Comparison of Acceptance, Perception and Attitude of School Students towards Communication during E-Learning

Dr. Archana Dhavalshankh[1]*, **Shubham Gupta[2], Gayatri Dhavalshankh[3]**
[1]Prof & Head, [2,3]III-year MBBS
[1,2]D Y Patil Medical College, Kolhapur, [3]B.V.D.U. Sangali

*Corresponding Author:
Dr. Archana Dhavalshankh
25 KH/2, Chinmay Bungalow, Tarabai Park, Kolhapur

Type of Publication: Original Research Paper
Conflicts of Interest: Nil

ABSTRACT

Background- Learner satisfaction has been shown to be positively correlated with the quality of learning outcomes. An understanding of the factors that influence student satisfaction with online learning in a particular context can be used as an input to the appropriate design of learning environments and for the provision of targeted support to students with an aim to positively influence the student for online learning experience. This research has been done to investigate learner's satisfaction, behavioral intentions and the effectiveness of e-learning systems. **Material & Method-** The descriptive observational study was conducted in D.Y. Patil Medical College, Kolhapur in month of June 2020 specifically in COVID Lockdown period with self-prepared and pre-validated questionnaire formatted to analyze the attitude and acceptance of school students towards communication during e-learning. **Results –**We noticed positive attitude towards communication during e-learning though received varied acceptance & perception in different age groups.
Conclusion- This research proposes a conceptual model for understanding learners' satisfaction, behavioral intention, and effectiveness of E-education.

Keywords: Acceptance, Attitude, Communication, E-Learning, Perception, School Students

INTRODUCTION

E-learning is a system where learning is obtained through the internet using an electronic device. E-learning system offers advantages like flexibility of study as learner can do at own time, at his own pace, can easily track his own progress and performance, can easily go back and review lectures as per requirement as in slow or fast learners. Along with flexibility it also provides efficiency, consistency, scalability and personalization as per cost. One can organize, update him/her for good virtual communication. But drawbacks are the availability, technical issues, financial and individual perceptions. If learner is considered as the target group in investigation of learner's satisfaction then the learner's characteristics such as motivation, belief, confidence, computer anxiety, enthusiasm, excitement and pride should be used to understand and identify the attitudes of learners in Learning Management System (LMS)

Well-designed learning environment significantly contribute to the course effectiveness and learner's satisfaction [1-3]. The perception of satisfaction is significantly increased if content is well organized as clearly written, in the right length, effectively presented, flexible, useful, interactive, and provide some extra time to catch up the course. [4]

This study evaluates the acceptance and the attitude of school students under different variables pertaining towards communication during e-learning.

271

Methodology:

This descriptive observational study was conducted in D.Y. Patil Medical College Kolhapur in the month of June 2020 specifically in COVID Lockdown period when online teaching was started by almost all the schools in INDIA. The data in this study was collected via a questionnaire distributed randomly online. Almost 447 students responded to our survey. Self-prepared and pre-validated questionnaire formatted to analyze the acceptance, perception and attitude of students under different variables like Ease, (comfort for communication), Engagement (active participation of learner), Expeditious (quick response from teacher), Enjoyment (convenience for communication) and Effectivity (effective communication) pertaining towards communication during e-learning. For evaluation 5 point-likert scale was used. All the school students (any division, any board, any medium) attending online teaching, willing to participate and who responded to questionnaire were included in study. College going students are excluded from the study.

Results:

As shown in Fig 1. for acceptance of communication in during e learning explore that primary students agree with mean 3.61 for ease, agree with mean 3.50 for engagement, neutral with mean 3.38 for expeditious, agree with mean 3.46 for enjoyment and agree with mean 3.42 for effectivity. Fig 2 explores that middle school students strongly agree with mean 4.38 for ease, strongly agree with mean 4.26 for engagement, agree with mean 3.91 for expeditious, agree with mean 3.44 for enjoyment and agree with mean 3.38 for effectivity. The fig 3 explores that high school students strongly agree with mean 4.30 for ease, strongly agree with mean 4.16 for engagement, agree with mean 3.62 for expeditious, agree with mean 3.66 for enjoyment and agree with mean 3.81 for effectivity. In this study, we observed that various age groups showed variances in acceptance, perception and attitude pertaining to communication during e-learning.

Discussion:

During COVID-19 pandemic, teaching learning methods are radically changed. The type of education called electronic learning (e-learning) has an important role in e- education teaching. Use of an educational software and electronic devices and for delivery of content via electronic media such as Internet, audio or video, satellite broadcast, interactive TV, CD-ROM, has become an essential requirement in the modern education [5]. The researchers evaluated e-learning to focus on technology-based components [6] and also on the human factor of e-learning systems considering student and instructor satisfaction [7-9] The student experience and satisfaction, together with the effectiveness of e-learning course are the two main criteria for evaluating course quality.

The demographic profile of the learners in this study is depicted in Table 1. Here we found that age and sex wise no difference seen in enthusiasm for participation in the study. In era of technology, government school or private school has not shown any difference for education or E- education. Primary, middle and high school students equally participated in study. 95 % students agree that they are using e learning method as one of the learning tools in COVID -19 pandemic as it has become mandatory.

The first question in our study is about availability about this tool that is apparatus required for E-education like mobile, tablet, computer, laptop, availability and connectivity of internet so ease in e-education. It shows that all three study groups in our study found ease in above context. Computer environment is something very common in the student population and generally they prefer to solves their problems on line. All three groups of students show practically similar enthusiasm about e - learning.

The second question is particularly about their engagement or involvement during e learning. In this question all three group students opinioned about their engagement if on line course is more suitable than classical one. All three groups of students show practically similar satisfaction about online courses, but rate of undecided students is relatively high (20%).

In third question, we tried to analyze learners expeditious i.e., whether their queries, concepts got cleared or not from teacher's during e learning and teaching. We observed that high school (3.38) students were less satisfied than primary students (3.625) and middle school (3.91) students.

In second last question we tried to analyze their enjoyment or involvement without hesitancy and burden in all three groups as there was no any significant difference seen. Similarly, all students opined that for time being in covid-19 pandemic situation, e- education was an effective teaching learning method in academic circle. It shows that there is a positive student's attitude about e-learning and that they prefer e-learning courses.

Monica L et.al [10] in their study compared outcome of e- static website and the interactive website and concluded that interactive session and communication has positive impact in outcome.

Michel F et.al [11] in the study of online students' satisfaction revealed that the majority of respondents rated their satisfaction with their online learning to be Very Good to Good and also explained the elements influencing satisfaction and challenges.
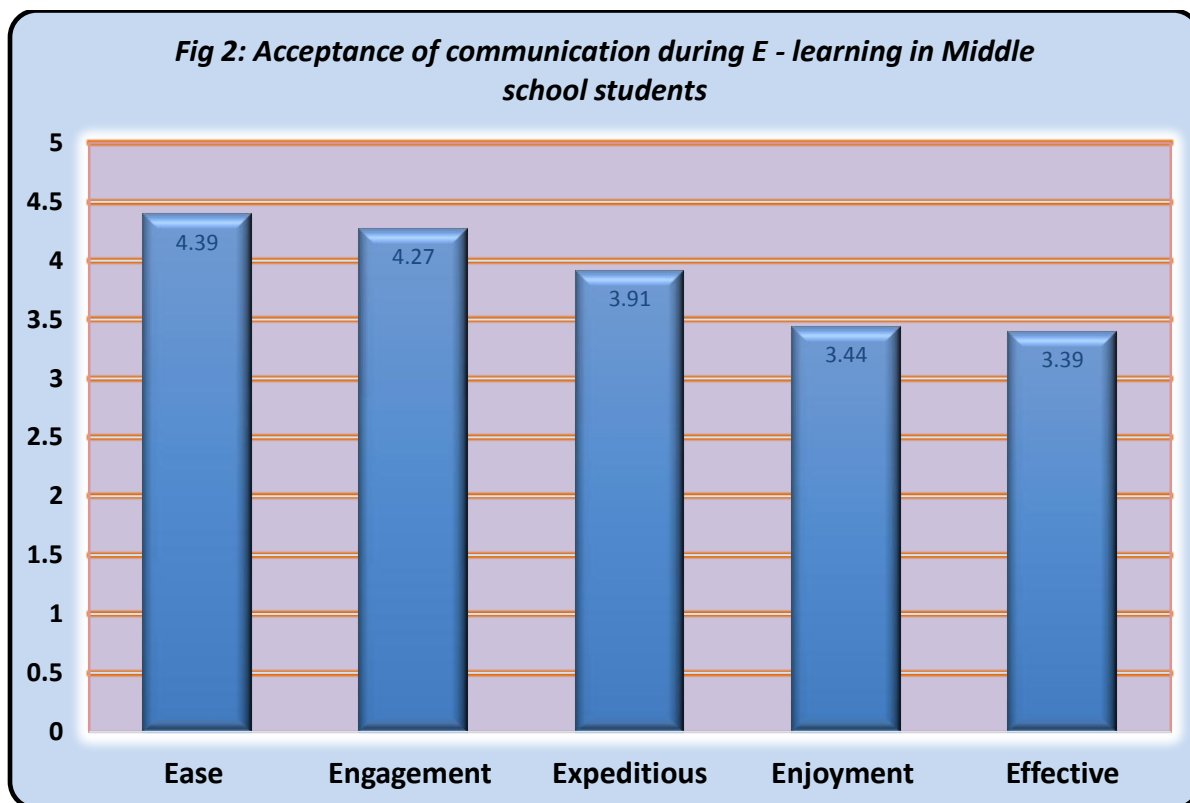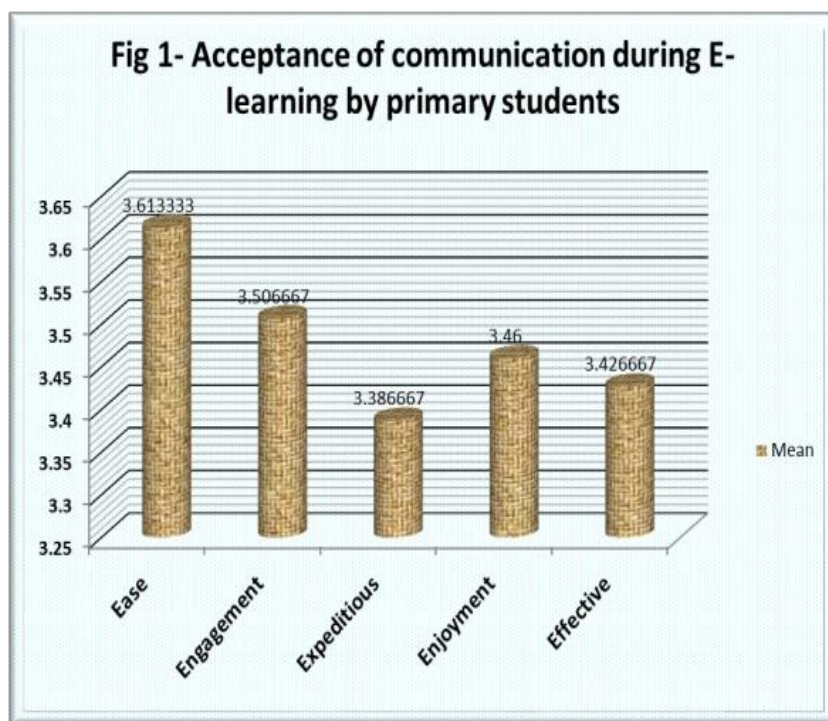
One libayan[12] higher education study results revealed that perceived enjoyment has a significant direct effect on teachers perceived ease of use and perceived usefulness of e-learning and results also reveal that social influence has a direct effect on students' perceived ease of use and perceived usefulness of e-learning, but no significant direct effect on the teachers' perceived ease of use and perceived usefulness of e-learning.
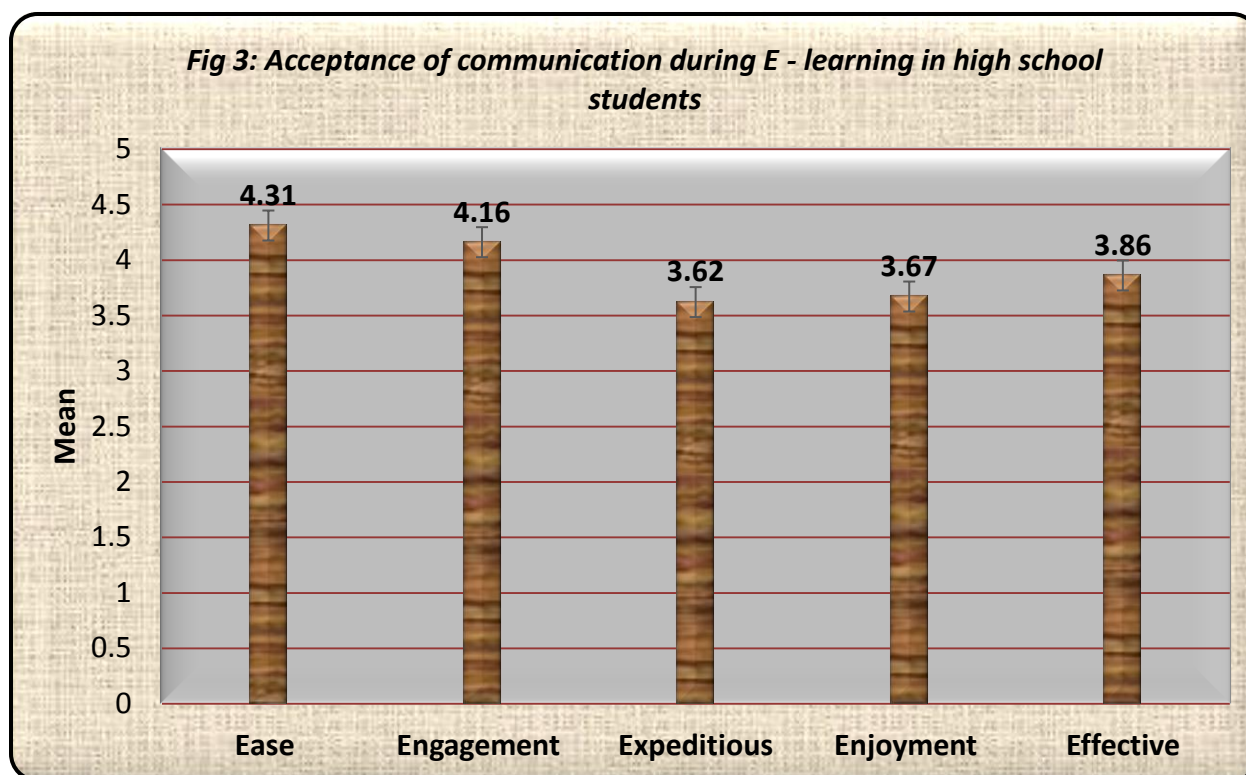
Conclusion:

Students accepted e learning method with variance in perception but positive attitude for communication of e-learning in different age groups, variance may be due to differences in acceptability and easiness in handling technology, personal involvement in communication & effectivity and outcome of communication.

"Table I: shows demographic profile of students participated in this study."

Table 1 - Demographics	Group	Frequency	(%)
Age	6 yrs - 10 yrs	221	49.44 %
	11 yrs - 15 yrs	226	50.55 %
	Total	447	
Gender	Male	240	53,7 %
	Female	207	46.3 %
	Total	447	
Institution level	Govt. School	223	50%
	Private School	224	50%
	Total	447	
Standard of learning	Primary (1-4)	150	33.55%
	Middle (5-7)	145	32.45%
	High (8-10)	152	34 %
	Total	447	
Use of e-education as a learning tool	Yes	447	95%
	No	23	5%
	Total	470	

Fig 1- Acceptance of communication during E-learning by primary students

Fig 2: Acceptance of communication during E - learning in Middle school students

Fig 3: Acceptance of communication during E - learning in high school students

References

1. Holsapple C W and Lee-Post A 2006 Defining, Assessing, and Promoting E-Learning Success: An Information Systems Perspective, Decision Sciences Journal of Innovative Education 4(1) 67-85

2. Gelderman M 1998 The Relation Between User Satisfaction, Usage of Information Systems and Performance, Information Management 34(1) 11-18

3. Volery T and Lord D 2000 Critical Success Factors in Online Education, The International Journal of Educational Management 14(5) 216-223

4. Šavar1, S Krizmanić 1 and R Korbar2, IOP Conf. Series: Materials Science and Engineering 393 (2018) 012112 doi:10.1088/1757-899X/393/1/012112)

5. Kaplan-Leiserson E 2000 E-Learning glossary, http://www.learningcircuits.org/glossary.html (accessed on April 2008)

6. Islas E, Pérez M, Rodriguez G, Paredes I, Ávila I and Mendoza M 2007 E-learning Tools Evaluation and Roadmap Development for an Electrical Utility, Journal of Theoretical and Applied Electronic Commerce Research 2(1) 63-75

7. Liaw S S, Huang H M and Chen G D 2007 Surveying Instructor and Learner Attitudes Toward E-Learning, Computers Education 49(4) 1066-1080

8. Arbaugh J B and Duray R 2002 Technological and Structural Characteristics, Student Learning and Satisfaction with Web-Based Course: An Exploratory Study of Two On-Line MBA Programs, Management Learning 33(3) 331-347

9. Gilbert J 2007 E-learning: The student experience, British Journal of Educational Technology 38(4) 560-573

10. Monica L. AcostaID, Aran Sisley, Jacqueline RossID , Ian Brailsford , Anuj Bhargava , Robert JacobsID Nicola Anstice Student acceptance of e-learning methods in the laboratory class in Optometry. PLOS ONE December 13, 2018, 1-15| https://doi.org/10.1371/journal.pone.0209004

11. Michael F. Beaudoin, Maine, Gila Kurtz. Experiences and Opinions of E-learners:

What Works, what are the Challenges, and What Competencies Ensure Successful Online Learning. Interdisciplinary Journal of E-Learning and Learning Objects IJELLO. Volume 5, 2009: 275-289

12. Mohamed Elkaseh, Kok Wai Wong, Chun Che Fung. The Acceptance of E-learning as a Tool for Teaching and Learning in Libyan Higher Education Ali, IPASJ International Journal of Information Technology (IIJIT), Volume 3, Issue 4, April 2015; 1-11