

## Challenges faced by students in e-learning: An empirical Study

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### ABSTRACT

*Providing training and education to masses on a large scale for the economic survival and for meeting the dynamic needs of society, and also for meeting the special requirements of individuals, it is important to have a dynamic education system too. It is just not possible to do all of this through a convention model of education or the brick and mortar institutions. Internet is being widely used for improving collaboration, communication, promotion of active learning, sharing of the resources and delivering education in the mode of distance learning. E-learning, distance education and virtual universities provide the expected solution-education could be taken as latest for distance learning which could be mediated through state of the art technologies such as World Wide Web and internet. In the recent years, a lot of educational institutions have been providing online services for virtual learning environment, admissions, etc. for facilitating lifelong learning process. A sample of 180 respondents in which 58.89% "male" and 41.11% "female" has been considered by a "standard questionnaire" created on five-point interval scale.*

**Keywords:** E-education, distance learning, World Wide Web, E-learning.

### INTRODUCTION:

Education providers and educators are increasingly becoming aware of diversity of the potential as well as current learners. It's demonstrated through a wide range of available options for the engagement of learners. The increasingly flexible modes of delivery are available for the students. They offer them multiple opportunities and pathways. It could be done through the conventional in person delivery, online methods or a mix of both. Even within the above mentioned modes of enrolment, the students often choose to adopt different subjects in different ways. Since the universities and other educational institutions are rapidly moving towards fully online modes of teaching and also the blended modes of teaching, a lot of discussions are happening regarding what it would imply for pedagogy. While most of the practices being currently used for in person contact could be adopted and used in online mode as well, it's not just the case of incorporating one size fit all approach. This is the point where either delivery or content is used in generally in person contexts and is used to seemingly compatible format of online education. Thus, it is considered to be useful for students and cohorts across every mode. Instead, the scale of adaptation as well as differentiation as per the approach need to be used for differentiating better between students and different contexts of education through LIVE modes or online modes of teaching. They have a huge impact on e-learning processes (Aung and Khaing, 2016).

When it's about technology, researchers state that education through technology isn't one size fit all approach. It depends mainly on different types of technological advancements which are used. Even the curriculum content that is being taught in classes is crucial here. This signifies that an incorporation of technological advancements offer some additional factors to be considered related to the construction of students learning experience and pedagogy. Despite this, it's still often ignored that technology can help in improving the learning experience. With the prevalent assumptions being made that technology, improvement in learning outcomes and engagement of students are linked inextricably and mutually. However, in developing

individually tailored different instructions for every learner within as well as across every cohort, some additional pressure of workload on students looking to engage with online environment could be developed. The instructors seek to react often reactively to the engagement and learning needs of every cohort. The issue of one size fit all approach is specifically highlighted in tasks of collaborative learning where the individual differences amongst cohorts maybe highlighted (Almaiah, (2018).

## **LITERATURE REVIEW:**

The rise and growth of E-education being adopted by institutions maybe attribute to rapid globalisation. It refers to economic and political phenomenon, worldwide integration of ideas, products and cultures, etc. The increasing number of users adopting the E-education technology add to globalisation as the educational institutions try their best for breaking down the social and the geographical boundaries for providing distance learning solutions. This in turn causes integration in academic views and standards. Advances in terms of technology, transportation as well as infrastructure are some of the major factors which hold importance in rapidly growing globalisation. Globalisation explains different types of effects like introduction of fee of students, reduction in incomes of households, growth in international tourism and also cutting down the budget of the public sector. Globalisation could be identified further where a mix of technological advancements and speed of globalisation meet. This growth maybe spurred on companies which compete on the national as well as international level for making profits. These require technological advancements over the competitors. It is important to be aware about the technological advancements available in the market (Noesgaard and Ørngreen, 2015). Technology is not just used for the purpose of industrial competitiveness, but it's even used for collaborations, sharing knowledge and information which is used by governments, international organisations, researchers, academic establishments, etc. The rapid growth of advancements in the technology of E-learning could be attributed undoubtedly to the force as the institutions are competing for gaining more fees paying learners without geographical locations and where the institutions are looking to provide flexible education. The pace to embrace E-education technologies has its own ramifications on the teachers. It mainly creates an undesired pressures and results are quite difficult to monitor if the technology of E-education is being effectively used or not. The hardware and software companies involved in development of applications are seeking advance for giving them an edge over the other companies for gaining profits and for establishing their goodwill in the market. Goodwill is important even for the educational institutions (Sinclair et. al., 2016). Governments justify as well as encourage higher education institutions for adopting ICT for the purpose of learning. Since then, agenda of the Government remains to be same. It aims at pushing forward through technological advancements for improving the process of learning. Globalisation has also impacted the academic staff as well as students learning with an increased usage of network mode and telecommunication for flexible learning. In simple words, education sector has been thoroughly and completely globalised with the help of computing technology.

E-learning also raises prominent challenges and issues in the domain of technological research. For the development of E-education resources which fulfil the requirements of users also should be addressed. The issues related to technological developments of E-education maybe considered as the 2 keys areas of technological research. These issues are being considered by researchers and academicians (Noesgaard, and Orngreen, 2015). Development of the new form of learning communities and interactive learning. In the E-education environment interactions, community and communication have a very important role to play in supportive learning. Development in domain of E-education environment offer new form of interaction for the learning experiences. It helps in developing new relationships amongst the students and computer. It also forms new learning environments. Some of the main challenges of E-education are:

- Advanced form of multimodal interface for supporting learning processes
- New techniques for understanding and supporting the learning communities
- Development of a system for supporting the mobile communities of students
- The techniques of personalisation which meet the personal needs of users and also their current activities
- The techniques for prompting and supporting interaction
- The discovery of more learning communities
- Assistance for assessment services on a regular basis (Hadullo, Oboko and Omwenga, 2017).

Development of new facilities of knowledge for E-education require support to rapidly increasing size as well as variety of the data through semantic services. These semantic services help in creating an environment in the context of educational support. However, research needs to be done on the development of reasoning and learning theories for incomplete and uncertain knowledge. Support for developing large scale facilities of

learning also needs to be developed. Support for the dynamic process of learning also needs to be given. Support for sharing information across different facilities of learning also needs to be provided (Mutisya and Makokha, 2016). The development of lightweight knowledge capturing techniques for the promotion of long term education also needs to be developed.

The development of support services for education according to the needs of different users and domains need to be done. The research related challenges in terms of E-education bring together the organisational, technical as well as pedagogical concerns within the wide set of the socio-cultural attributes. Such factors influence the agenda of research in the system of E-learning. Understanding the broader cultural and social problems is important for research communities which are involved in E-education they have an important role to play to inform the future practise. In consulting, Indian research communities, various issues of research have emerged which include the notion of different voices (Eze, Chinedu-Eze and Bello, 2018). Talking about different types of convergence including technological, organisational, institutional, sectorial, pedagogical, etc. need to be analysed. These are crucial relationships which need to be studied properly. The present focus is on the standardisation across technical, pedagogical, human and organisational aspects as compared to critiques of convergence. Social interaction and integration are tools which relate to the nature of mode of education. Interactivity is mainly expressed at certain level of organisations and the organisational boundaries as well as functional groups blur because of the development of new technologies. These new technologies have a good potential for improving communication and for creating networks and communities (Ruth and Kaspar, 2017). The learning contents as well as learning communities have a high priority in E-education research. In this context, a number of developments have been made. With a growth of technology, the interest of the learner in E-education also rapidly increases. Now, the researchers have started working on the design of new technologies of E-education which may work as per the interests and preferences of the learner. For predicting the interest of the learner, they need to study the behaviour of the learner, the style of learning, etc. The experts in this field are of the opinion that one of the promising attributes of the modern day E-education platforms are internet with. These platforms are useful, effective and extremely popular (Amirtha and Florence, 2015).

#### **OBJECTIVES:**

1. To know the challenges faced by students in e-learning system.
2. To know the issues and difficulties faced in e-learning system by students.

#### **METHODOLOGY:**

Present study is exploratory in nature. A survey method was used to collect the primary data from the respondents, for which a structured questionnaire was developed and used to validate the hypothesis of this study. A sample of 180 respondents has been considered. The sampling method was purposive sampling. Mean and t-test was applied to find out appropriate results of the study.

#### **FINDINGS OF THE STUDY:**

Table 1 shows that number of Male respondents are 58.89% and female respondents are 41.11%, respondents. Respondents with the age group of 16 to 20 years are 32.78%, those who are between the age group of 20 to 25 years are 37.22%, and those who were above 25 years were 30%. With reference to the education of the respondents, High School and Intermediate were 39.44%, Graduates and Post-Graduates were 29.44%, and others were 31.12%.

**Table 1: Demographic profile of the respondents**

<b>Variables</b>	<b>Number of Respondents</b>	<b>%age</b>
<b>Gender</b>		
Male	106	58.89%
Female	74	41.11%
<b>Total</b>	<b>180</b>	<b>100%</b>

Variables	Number of Respondents	%age
<b>Age group</b>		
16 to 20 years	59	32.78%
20 to 25 years	67	37.22%
Above 25 years	54	30%
<b>Total</b>	<b>180</b>	<b>100%</b>
<b>Education</b>		
High School & Intermediate	71	39.44%
Graduates & Post Graduates	53	29.44%
Others	56	31.12%
<b>Total</b>	<b>180</b>	<b>100%</b>

**Table 2: Challenges faced by students in e-learning**

Sr. No.	Statements	Mean Score
1.	Students are facing difficulty in adapting the system of e-learning	4.20
2.	Technical issue is one of the biggest challenge faced by students	4.49
3.	Lack of computer and internet knowledge	3.65
4.	Lack of concentration during e-learning sessions	4.29
5.	Time management is challenging in e-learning system	4.32
6.	Shortage of gadgets is faced by siblings	3.76
7.	Students are unable to clear doubts as they cannot connect to teachers personally	3.64
8.	Students lack effective communication skills during online learning	4.44
9.	Students start losing self-motivation once they find difficulty in online learning	4.31
10.	Lack of interaction with teachers	4.42

Table 2 shows the Mean value for the statements with reference to the Challenges faced by students in e-learning. With reference to the first statement, “Students are facing difficulty in adapting the system of e-learning” has recorded the mean value of 4.20; next statement “Technical issue is one of the biggest challenge faced by students” the mean value is 4.49. Third statement is “Lack of computer and internet knowledge” the mean value for this statement is 3.65; another statement is “Lack of concentration during e-learning sessions” the mean value for this statement is noted as 4.29. Fifth statement is “Time management is challenging in e-learning system” 4.32; next statement of the topic is “Shortage of gadgets is faced by siblings” the mean value is recorded as 3.76. Seventh statement is “Students are unable to clear doubts as they cannot connect to teachers personally” the mean value is 3.64; statement “Students lack effective communication skills during online learning” has the mean value of 4.44. The mean value is 4.31 for statement “Students start losing self-motivation once they find difficulty in online learning” and the last statement is “Lack of interaction with teachers” the mean value is noted as 4.42.

**Table 3: Challenges faced by students in e-learning**

Sr. No.	Statements	Mean Score	t Value	Sig
1.	Students are facing difficulty in adapting the system of e-learning	4.20	11.369	0.000
2.	Technical issue is one of the biggest challenge faced by students	4.49	22.412	0.000
3.	Lack of computer and internet knowledge	3.65	2.078	0.020
4.	Lack of concentration during e-learning sessions	4.29	11.288	0.000
5.	Time management is challenging in e-learning system	4.32	9.220	0.000
6.	Shortage of gadgets is faced by siblings	3.76	3.533	0.000
7.	Students are unable to clear doubts as they cannot connect to teachers personally	3.64	2.237	0.013
8.	Students lack effective communication skills during online learning	4.44	14.666	0.000
9.	Students start losing self-motivation once they find difficulty in online learning	4.31	11.059	0.000
10.	Lack of interaction with teachers	4.42	11.813	0.000

Table 3 shows that all the above statements with reference to the Challenges faced by students in e-learning are found to be significant, as the t-value for all the statements are positive and significance value is less than 0.05.

**CONCLUSION:**

A high demand in terms of delivery of education through a more flexible medium is expected. Students are mostly studying or working concurrently which argues that activities and examinations should be offered in an open way where the students get the freedom of choosing the time for submitting their assignments and also for their examinations. As regards the mode of delivery, it is seen that whole the outreach of infrastructure is quite low and also connectivity has some issues, it is important to have an alternate means of delivering education, especially to students who study by themselves. “Mean” and “t-test” been applied to find out the Challenges faced by students in e-learning.

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