning content is always suited for e-learner. Hence, it may be concluded that e-learning content is always suited for e-learner.

Table 6. Frequency, Percentage and chi square values for e-learning content always reinforce student for study

reinforce student 6					
		Frequency	Percent	Valid Percent	Chi-Square
Valid	Strongly Agree	11	7.3	7.3	137.533
	Agree	86	57.3	57.3	

	Undecided	24	16.0	16.0	
	Disagree	22	14.7	14.7	
	Strongly Disagree	7	4.7	4.7	
	Total	150	100.0	100.0	

*Significant at 0.01 levels

The Chi-square value of 137.533 is significant at 0.01 levels with df equals to 4. It means responses are not normally distributed. However, 74.6% of users think that e-learning content is always reinforcing student for study. Hence, it may be concluded that e-learning content reinforces student for study.

**Table 7. Frequency, Percentage and chi square value
for e-learning content always seems to be new for students**

seem to be new 7					
		Frequency	Percent	Valid Percent	Chi-Square
Valid	Strongly Agree	13	8.7	8.7	76.800
	Agree	55	36.7	36.7	
	Undecided	55	36.7	36.7	
	Disagree	24	16.0	16.0	
	Strongly Disagree	3	2.0	2.0	
	Total	150	100.0	100.0	

*Significant at 0.01 levels

The Chi-square value of 76.800 is significant at 0.01 levels with df equals to 4. It means responses are not normally distributed. However, 45.4% of users e-learning content is always seem to be new for students. Hence, it may be concluded that e-learning content always seems to be new for students.

**Table 8. Frequency, Percentage and chi square values
for e-learning content always seems like reflecting their views**

Reflect my view 8					
		Frequency	Percent	Valid Percent	Chi-Square
Valid	Strongly Agree	5	3.3	3.3	96.800
	Agree	63	42.0	42.0	
	Undecided	53	35.3	35.3	
	Disagree	24	16.0	16.0	
	Strongly Disagree	5	3.3	3.3	
	Total	150	100.0	100.0	

*Significant at 0.01 levels

The Chi-square value of 96.800 is significant at 0.01 levels with df equals to 4. It means responses are not normally distributed. However, 45.5% of users agree that e-learning content always

seems like that it reflect their views. Hence, it may be concluded that itis reflect the views of respondents that is undergraduate media students.

**Table 9.Frequency, Percentage and chi square values
for e-learning content is always convenient & flexible for new learners**

Convenient & flexible 9					
		Frequency	Percent	Valid Percent	Chi-Square
Valid	Strongly Agree	24	16.0	16.0	163.133
	Agree	91	60.7	60.7	
	Undecided	20	13.3	13.3	
	Disagree	11	7.3	7.3	
	Strongly Disagree	4	2.7	2.7	
	Total	150	100.0	100.0	

*Significant at 0.01 levels

The Chi-square value of 163.133 is significant at 0.01 levels with df equals to 4.It means responses are not normally distributed. 76.7% of users agree that e-learning content is always convenient & flexible for new learners. Hence, it may be concluded that e-learning content is always convenient & flexible for new learners.

**Table 10.Frequency, Percentage and chi square values
for e-learning content improves learner’s performance**

improve performance 10					
		Frequency	Percent	Valid Percent	Chi-Square
Valid	Strongly Agree	12	8.0	8.0	216.067
	Agree	101	67.3	67.3	
	Undecided	22	14.7	14.7	
	Disagree	12	8.0	8.0	
	Strongly Disagree	3	2.0	2.0	
	Total	150	100.0	100.0	

*Significant at 0.01 levels

The Chi-square value of 216.067 is significant at 0.01 levels with df equals to 4.It means responses are not normally distributed. 67.4% of respondents agree that e-learning content improve their performance. Hence, it may be concluded that it’s useful in improvement of the performance of undergraduate media students.

Table 11. Frequency, Percentage and chi square values for e-content is helpful in development of competence

Develop competence 11					
		Frequency	Percent	Valid Percent	Chi-Square
Valid	Strongly Agree	12	8.0	8.0	131.133
	Agree	83	55.3	55.3	
	Undecided	34	22.7	22.7	
	Disagree	14	9.3	9.3	
	Strongly Disagree	7	4.7	4.7	
	Total	150	100.0	100.0	

*Significant at 0.01 levels

The Chi-square value of 38.303 is significant at 0.01 levels with df equals to 4. It means responses are not normally distributed. 48.5% of users agree that it is helpful in development of competence. Hence, it may be concluded that it is helpful in development of competence.

Implications

The present study has following implications

1. For all research on other subjects relating to e-learning in Bhopal in future, it would be useful.
2. It would be helpful in knowing about the factors, which are necessary to make a e-learning popular among the undergraduate media students.

Suggestions

The research is done on the basis of both qualitative and quantitative method. It would be helpful for the further researches in this area. The researcher makes some suggestions for the future study.

1. Perception of Post-graduation media students also can be measured instead of only Undergraduate media students.
2. Perception of students of other stream students also can be measured instead of media students.
3. This study can be improved by including more items in the tool.
4. The study can be improved by using larger sample size.

Conclusion

This research recorded some primary results on online education, confounded others and offered a variety of forecasts on the future for education in online technology. Teachers must consider the motives of their students when teaching online courses. However, because of the lack of

physical interaction between students and teacher it can be difficult to determine student reasons for online learning. One means of preventing this is to make students fill out a motivational online review process. An instructor may define a variety of techniques from the knowledge gathered to engage and inspire students. Over everything, more technology is not inherently contributing to improved learning results. Teachers who instructed research participants should be consulted and gain input and test e-learning from the perspective of teachers. The questions for the interview should concentrate on e-learning evaluation and the effect on the quality of learning and schooling through e-learning development.

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