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Research Paper

A Study on Teaching-Learning Process Through E-Learning in Higher Secondary Schools

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ABSTRACT

The study explores the history and significance of e-learning, highlighting how the global health crisis has accelerated its adoption. It lists the main advantages of e-learning, including its flexibility, accessibility, and potential for personalized learning experiences. By understanding these perspectives, more effective e-learning strategies can be developed that meet students' technological and pedagogical needs and improve their overall learning experience. The study uses descriptive survey method of 100 students to know their perceptions and the problems they faced in e learning. The results show a diverse range of e-learning experiences and viewpoints. The flexibility and accessibility of online learning, which enables individuals to access a wider variety of educational resources and manage their time more effectively, are largely appreciated by students. However, they also report significant challenges, such as technical issues, Lack of electricity and internet facility, infrastructural problems, lack of discipline, and digital literacy, lack of motivation and Distraction. Electricity facility should be given. It has been suggested that infrastructure and an internet connection be made available, that learners be properly motivated, and that students be taught digital literacy. the study conclude that e-learning has many advantages and the potential to improve secondary education's teaching-learning process, but in order to overcome its present drawbacks, it also needs substantial improvements in pedagogical approaches, infrastructure, and training.

Keywords: *E-learning, ICT, Teaching, Perception, Internet and Students*

Technology has had a significant impact on education in the contemporary era. As a result, the method that teaching and learning are carried out has significantly changed as a result of the integration of technology into education (Singh, M. 2020). The literature defines e-learning as using the Internet or other computer networks to access educational materials or to facilitate lecturer-student interaction (Wu & Hwang, 2010). Colleges have therefore switched from using traditional teaching and learning paradigms to using e-learning (Yakubu et al., 2020; Singh, M & Singh, S, 2020). The worldwide COVID-19 epidemic has expedited the transition to digital education by requiring the swift implementation of remote learning technologies to maintain educational continuity. The pandemic compelled educational institutions to move all of their student-related operations online (Sobaih et al., 2020).

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E-learning in Higher Education

From conventional pedagogical approaches to modern techniques that assist knowledge acquisition and delivery using computer technology, higher education has undergone a significant transformation. The chance to enhance teaching abilities and expand students' learning potential has been made possible by the development of technology (Filimban, 2008; Singh, S., Singh, M., & Kumar, R, 2021). One example of cutting-edge technology utilized in higher education is e-learning. More than any other factor, the COVID-19 pandemic may have contributed to the uptake of e-learning systems, particularly in developing countries. The adoption of different e-learning platforms by educators and pupils depends on their proficiency with them. It was challenging for students from underdeveloped nations with inadequate resources to completely integrate into the digital world. The fast growth of technology and the Internet have made it necessary for the education sector to adopt Internet-based learning materials for students in primary through higher education, as the demand for e-learning has been growing continuously. Thus, in the era of COVID-19, the use of ICT for education and learning dismantles obstacles that would otherwise be challenging to overcome and facilitates the global sharing of information and experience (Singh, M., 2023).

E-learning has been adopted by several colleges as a cutting-edge approach to instruction (Yawson D.E., Yamoah F.A, 2020). In the meantime, there is an increasing need for e-learning programs to support the varied range of learners that these programs are catering to (Rajab K.D, 2018). E-learning has the potential to have a bigger influence on students' academic performance, accomplishments, and satisfaction levels than traditional classroom education, claim Costley and Lange (Costley J., Lange C.H, 2017). Because of its practical, adaptable, and affordable qualities, e-learning has drawn more attention in the recent few years from the academic community [Jami et al., 2018]. Because it saves time and energy for students who live in remote areas and are enrolled in universities or colleges, several scholars advocate taking courses through an e-learning system. Nonetheless, the effectiveness of an e-learning system hinges on comprehending certain predisposing elements that impact students' adoption and utilization of these e-learning platforms.

Objectives of the Study
- To study the perceptions of higher secondary school students about e-learning.
- To identify the problems faced by the students with regard to e-learning.
- To obtain suggestions from the students for better teaching learning process through e-learning.

Research Questions
- What are the perceptions of higher secondary school students about e-learning?
- What kind of problems faced by the students through e-learning?
- What are the suggestions given by the higher secondary school students to solve the problems related to e-learning?

REVIEW OF RELATED LITERATURE

Imran (2012) in his research found that the e-learning is emerging as the future trend of learning in India would be dominant in the times ahead. E-Learning has created new dimensions in education, both within and beyond the curriculum and is still looking at further opportunities of becoming more practical.

Rhema, et al., (2013) in their study found that e-learning is increasingly becoming a vital stream and modern model of education worldwide, including developing countries.

Suri, et al., (2015) the results showed that no significant relationship exists between age and attitude towards computer and e-learning. The results of this study also show that students of Punjabi University are well versed with the latest tools and forms of e-learning.

Suri & Sharma (2016) in their results study showed that teachers of Panjab University are in favor of blending current teaching method with e-learning. The perception of teachers towards e-learning was explored in this study. The results indicated that majority of teachers felt that video recording of lectures for future reference should be done.

Gupta & Sharma (2018) in their study found that senior school students belonging to different residential areas, stream & type of school differ not difference in their attitude towards e-learning. However male students scored higher than female students on the attitude scale.

Diab and Elgahsh's (2020) results revealed that overall, 61.6% of students had a negative attitude towards e-learning. The most common obstacles to e-learning were infrastructure and technology, technical and management support, and instructors' characteristics (87.1%, 85.2%, and 82.9%, respectively).

Radha, et al., (2020) in their study reported that E-learning had become quite popular among students all over the world particularly during the lockdown period due to the COVID-19 pandemic.

Akcil & Bastas (2021) study observed that there was a positive relationship between digital citizenship behaviors and e-learning attitudes. In addition, it has been observed that the negative anxiety of students due to the pandemic was reflected in their e-learning processes. However, overall results show that digital citizenship behavior digital learning process could be a positive response to the COVID-19 closure period.

Namhyun (2021) in his study found that learners' attitudes toward e-learning were positively influenced by perceived e-learning usefulness, self-management of learning, and self-efficacy. However, the perceived system quality had no influence and no statistical significance.

Alasmari (2022) results showed that the teachers generally had neutral attitudes towards e-learning, positive views of its advantages, and neutral opinions about its disadvantages. The researcher recommended that more studies should explore teachers' attitudes in different fields and the advantages and disadvantages of e-learning in each region of Saudi Arabia.

Singh & Tana (2022) result showed that there was a significant difference between the attitude of male and female students towards e-learning and no difference was found based on Tribal status, Settlement, and Subject background.

RESEARCH METHODOLOGY

The main objective of this study was to examined the higher secondary school students about e-learning and what problems they were facing. For that purpose, the investigator collected data from the higher secondary school students about e-learning. After analyzing

the objective and procedure to achieve the objective of study the investigator used this descriptive survey method to carry the present study. The study included 100 respondents from Kathua district. A self-made scale was employed to collect data during the survey. Percentage analysis was used to study the perceptions of the higher secondary school students towards e learning. e-learning.

Findings of the Study
The following main findings of the study

1. It has been found (84%) of respondents agreed that e-learning is the necessity of teaching learning process.
2. It has been found (60%) of respondents agreed that YouTube help in making teaching effective.
3. It has been found (53%) of respondents agreed that e-learning tools help in making realistic teaching.
4. It has been found (74%) of respondents agreed that YouTube help the students in teaching learning process.
5. It has been found (75%) of respondents agreed that teaching learning programmes are facilitated by teaching aids.
6. It has been found (55%) of respondents disagreed that e-learning tools discourage the traditional way of teaching.
7. It has been found (57%) of respondents agreed that e-learning apps should be simple and brief.
8. It has been found (66%) of respondents agreed that e-learning is an interactive as real teaching learning process.
9. It has been found (71%) of respondents agreed that e-learning makes the whole teaching-learning process more entertaining.
10. It has been found (85%) of respondents agreed that e-learning technologies can improve job performance of the students.
11. It has been found (46%) of respondents agreed that e-learning creates more problems than it solves.
12. It has been found (89%) of respondents agreed that using virtual albums in classroom teaching captures the interest of the pupils.
13. It has been found (61) of respondents disagreed that application of the web technology in teaching-learning facilitates poor learning.
14. It has been found (79%) of respondents agreed that teaching, using L.C.D. projector provides better understanding.
15. It has been found (67%) of respondents agreed that use of e-learning apps in teaching-learning is time consuming.
16. It has been found (65%) of respondents disagreed that teaching apps help the students to generate their own ideas
17. It has been found (56%) of respondents agreed that teaching aids help in the development of varied skill.
18. It has been found (45%) of respondents agreed that *teaching-learning, use of educational software will reduce the interest among the students*.
19. It has been found (61%) of respondents disagreed that t*eaching with the help of black board is the only way of teach effectively*.
20. It has been found (59%) of respondents agreed that u*se of multimedia in teaching-learning decrease the individuality of the teacher*.

21. It has been found (82%) of respondents agreed that t*eleconferencing technique enables wider participation and interaction of a large number of students in learning a particular subject.*
22. It has been found (75%) of respondents agreed that lack of motivation makes E-learning programme irritating.
23. It has been found (57%) of respondents agreed that e-learning is suitable approach for students with visual & physically impaired.
24. It has been found (85%) of respondents agreed that e-learning infrastructure is very expensive for the government to afford.
25. It has been found (845%) of respondents agreed that e-learning provide a good match for face to face communication.
26. It has been found (78%) of respondents agreed that *web based learning course enable the students to understand course content effectively*.
27. It has been found (55%) of respondents agreed that e-learning tools help teacher to motivate student before teaching.
28. It has been found (91%) of respondents agreed that e-learning tools helps in providing quality education.
29. Show the problems faced by respondent during e-learning course conducted online education
    - Lack of electricity
    - No internet facility
    - Infrastructural problems
    - Technical issue
    - Lack of discipline
    - Lack of digital literacy
    - Lack of motivation
    - Distraction
30. Show the suggestion for improvement in teaching learning process through e-learning
    - Electricity facility should be given
    - Infrastructure facility should be available
    - Availability of internet connection
    - Motivation should be given to learners
    - Digital literacy should be given to students

Educational Implications

E-learning is unquestionably essential for giving students access to current knowledge and information. Social networking sites have developed into a vital platform for students to express themselves and to fortify ties with friends and family that were previously formed. This suggests that the value and significance of face-to-face interactions with individuals are diminished by this mode of communication. E-learning is becoming a more significant component of higher education and is beneficial to the teaching and learning process.

Today, everyone, including teachers and students, needs to be familiar with ICT. Research has been done to enable e-learning to be taught to students, so policymakers and education students should always take into consideration the fact that training and all of its implications should always be at the center of the state in order to promote acceptance among teachers and students. Additionally, the government should offer soft loans through banks in order to allow e-learning materials to become widely available.

Suggestions for Further Research

Following suggestions must be kept in mind while considering further research:

- The present study was limited to a sample of 100 students. Same study can be done on large sample also.
- The present study was limited to the higher secondary school students of Kathua district. So, the same study can be carried out in under graduate level.
- The present study was limited to 10 school of Kathua district.
- The present study was conducted on the students only. It can also be conducted on the teachers.

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