

STUDY OF CLIENT PERCEPTION AND SATISFACTION IN THE FIELD OF E- LEARNING IN SOUTH PUNJAB

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ABSTRACT

With rapid development in technology, E- Learning over the years has seen a great boost in adoption by students and educational institutions worldwide. As India is emerging as one of major developing destinations, many E- learning companies have emerged in the country. Client perception and satisfaction in the field of e-learning, the subject title of my project deals with the present scenario depending on the feedback of 48 different clients (Principals of schools) regarding the adoption of E-learning and if adapted their satisfaction regarding the same using demographic parameters.

KEYWORDS: *E-Learning, Students, South Punjab, Content*

Article History

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INTRODUCTION

Learning through the usage of electronic media to gain knowledge is known as E-learning. As number of students have increased the emergence of digital platform for learning can also be seen. This demand has paved way for many educators to create animated interactive study materials to provide learners with all the opportunities required and this has had a significant effect on the learning process. Research done on the usage of search engines to access materials digitally has had a reflection on emergence of E-learning. Here the students use electronic gadgets and internet to access the online contents to learn, over the traditional classroom methods.

As we know technology has been ever developing, so my source of inspiration was the questions, is the education system developing, is the technology being used in the system. These seeds of questions started to grow and hence my study tries to find the answers to it. Thus, taking different factors into account I have started the study and the results are as follows.

REVIEW OF LITERATURE

Yi-Shun Wang (2003) studied on measurement of student's satisfaction with asynchronous e-learning system. A total of 116 respondents' feedbacks were taken into account. Reliability check, validity of the content, validity of the criteria, convergent validation, discriminant validation and nomological validation were done by analysing the data. The

suggestions given were that an empirically validate instrument should be used for conceptualising and testing the e-learning theories.

Pei-Chen Sun, Ray j. Tsai, Glenn Finger, Yueh Yang Chen, Dowming Yeh (2006) studied the critical factors that affect the student's satisfaction in e-learning. A six-dimension integrated model was developed taking in account the students, instructors, e-learning courses, technological competency, content design and the environment. The factors that were revealed after the study are: students' anxiety to use technology, instructors' attitude towards e-learning, variety of courses provided, quality of the courses, expected usefulness, expected ease of use and variety assessment.

Shu-Sheng Liaw (2007) studied students' satisfaction, behaviour and effectiveness of E-learning. 424 sample units were taken that is students from university and their feeds were recorded through standard questionnaire. It was found that the satisfaction of the students using e-learning is dependent on self-efficacy. The behaviour of the students on using e-learning content is impacted by expected usefulness of the content and the satisfaction level the students perceive. Furthermore, the effectiveness of e-learning depends on the quality of the digital content.

Ming-Chi Lee (2009) study focused on expectation conformation model (ECM), the technology acceptance model (TAM), the theory of planned behaviour (TPB) and a flow theory to mould a theoretical model to understand the user intentions on continuance of digital courses. The empirical study was done by collecting samples from 363 learners using digital mode of learning. It was found that satisfaction is the most important factor on students' continuation of courses, followed by expected usefulness, attitude, subjective norm and expected behaviour.

Mike Allen, John Bourhis, Nancy Burrell and Edward Mabry (2010) studied the comparison between distance learning and conventional class room learning. The findings were such as that the student's satisfaction diminishes as additional information is added to the existing content (written, audio, video). The study supports the researchers arguing that distance education does not diminish students' satisfaction as compared to traditional classroom teaching.

OBJECTIVE

As E-learning platform is tightening its grip on modern day studies it was fascinating to look at responses of the schools regarding the same. As a nation we are so engulfed with traditional mode of learning, my study pressed on the fact that, are the educational institutions and the students evolving with the environment and accepting the mode of E-learning and if so, are they satisfied. On the basis of literature studied given below objectives have been formulated:

- To study the perception of the principals of the schools for E-learning.
- To study the impact various demographics (Gender, age, location, affiliation of school and strength of students in the school) for the E-Learning.
- To study the satisfaction of the principals of the schools on E-learning depending upon the performance of the students.

RESEARCH METHODOLOGY

Research methodology is the set of technique used to critically select, process, and analyse logical data to attain a particular result in case of studies in a particular topic. Research methodology is the building block to study various factors in a simpler manner to get a common output.

In my study few important decisions were needed to be taken like what we need to find out, what should be taken into consideration etc. This topic comprises of methodology use for conducting the present study.

Type of Research-Descriptive

- **Sample Size:** 48 respondents
- **Population:** Finite, principals of schools from south Punjab (Bathinda, Ludhiana, Firozpur, Barnala, Moga)
- **Sampling Unit:** Principals of schools
- **Sampling Method:** Quota sampling
- **Area of Study:** South Punjab (Bathinda, Ludhiana, Firozpur, Barnala, Moga)

DEMOGRAPHIC PROFILE

Gender Location Board

Table 1: Gender Location Board

Male	22
Female	26
Urban	27
Rural	21
CBSE	39
ICSE	5
PSEB	4

Age Strength

Table 2: Age Strength

31 To 40	17
40 To 59	16
More than 50	15
Upto 100	-
101 To 200	11
201 To 300	15
301 To 400	13
401 Or Above	9

Data Analysis

First part of the schedule includes the information regarding demographics of the respondents. The demographics variables taken in the current study includes gender, location, age, Board affiliations of the school and strength of students in school. The second part of the schedule includes the statements which focuses on prospective of the principals on E-learning and satisfaction regarding convenience of its usage by the students of their educational institution.

Tests

T-Test On Gender

Effect of gender on different aspects about E learning satisfaction and perception through the responses of the principals. Here their views provide information regarding the institution students for E-learning. For this T-test were applied taking gender as the independent factor and the different statements as dependent factor. It has been interpreted from the analysis that there is no significant difference between the age of the principals and their

prospective as well as satisfaction for usage of E-learning by the students of their institution. Therefore, age of the principal does not have any bearing concerning the thought process on practice of E learning and their student's satisfaction if they are already using.

Effect of Location on Different Aspects of E Learning:

here again the results have shown that students from rural area were less "attracted towards E- learning" compared to the students belonging from urban area.

Anova on Age

From the Levenes test of homogeneity of variance it has been viewed that most of the statements of E-learning don't have significant variances as the p-value was greater than 0.05. But still there was one statement "retention of content learned through E-learning" which had significant variance for the demographic variable age as responded by principals. So, welch was applied on this statement, here again significant difference was found. Therefore Games Howell was applied for multiple comparison. The results showed that for the age categories 31-40 and more than 50 have significant differences for the statement "retention of content learned through E-learning".

After applying ANOVA on the statements, which were having no significant difference as shown by levenes test of homogeneity, it was seen that there is significant difference between principals of different age groups from different schools and the statements "preference of traditional mode of learning over E- learning", "E- learning can add another dimension to students learning", "E- learning content is up to mark of expectation", "concept clearance after studying the e-content", "company providing the best E-learning content" and "the advertisement done by different E-learning organisations attract". As this above discussed statement have shown significant difference therefore for multiple comparison tukey has been applied. The results of it Indicates that different categories of age groups like 31-40 and more than 50 age categories have significant difference in their views for the statement "preference of traditional classroom learning over E-learning", "E-learning adds another dimension to children's their studies", "quality of the (study material) content is up to the mark", "concept clearance through E learning", "This company is better than any other counterpart", "advertisement of company attractive". But for the age categories 41-50 and more than 50 have shown that they have significant difference for the statements "concept clearance is there through E learning" and "advertisement of company attractive".

Anova on School Affiliation

Here ANOVA has also been applied to check the impact of school affiliation on the E-learning perception and satisfaction of students by taking the responses from principals. So, firstly through the Levenes test for homogeneity of variance it has been seen that out of 13 statements only one statement "attraction of smart classes" was showing a significant impact on demographical factor 'school affiliation' on E-learning. So, ANOVA has been applied on the remaining statements. But the results of ANOVA have shown that all the statements were not having significant difference as the p-value was greater than 0.05.

Further on the one statement "attraction of smart classes" welch has been applied. Here again in the results have shown that there is no significant difference, which mean that responses of principals are same for E-learning as the p-value is more than 0.05.

Anova on Strength of Students in Schools

In continuation with examining the impact of various demographics on E-learning, here the impact of strength has been checked. Firstly, Levenes test for homogeneity has been applied and the results has shown that all the statements have no significant difference with the strength of students in different schools. After applying ANOVA, it has also been viewed that there was no significant difference for strength of students in schools on the various statements concerning to E-learning perception and satisfaction by students.

DISCUSSION, SUGGESTIONS AND IMPLICATION FOR FUTURE STUDY

The current study conducted was to find out if the technological development, which is taking place all around the world playing its significant role in the acceptance of E-learning among the masses. The study here mainly examined if the students using the E-learning mode are satisfied or not and what is their perception regarding E-learning compared to conventional classroom teaching. As the previous studies have expressed that the satisfaction majorly relies on students' anxiety to use technology, instructors' attitude towards e-learning, variety of courses provided, quality of the courses, expected usefulness, expected ease of use and variety assessment. After conducting a survey regarding it in the area of Punjab given below facts have collected:

- Students from rural area were less "attracted towards E- learning" compared to the students belonging from urban area.
- It was also seen that the principals of different age groups perceived the E-learning mode in different way. The younger principals seem to adopt digital mode with ease for their students as compared to the senior aged group of principals.
- It has also been found during the survey that one of the major barriers that has come acrossconcerning the E-learning attractiveness was the language of content used for communication. As India is diversified with 122 major languages and 1599 other languages, students from different regions, mostly from rural area find it difficult to understand the content which is majorly standardised using English and Hindi language.
- After going through the observation as stated above it has been suggested that E-learning language should be region specific.
- The study was conducted on schools of south Punjab holistically. It could have been bifurcated further into public and private schools. Which would have given a better insight about their perception and satisfaction on E-learning?

LIMITATIONS OF THE STUDY

- Due to the limited time frame (47 days), given the frame size taken was limited; more insights could have been found if I could have covered more areas with this study.
- As the study was conducted on the basis of feeds given by principals of the schools. Many principals were out of station as summer vacation was on, so the feeds from the vice principals and co-ordinations were taken into account.
- Adverse weather conditions limited the study as it affected the time frame, as well as the area that was to be covered.

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