

IMPACT OF E-LEARNING WEBSITES ON STUDENTS LEARNING: A STUDY OF THE INFLUENCE OF E- LEARNING WEBSITE ON MCA STUDENTS

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Abstract:-The use of E-learning websites by MCA students has become increasingly relevant to their academic. E-learning have added great potential by enabling an increase in the use of course material in the number of hours spent on such sites. Being online for a long time and being able to access different information from different sources at the same time could cause information overload. Students could get benefits of information they receive and they might find it difficult to decide which sources they can trust. The aim of this study is to investigate the impact of E-learning websites on MCA students. To achieve this aim, the research employs various methodologies which included descriptive/interpretive studies of the literature and previous studies carried out by academics and industrial institutions. It also utilizes surveys taken among MCA students.

Keywords: E-learning websites, NPTL, NDL, Online certification

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I. INTRODUCTION

They use different E-learning sites, such NPTEL, MOOC, MOODLE and NDL, spending a long time on such sites. In recent years, there has been an ever-increasing interest in using & accessing these E-learning sites. Through the existence E-learning sites, MCA students have become more attracted to using E-learning sites 24/7. This number is expected to keep on growing in the coming years. However, these rapid changes in the use of E-learning sites are having effects on MCA students. Some of them are positive, such as the improvement of student self-learning, dependency has decreased, students doing online certification, getting benefits of these digital credits. In addition, E-learning sites extends students' knowledge and helps them to be active in creating and sharing information.

II. REVIEW OF LITERATURE

University students in developing countries have varying attitudes towards e-learning but generally their attitudes are positive (El-Gamal & El-Aziz, 2011). This was emphasised by Nassoura (2012) who pointed out that many students had positive attitudes towards e-learning because it had a positive impact on their motivation as well as self-esteem.

In some developing countries, the learning process and the adherence to traditional practices are inseparable. Thus, technology-based tools for e-learning are viewed as an interference with the practices that have been valued for generations. A good example of this scenario is Botswana. According to Brown, Thomas, van der Merwe and van Dyk (2008), the socio-cultural environment in Botswana is very strong. Students in Botswana's higher learning institutions are still so strongly embedded in it that their attitude towards e-learning reflects it. Despite having taken significant steps towards a Western-style economy and towards urbanisation, the country maintains strong connections to its traditional roots. According to Brown and colleagues (2008), students gain most of their knowledge from their integration with the various communities that have strong values, knowledge and beliefs.

Their final year of study concluded that over 90% of the students viewed learning through satellite TV and the Internet as advantageous, and student attitude towards e-learning were generally positive (Hussain, 2007). Omidinia, Masrom and Selamat (2011) identified student

attitudes as a factor that determined how e-learning was adopted in Iran. Selim (2007) stated users who were very familiar with web technologies and the skills needed to use computer and mobile devices for instruction developed positive attitudes. On the other hand, students who were not skilled in ICT became anxious about the use of computers, had lower expectations from educational technology, and they did not believe in the benefits of e-learning (Vrana, Garyfallos, Zafiroopoulos, & Paschaloudis, n.d.).

Social media, a virtual platform, was started to be after digital technology became common (Boyd & Ellison, 2008). This platform provides people to make new connections and to strengthen friendly relations with other humans (Coyle & Vaughn, 2008). Timm & Duven (2008) reported that there are over 200 different social media sites. The most popular of these sites is Facebook. The statistical data showed that there are now more than 500 million people with Facebook membership and the majority of these people are members of other social networking sites besides approximately 250 million of these memberships visit Facebook site in each day at least one time. Therefore social media has largely effected on the society. Nowadays, the majority of adolescents exchange views, share feelings, personal information, pictures and videos on social media (Wang, Chen, & Liang, 2011). Bryant, Sanders-Jackson, & Smallwood (2006) revealed that many adolescents who had the difficulty of expressing their feelings and thoughts preferred technological communication to face to face communication.

III. OBJECTIVES

1. To study the impact of E-learning websites on the MCA students
2. To find and explores further opportunities and issues in regards to E-learning websites in education.
3. To study the most used E-learning website by the MCA students

IV. STATEMENT OF PROBLEM:-

It has been observed that E-Learning website are used by all the students. The increasing rate of usage of e-Learning for gaining new knowledge will really helping to student in academics .the use of e-learning can decrease the rate of attending lecture in the institute .what are the courses are provided by these e-learning website to the students. If these site are providing these courses,

then what will be the charges of that & its originality? So researcher has studied the problem impact of E-learning websites on MCA students.

V. Hypothesis:

H0: There is no positive impact of E-learning websites on MCA Students.

H1: there is no positive impact of E-learning websites on MCA students.

VI. Research Methodology:

The simple random sampling and purposive sampling methods will be adopted during the course of this study. In case of simple random sampling methodology the 2 institutes were selected out of 120 student's population 93 students was selected for the study. For solving any type of problem, study of the whole population or universe is impossible. It is therefore decided to pick up sample units that can represent the universe, which are being covered by the research. In this research work the selected samples are

VII. Sources of data collection:

In order to ensure most relevant and accurate feedback from the sample units the researcher has employed following techniques for collection of data. A survey is a systematic collection of data concerning technology usage in academic interaction by the faculty. The survey method consists of various techniques like observation, questionnaire, and interview

VIII. Empirical Data Analysis and Presentation:-

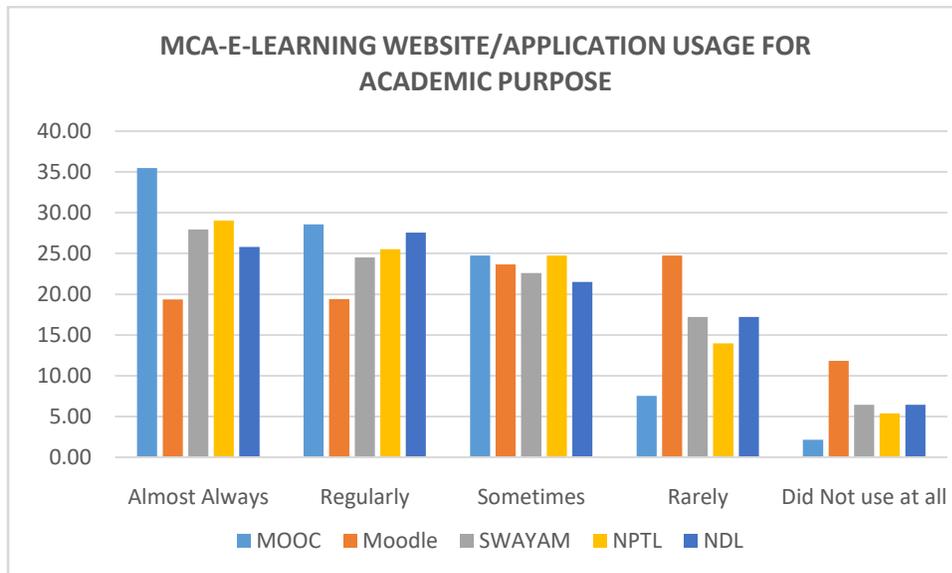
This section consists of the information regarding the response from faculty regarding usage of technology in academic interaction. The following analysis was made, based on the data collected through the questionnaire.

Table: Usage of E-learning websites by the MCA students' academic.

Sr. No.	Parameters	Almost Always	Almost Always	Regularly	Regularly	Sometimes	Sometimes	Rarely	Rarely	Did Not use at all	Did Not use at all	Total

		ys										
1	MOOC	33	35.48	28	28.57	23	24.73	7	7.53	2	2.15	93
2	Moodle	18	19.35	19	19.39	22	23.66	23	24.73	11	11.83	93
3	SWAYAM	26	27.96	24	24.49	21	22.58	16	17.20	6	6.45	93
4	NPTL	27	29.03	25	25.51	23	24.73	13	13.98	5	5.38	93
5	NDL	24	25.81	27	27.55	20	21.51	16	17.20	6	6.45	93

Graph:



Interpretation:

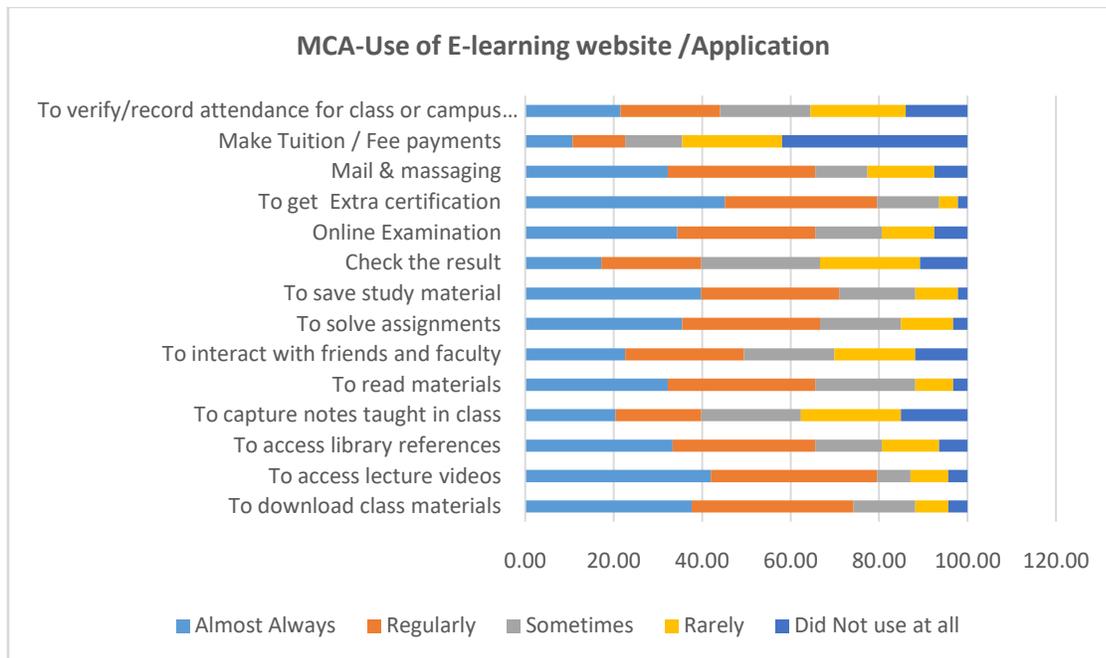
The above table & graph shows the usage of E-learning websites by the MCA students for their academic purpose. It is observed that 87 % of students are Using MOOC as online e-learning website for the academic & personal knowledge. The second e-Learning platform is Moodle, where 60% of students are using model as to learn new skills. 75% of MCA students are using SWAYAM as E-learning tools, where NPTL & NDL also used buy 60% of MCA students for their academic work.

As availability of the course material the rate of usage of E-learning websites are increased tremendously.

Table: MCA students use E-learning websites for the following Purpose

Sr. No.	Parameter	Almost Always	Almost Always	Regularly	Regularly	Sometimes	Sometimes	Rarely	Rarely	Did Not use at all	Did Not use at all	Total
1	To download class materials	35	37.63	34	36.56	13	13.98	7	7.53	4	4.30	93
2	To access lecture videos	39	41.94	35	37.63	7	7.53	8	8.60	4	4.30	93
3	To access library references	31	33.33	30	32.26	14	15.05	12	12.90	6	6.45	93
4	To capture notes taught in class	19	20.43	18	19.35	21	22.58	21	22.58	14	15.05	93
5	To read materials	30	32.26	31	33.33	21	22.58	8	8.60	3	3.23	93
6	To interact with friends and faculty	21	22.58	25	26.88	19	20.43	17	18.28	11	11.83	93
7	To solve assignments	33	35.48	29	31.18	17	18.28	11	11.83	3	3.23	93
8	To save study material	37	39.78	29	31.18	16	17.20	9	9.68	2	2.15	93
9	Check the result	16	17.20	21	22.58	25	26.88	21	22.58	10	10.75	93
10	Online Examination	32	34.41	29	31.18	14	15.05	11	11.83	7	7.53	93
11	To get Extra certification	42	45.16	32	34.41	13	13.98	4	4.30	2	2.15	93
12	Mail & massaging	30	32.26	31	33.33	11	11.83	14	15.05	7	7.53	93
13	Make Tuition / Fee payments	10	10.75	11	11.83	12	12.90	21	22.58	39	41.94	93
14	To verify/record attendance for class or campus activities	20	21.51	21	22.58	19	20.43	20	21.51	13	13.98	93

Graph:-



Interpretation:

The above table & graph shows that the usage of E-learning website/Applications by the MCA students. 92 % of MCA students are using E-learning website for getting the online certification. 70 % of students are using E-learning websites for solve online assignment as practice. 83 % of MCA students are using these sites for the access lecture videos of course. 87 % of MCA students are read online material for E-learning websites. 93 % of MCA students are taking online certification for E-learning websites. It is conclude that overall 80 % of MCA students are using E-learning websites to learn new skills & upgrade self.

IX. Testing of hypothesis:-

H0: There is no positive impact of E-learning websites on MCA Students.

H1: There is positive impact of E-learning websites on MCA students.

parameter	MCA	MCA
Yes	62	66.66667
NO	31	33.33333
Total	93	100

The value of z is 4.5461. The value of p is $< .00001$. The result is significant at $p < .05$.

The Z test is used to test the hypothesis & calculated the Z-value is 4.5461. The p-value is .00001. The result is significant at $p < .05$.

From the above table we can see that, Z-value is 4.5461 and p-value is 0.00001. If the p-value < 0.05 then the null hypothesis H_0 is Rejected and the alternate hypothesis H_1 is accepted. Concludes that, there is positive impact of E-learning websites on MCA students.

X. Findings:

- It is observed that there is positive impact of usage of E-learning Websites on MCA Students.
- It is observed that 88% of MCA students are using e-learning websites learning process.
- It is observed that 90 % student are doing online course certification from the E-learning websites.
- It is observed that students are doing self-study of new skills on their own with the help of E-learning website.
- It is observed that there is increase in no of job opportunities, selection for the job, internship as they earn online certification which extra from academics.

XI. Conclusion:-

The use of E-learning websites has given positive impact of student performance & achievements. Daily updates in technology is updated in the E-learning websites, hence the students are accessing that & learning it. The E-learning methodology has changed the attitude & behavior of the faculty & students towards learning. As it can be accessible by everyone there is no limit for anyone to use it & acquire the knowledge. It is concluded that E-learning websites need of the current scenario of education & it can be used by all faculty, students, IT-Engineer to update themselves.

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