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THE IMPACT AND EFFECTIVENESS OF E-LEARNING ON DISTANCE EDUCATION: STUDENT'S VIEWS

[*1]Dr. Veena, G., [2]Kavya, N., [3]Puneeth, B. M.

[1]Lecturer, Dept. of Library & Information Science, Mangalore University.

[2]Assistant Librarian, University of Agricultural Sciences, GKVK, Bengaluru.

[3]Documentalist, University of Agricultural Sciences, GKVK, Bengaluru.

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***Corresponding Author: Dr. Veena, G**

Lecturer, Dept. of Library & Information Science, Mangalore University.

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ABSTRACT

The study aim is to know the usefulness of e-learning among PG students of Distance Learning of Kuvempu University, Shivamogga. The main effort of the study is to determine the impact of e-learning among PG students of distance education . The study has adopted survey method for collection of data. Questionnaire was structured to elicit answers from the respondents. Questionnaire were distributed to the students throughout their contact classes of Kuvempu University.The results revealed that, 1377(95.9%) of the respondents use the Smart Phone for e-learning, while majority 1131(78.8%) users 'Agree' with the statement 'E-learning gives opportunity to learn more', 936 (65.2%) users 'Strongly agree' with 'E-learning helps me to acquire new knowledge effectively'.The results of the study focused on the influence of e-learning on executing successful plans in the university educational system, making awareness during the contact classes about e-learning tools and technologies for distance learning.

KEYWORDS: E-Learning, Distance Education, Kuvempu Univrsity, Shimogga,

INTRODUCTION

Education is a form of learning in which cognitive (Knowledge), affective (attitudes, believes, values) and psychomotor (skills) of a group of people are transmitted from presentgeneration to the future generation through teaching, learning or oral transaction. Learning environment as a part of our life has been changed due to the elaborating of technology (Ayorinde, 2001). Technology has reformed our learning environments in all

levels particularlyin higher education. Now a days students are familiar with technology and can familiarize to it much faster than past generations. Once learning practices are modified, e-learning content becomes wealthier and more varied (Dugan and Hernon, 1997).

E-learning is growingquickly across the world though educational system has influenced significantly because it is fully advantageous and flexible nature. E-learning produces constructive learning outcomes, as it permit students to enthusiastically participate in learning at anytime and anyplace (O'Malley, 1999). E-learning inspires multiple students in higher education to pursue program simultaneously. E-learning containsuse of Information and Communication Technology (ICT) to develop and help teaching and learning activities. Currently, e-learning is inspiring the world societies at large. The evolution of technology is drastically changing the social norms. Educated and uneducated masses use technology frequently for enjoyment and benefits.

Distance learning has earned the credibility of a viable and effective alternative channel for imparting education at all levels all over the world and India is no exception to it. However the academic performance of distance learners is usually looked down on account of its low quality or for some other reasons. Information Technology has brought many benefits in the field of education, especially distance education (Ferguson and DeFelice, 2010). These technologies facilitate the Distance Learners to access greater variety of learning resources; improved opportunities for individual learning; the possibilities of greater access of information; greater flexibility offered by the wide range of technologies; and there is a higher degree of interactivity as convergence occurs between individuals.

Review of Literature

Distance learning has resulted in substantial changes to the organization of educational resources. The most obvious change is that students no longer need to be present at all on campus. For this reason, organizational structures for distance learning must diverge greatly from those of conventional educational establishments. In addition, organizations need to be restructured to accommodate the rapid adoption of new technologies. (Bates, 2005).E-learning is becoming a common feature of the educational system, even in higher education. In order to implement the learning process, including in Indonesia, an e- learning system has become essential. To assist the distance learning system, Universities Terbuka has built an online learning system called online tutorials. (Harsasi and Sutawijaya, 2018). E-learning platforms like discussion boards, forums, and other dialogue-style exchanges offer a classroom setting where students may practice working as a team and openly share their

opinions and ideas. (Afghani1, 2021). Offering seminars, workshops, invited presentations, and other educational events on e-learning can raise knowledge of the subject and foster a strong sense of satisfaction with the chances for student engagement in virtual learning settings (Chatterjee, and Correia, 2020). Students enrolled in distance education exhibited a positive attitude toward online learning and demonstrated strong self-regulated learning, teamwork, information sharing, and technological skills pertinent to online learning via the distance education mode. Nwana et.al.(2017) study examined students enrolled in the National Open University of Nigeria's (NOUN) distance education program's awareness of and use of e-learning resources. The results demonstrated that most of the online course materials are known to the students. Çiftci et.al. (2010) evaluate the distance education students' attitude toward web-based learning and show how resistance relates to age, gender, program, and grade level. Resistance is viewed as a dimension of attitude. 432 students from Gazi University Distance Education Vocational School make up the study's sample. The results of this study indicate that the distance education students' grade level and the program they were enrolled in had an impact on their resistance level, which is a component of attitude toward web-based earning.

Objectives of the study

- To know the type of electronic devices prefer to use for e-learning
- To identify the the main source to know about e-Learning
- To identify the advantages of E-learning on Distance Education.
- To identify the impact of E-learning on Distance Education.
- To identify the problems encountered by the students while e-learning

METHODOLOGY

This research used a questionnaire-based survey method. A well-structured questionnaire was designed to collect data from the various disciplines of distance learners of Kuvempu University, namely the Social Sciences, Science/Technology, and Commerce/Management. The sample size of respondents was calculated based on Krejcie & Morgan formula (Krejcie & Morgan, 1970)

$$S = \frac{\chi^2 NP(1-P)}{d^2(N-1) + \chi^2 P(1-P)}$$

By using Krejcie & Morgan formula of sample size with a margin of error 0.025 and with a confidence level of 95%, the total population of this study was 21743 and hence the sample size is 1650. 1650 questionnaires were distributed and 1435 completely filled questionnaires were received obtaining a response rate of 87.0 %.

Data Analysis and Interpretation

Table: 1. Gender -Wise Distribution.

Sl.No	Gender	Discipline			
		Soc.Sci. (N=806)	Sci./Tech. (N=187)	Com. /Mngt. (N=442)	Total (N=1435)
1	Male	329 (40.8%)	77 (41.1%)	185 (41.9%)	591 (41.2%)
2	Female	477 (59.2%)	110 (58.9%)	257 (58.1%)	844 (58.8%)
3	χ2- Value	χ2 =.127, df=2, p=.939			

The table.1 shows gender-wise distribution of distance learners of Kuvempu University. Out of 1435 respondents, 844 (58.8%) are female and 591 (41.2%) are male respondents. The results of the study revealed that both males and females were pursuing their higher education through distance education mode and the number of female respondents were more compared to male respondents in all the three faculties.

To have a better view on analysis the χ2-test conducted for 2 d.f. at the 5% level of significance shows that there is no significant relationship between these groups of frequencies(χ2=0.127 , p=.939.>0.05).

Table: 2. Use of Computer devices for e-learning.

Sl. No	Devices	Discipline			
		Social Science	Science/ Technology	Commerce/Management	Total
1	**Desktop**	**298(36.9%)**	**96(51.3%)**	**252(57.1%)**	**646(45.1%)**
2	**Laptop**	**130(16.1%)**	**83(44.1%)**	**189(42.7%)**	**402(28.1%)**
3	**Smart Phone**	**759(94.2%)**	**181(96.7%)**	**437(98.8%)**	**1377(95.9%)**

Data in Table 2shows that, 1377(95.9%) of the respondents use the Smart Phone for e-learning, followed by 646(45.1%) of the respondents use Desktop and 402(28.1%) make use of the Lap Top which is a minimal number. It is interesting to know that the Smart phone is being widely used, as it has maximum mobility and convenience.

Table: 3. Distribution of Place of Access to Internet for E-Learning

Sl. No	Place of Access		Discipline		
		Soc.Sci. (N=806)	Sci./Tech. (N=187)	Com. /Mngt. (N=442)	Total (N=1435)
1	Work Place	131 (16.2%)	78 (41.7%)	214 (48.4%)	423 (29.4%)
2	Cyber café/ Computer centre	80 (9.9%)	24 (12.8%)	60 (13.5%)	164 (11.5%)
3	Home	401 (49.8%)	52 (27.9%)	108 (24.5%)	561 (39.1%)
4	Hostel/library	194 (24.1%)	33 (17.6%)	60 (13.5%)	287 (20.0%)
5	χ2- Value	χ2 =184.918, df=6,p=.000			

The table 3displays that the users were asked about access to internet for e-learning. The findings showed that, 561(39.1%) users acknowledge access to internet at home whereas 423(29.4%) of the respondents accessed at their work place and 164(11.5%) of the respondents prefer Cyber Cafe or Computer Centre. The other places to access the internet facility is hostel/library (15.5%).It is observed that, most of the users access internet at home. The χ2-test showed for 6 d.f. at the 5% level of significance shows that there is a significant difference among the respondents of various categories(χ2=184.918,p=.000).

Table: 4. Time Spent on E-Learning.

Sl. No	Time Spent	Discipline			
		Soc.Sci. (N=806)	Sci./Tech. (N=187)	Com. /Mngt. (N=442)	Total (N=1435)
1	Less than 1 hour	129 (16.0%)	17 (9.1%)	19 (4.2%)	165 (11.5%)
2	1-2 hours	321 (39.9 %)	26 (13.9%)	41 (9.3%)	388 (27.0%)
3	2-3 hours	193 (23.9%)	86 (46.0%)	204 (46.1%)	483 (33.6%)
4	3-4 hours	116 (14.4%)	38 (20.3%)	115 (26.1%)	269 (18.7%)
5	More than 5 hours Irregular	47 (5.8%)	20 (10.7%)	63 (14.3%)	130 (9.1%)
6	Total	806 (100.0%)	187 (100.0%)	442 (100.0%)	1435 (100.0%)
7	χ2- Value	χ2 =285.146, df=8,p=.000			

The data shown in table 4 surmised the duration of time spent on e-learning by the students of distance learning. Table indicates that 483(33.6%) of the respondents spent 2-3 hours for E-Learning per day, followed by 388(27.0%) of the respondents spent 1-2 hours, 165(11.5%) of

the respondents spent Less than 1 hour and only 90(6.4%) of the respondents spent More than 5 hours for E-Learning.

The $\chi 2$-test showed for 8 d.f. at the 5% level of significance shows that there is significant difference between the time spent for e-learning by the respondents of various categories ($\chi 2$=285.146, p=.000>0.05). The faculty of Science and Technology distance learners spent more time in e-learning compared to other categories.

Table: 5. Source to Know About E-Learning

Sl. No	Methods of learning	Discipline				$\chi 2$- Value
		Social Science	Science/ Technology	Commerce/ Management	Total	
1	Self	442 (54.9%)	93 (49.7%)	216 (49.0%)	751 (52.3%)	$\chi 2$ =40.282 df=2,p=.000 *
2	Friends/Family Members	397 (49.2%)	56 (30.0%)	131 (29.6%)	584 (40.7%)	$\chi 2$ =116.285 df=2,p=.000 *
3	Attending training programs	484 (60.0%)	144 (77.0%)	317 (71.7%)	945 (65.9%)	$\chi 2$ =2.583 df=2,p=.275
4	Through Teachers	342 (42.4%)	164 (87.9%)	388 (87.4%)	894 (62.3%)	$\chi 2$ =212.686 df=2,p=.000*

Note: * p<0.05

Table 5showed respondents' used source to know about e-learning. Majority of the students 945(65.9%) the main source to know about e-Learning was Attending training programs followed by 894(62.3 %) Through Teachers, trial and error method with 777(54.1%) and self-learning come next with 751(52.3%).In order to know the association between the preferred modes of acquiring knowledge about e-learning and the students of distance learning, Chi-Square analysis has been performed. The result given in the table clearly indicates that there is a significant association between the preferred modes of acquiring knowledge about e-learning and the students of distance learning (p=.000), except for the fields attending training programs (p=.275).

Table: 6. Purpose of E-Learning

Sl. No	The purpose	Discipline				$\chi 2$- Value
		Social Science	Science /Technology	Commerce/ Management	Total	
1	To prepare notes/ assignments	616 (76.4%)	160 (85.5%)	381 (86.1%)	1157 (80.6%)	$\chi 2$ =20.804 df=2,p=.000*
2	To enhance knowledge on syllabus oriented	536 (66.5%)	150 (80.5%)	363 (81.9%)	1049 (73.1%)	$\chi 2$ =40.821 df=2,p=.000*

	subject areas					
3	To satisfy the thrust on reading interest	435 (54.0%)	99 (53.0%)	233 (52.7%)	767 (53.4%)	$\chi2$ =.203 df=2,p=.903
4	Preparing for examination	645 (80.0%)	151 (80.7%)	370 (83.7%)	1166 (81.3%)	$\chi2$ =2.582 df=2,p=.275
5	To get awareness on different (other) subject areas	363 (45.1%)	97 (51.8%)	233 (71.7%)	693 (48.3%)	$\chi2$=7.842 df=2,p=.020*
6	For preparing competitive exams	582 (72.2%)	155 (83.0%)	366 (82.8%)	1103 (76.9%)	$\chi2$ =22.413 df=2,p=.000*
7	For recreation/ entertainment	302 (37.4%)	78 (41.7%)	187 (42.3%)	567 (39.5%)	$\chi2$ =3.231 df=2,p=.199

Note: * p<0.05

The Table 6 describes the main purpose behind e-learning by the distance students. It is observed that, four of the seven purposes have highest responses from the students. Majority of students opined that their purpose of e-learning is to preparing examination i.e. 1166(81.3%), followed by preparation of notes and then for assignment writing i.e. 1157(80.6%), preparation for competitive examination with responses of 1103(76.9%) and lastly enhance syllabus knowledge and updating from the course material i.e. 1049(73.1%) and so on. The responses to the other purposes are very moderate and less. This shows that the distance learners have access e-learning resources and they use them progressively more for study purposes. The responses therefore are quite in commensurate with the academic and examination related work of the distance learners and they make the best use of them for the pursuance of their studies only.

The result of Chi-Square test also shows that there is no significant difference between the purpose of information seeking and the distance students only in a few fields viz., To satisfy the thrust on reading interest(p=.903), preparing for examination(p=.275),and for recreation/ entertainment(p=.199) since the probability value is more than the .05.

source to know about e-learning. Majority of the students 222(99.11%) were aware of e-Learning. Majority students 102(45.53%) the main source to know about e-Learning was the Internet.

Table 2 showed respondents' awareness of e-Learning and source to know about e-learning. Majority of the students 222(99.11%) were aware of e-Learning. Majority students 102(45.53%) the main source to know about e-Learning was the Internet.

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Table: 7. Advantagesof E-learning among distance learners.

Sl. No	Opinion	Discipline				χ2- Value
		Social Sciences (N=806)	Science/ Technology (N=187)	Commerce/ Management (N=442)	Total (N=1435)	
1	E-Learning makes me able to access global world	714 (88.5%)	159 (85.0%)	371 (83.9%)	1244 (86.7%)	χ2 =5.862 df=2,p=.053
2	Increases the learner's motivation to learn	491 (60.9%)	120 (64.1%)	349 (78.9%)	960 (66.9%)	χ2 =42.680 df=2, p=.000*
3	e-Learning is making good students more active and self-learner without others help	599 (74.3%)	145 (77.5%)	346 (78.2%)	1090 (76.0%)	χ2 =2.750 df=2,p=.253
4	E-Learning greatly helped students to improve their learning skills	381 (47.2%)	91 (48.6%)	216 (48.8%)	688 (47.9%)	χ2 =.337 df=2,p=.845
5	E -learning provides time flexibility	604 (74.9%)	138 (73.8%)	325 (73.5%)	1067 (74.4%)	χ2 =.332 df=2,p=.847
6	E-learning help to set my own schedule	564 (70.0%)	146 (78.1%)	345 (78.0%)	1055 (73.5%)	χ2 =11.863 df=2,p=.003*
7	e-learning is often more cost-effective	486 (60.2%)	171 (91.4%)	407 (92.1%)	1064 (74.1%)	χ2 =183.993 df=2,p=.000*

Note: * $p<0.05$

It is found from the table 7 that, out of 7 advantages of e-learning, the data reveals that the six advantages are over 70% and the first being the E-Learning makes me able to access global world with highest percentage of 1244(86.7%), whereas e-Learning is making good students more active and self-learner without others help with 1090(76.0%) response, E -learning provides time flexibility with 1067 (74.4%) response,e-learning is often more cost-effective with 1064 (74.1%) response, Increases the learner's motivation to learn with 960(66.9%) response.

Table: 8. Impact of E-learning on Distance Educatiuon.

Sl. No	Opinion	Rating Scale	Discipline				Test Statistics	
			Social Scieces (N=806)	Science/ Technology (N=187)	Commerce/ Management (N=442)	Total (N=1435)	F-value	P-value
1	E-learning helps me to acquire new knowledge effectively	Strongly Agree	486 (60.3%)	131 (70.1%)	319 (72.2%)	936 (65.2%)	4.699	.003
		Agree	219 (27.2%)	39 (20.8%)	90 (20.5%)	348 (24.3%)		
		Neutral	56 (7.2%)	6 (3.2%)	10 (2.2%)	72 (5.0%)		
		Disagree	33 (4.0%)	6 (3.2%)	11 (2.4%)	50 (3.5%)		
		Strongly Disagree	12 (1.4%)	5 (2.7%)	12 (2.7%)	29 (2.0%)		
2	E-learning gives opportunity to learn more	Strongly Agree	94 (11.6%)	36 (19.2%)	85 (19.4%)	215 (15.0%)	.657	.578
		Agree	658 (81.8%)	138 (73.8%)	335 (75.8%)	1131 (78.8%)		
		Neutral	44 (5.4%)	10 (5.3%)	19 (4.2%)	73 (5.1%)		
		Disagree	6 (0.7%)	2 (1.0%)	1 (0.2%)	9 (.6%)		
		Strongly Disagree	4 (0.5%)	1 (0.5%)	2 (0.4%)	7 (.5%)		
3	E-learning gives me great pleasure and satisfaction	Strongly Agree	56 (7.0%)	111 (59.4%)	214 (48.4%)	381 (26.6%)	5.857	.001
		Agree	605 (75.0%)	56 (30.0%)	176 (40.0%)	837 (58.3%)		
		Neutral	109 (13.6%)	9 (4.8%)	24 (5.4%)	142 (9.9%)		
		Disagree	26 (3.1%)	7 (3.7%)	16 (3.6%)	49 (3.4%)		
		Strongly Disagree	10 (1.2%)	4 (2.1%)	12 (2.6%)	26 (1.8%)		
4	Learning through electronic devices creates eagerness,	Strongly Agree	250 (31.0%)	108 (57.9%)	250 (56.6%)	608 (42.5%)	7.398	.000
		Agree	123 (15.2%)	65 (34.7%)	157 (35.6%)	345 (24.0%)		
		Neutral	388 (48.3%)	4 (2.1%)	10 (2.2%)	402 (28.0%)		

	curiosity and encourages me to do something new	Disagree	37 (4.5%)	6 (3.2%)	15 (3.4%)	58 (4.0%)		
		Strongly Disagree	8 (1.0%)	4 (2.1%)	10 (2.2%)	22 (1.5%)		
5	E-learning helps to develop higher order thinking skills	Strongly Agree	122 (15.1%)	32 (17.1%)	74 (16.7%)	228 (15.9%)	7.097	.000
		Agree	483 (60.0%)	91 (48.6%)	221 (50.0%)	795 (55.4%)		
		Neutral	108 (13.5%)	45 (20.1%)	115 (26.0%)	268 (18.7%)		
		Disagree	70 (8.6%)	13 (7.0%)	19 (4.2%)	102 (7.1%)		
		Strongly Disagree	23 (2.8%)	6 (3.2%)	13 (2.9%)	42 (2.9%)		
6	E-learning facilitate to fast and efficient means of getting updated information.	Strongly Agree	134 (16.7%)	127 (68.0%)	289 (65.3%)	550 (38.3%)	3.142	.024
		Agree	532 (66.0%)	12 (6.4%)	31 (7.0%)	575 (40.1%)		
		Neutral	69 (8.5%)	39 (20.8%)	95 (21.7%)	203 (14.2%)		
		Disagree	7 (0.8%)	00 (0%)	2 (0.4%)	9 (.6%)		
		Strongly Disagree	64 (8.0%)	9 (4.8%)	25 (5.6%)	98 (6.8%)		
7	E-learning helps to Scored more in examination	Strongly Agree	10 (1.3%)	3 (1.6%)	7 (1.5%)	20 (1.4%)	1.360	.253
		Agree	571 (70.8%)	62 33.1%)	147 (33.2%)	780 (54.4%)		
		Neutral	90 (11.1%)	95 (50.9%)	225 (50.9%)	410 (28.6%)		
		Disagree	35 (4.3%)	21 (11.2%)	49 (11.1%)	105 (7.2%)		
		Strongly Disagree	100 (12.4%)	6 (3.2%)	14 (3.1%)	120 (8.4%)		

The data presented in the table 8 reveals that E-learning has had a positive impact on the students in distance learning. To know the users view various statement were placed and users had to mark as strongly agree, agree, neutral, disagree and strongly disagree with the statements. Out of 1435, majority 1131(78.8%) users 'Agree' and 215 (15.0%) 'Strongly

agree' with the statement 'E-learning gives opportunity to learn more', followed by 936 (65.2%) users 'Strongly agree' and 348(24.3%) users 'Agree' to 'E-learning helps me to acquire new knowledge effectively', 837(58.3%) users 'Agree' and 381(26.6%)users' Strongly agree' to 'E-learning gives me great pleasure and satisfaction',795(55.4%) users 'Agree' and 268(18.7%) of them 'neutral' to 'E-learning helps to develop higher order thinking skills', 608(42.5%) users 'Strongly agree' and 345(24.0%) users 'Agree' about 'Learning through electronic devices creates eagerness, curiosity and encourages me to do something new', 575(40.1%) users 'Agree' and 550(38.3%) users 'Strongly agree' about 'E-learning facilitate to fast and efficient means of getting updated information',780(54.4%) users 'Agree' and 410(28.6%) users 'Neutral' about 'E-learning helps to Scored more in examination'.

The One-way ANOVA test has been employed to know the significant differences between the students of distance learning and Impact of E-learning on Distance Learning

The result of One-way ANOVA presented in the table clearly shows that there is a significant association between the students of distance learning and Impact of E-learning on Distance Learning.

Table: 9. Problems faced while E-learning.

Sl. No	Problems	Discipline				$\chi 2$- Value
		Social Science	Science/ Technology	Commerce/ Management	Total	
1	Lack of training to access and use the e-resources	585 (72.5%)	122 (65.2%)	291 (65.8%)	998 (69.5%)	$\chi 2$ =8.012 df=2,p=.018*
2	Non-availability of e-resources on the subject area	420 (52.1%)	133 (72.1%)	322 (72.9%)	875 (61.0%)	$\chi 2$ =60.914. df=2,p=.000*
3	Lack of system speed and network capacity	495 (61.4%)	107 (57.2%)	254 (57.4%)	856 (59.7%)	$\chi 2$ =2.377 df=2,p=.305
4	Lack of access via hand held devices (mobile phone)	565 (70.1%)	107 (57.2%)	253 (57.2%)	925 (64.5%)	$\chi 2$ =25.526 df=2,p=.000*
5	Lack of Time	644 (80.0%)	121 (64.7%)	283 (64.0%)	1048 (73.0%)	$\chi 2$ =44.087 df=2,p=.000*
6	Irrelevant content on the internet	474 (58.8%)	132 (70.5%)	346 (78.2%)	952 (66.3%)	$\chi 2$ =50.206 df=2,p=.000*

Note: * $p<0.05$

According to the filled in questionnaires, they found some problems that are faced by the users while e-learning. The main problem experienced by the users was lack of time with 1048(73.0%) who responded that the key factor was lack of training to access and use of elearning resources with

998(69.5%) response. Irrelevant content with 952(66.3%)comes next and there are other problems experienced by the students of distance learning such as lack of access via hand held devices (mobile phone) with 925(64.5%)response and non – availability of relevant information on the internet with 875(61.0%).

Findings of the study

- Out of 1435 respondents, 844 (58.8%) are female and 591 (41.2%) are male respondents.
- Vast majority 1377(95.9%) of the respondents use the Smart Phone, followed by 646(45.1%) of the respondents use Desktop.
- About 945(65.9%) of the students stated that their the main source to know about e-Learning was Attending training programs followed by 894(62.3 %) Through Teachers, trial and error method with 777(54.1%) and self-learning come next with 751(52.3%).
- It is observed from the study that, 561(39.1%) users acknowledge access to internet at home whereas 423(29.4%) of the respondents accessed at their work place.
- About 483(33.6%) of the respondents spent 2-3 hours for E-Learning per day, followed by 388(27.0%) of the respondents spent 1-2 hours.
- Majority of students opined that their purpose of e-learning is to preparing examination i.e. 1166(81.3%), followed by preparation of notes and then for assignment writing i.e. 1157(80.6%), preparation for competitive examination with responses of 1103(76.9%).
- The findings of the research study found that-Learning is making good students more active and self-learner without others help with 1090(76.0%) response, E -learning provides time flexibility with 1067 (74.4%) response e-learning is often more cost-effective with 1064 (74.1%) response.
- Out of 1435, majority 1131(78.8%) users ‘Agree’ with the statement ‘E-learning gives opportunity to learn more’, Most 936 (65.2%) users ‘Strongly agree’ to ‘E-learning helps me to acquire new knowledge effectively’.
- A large number 795(55.4%) users ‘Agree’ and 268(18.7%) of them ‘neutral’ to ‘E-learning helps to develop higher order thinking skills’.The results indicated that about 780(54.4%) users ‘Agree’ and 410(28.6%) users ‘Neutral’ about ‘E-learning helps to Scored more in examination’.
- It is found that the users are experiencing the problem while E-learning, overload of information on the Internet with highest response of 1180(82%), Internet speed which is very slow 925(64.5%), retrieval of irrelevant/ junk information i.e., 904(63.0%).

CONCLUSION AND RECOMMENDATIONS

The advent of ICT and the Internet has presented a complex web of challenges and opportunities for education.E-learning is astirringinnovative way to learn about everything. It has bought a positive impact on the lives of students. It offers many openings for supporting teaching –learning progression and certifyingwell and upgraded learning outcomes. The cumulativeusage of technology in the field of learning has enriched the excellence of education. Distance learning has become accepted as an effectivealternate scheme for offering education to diverse patrons at all levels.Based on the outcome of the present research study the nextrecommendations are offered i.e. The distance education program offering universities/ academic institutions introduce information literacy classes on the use of e-learning materials , institutions should sustain the awareness by creation e-learning resources centres and computer labs and procure adequate e-learning resources needed in distance learning such as internet computers, videophone systems and teleconferencing devices Direct Broadcast Satellite (DBS) and Digital Satellite Systems.

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