

Chapter 4

E–Learning Critical Success Factors Impacts on Learner Satisfaction and Outcomes

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ABSTRACT

E-learning is an ever-changing concept, and many theories have been developed and studied for it. The common aptitude test for management schools in India started online in 2009, and almost all coaching firms, like testing firms, are migrating online. Furthermore, the current pandemic COVID-19 has required all participants in learning to be online for the previous year and a half. Therefore, the present study is designed to analyse the causal relationship of the factors affecting learners perceived-learning-outcomes-and-satisfaction of e-learning in the preparation of graduate admission tests. The results concluded that effective and constructive conversation among students, as well as between students and instructors, has a substantial and beneficial impact on learning outcomes. In addition, the course objectives and strategy, module structure, course content supplied to students, and grading component designs are all critical for an online class. The study is useful for e-learning educators, managers, and legislators.

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INTRODUCTION

E-learning bridges the gap between learning and technology. In the previous two decades, there has been a rise in study on e-learning terminology and learning methods in higher education (Wu, 2016; Tsai, Shen, & Chiang, 2013). Due to the variety of technology and methodologies used for online learning, e-learning encompasses a wide range of approaches and behaviours (Clarke, 2007). Learners access the course via correspondence, e-mail, printed material, recorded audios, on-demand videos, virtual laboratories, computer-assisted instructions, synchronous or asynchronous communication, web-based material, multimedia, simulation and gaming, wireless/handheld devices, and other means in an online setting (Hiltz & Turoff, 2005). The researchers have revealed that the e-learning enhances their learning outcome and increases the satisfaction among students (Islam and Sheikh, 2019; Chopra, Madan, Jaisingh and Bhaskar; 2019). The factors like course quality, course structure, interactivity, faculty, style of learning, availability of course, flexibility and quality of tutorials, quality of technology and mentorship are the reasons for choice of e-learning mode by students (Freeman and Urbaczewski, 2019; Harsasi and Sutawijaya, 2018). The relevance of online courses for industry also increases the satisfaction level of learners (Eom and Ashill, 2016).

Concept of E-learning

E-learning is a concept that is always changing. In various studies, several concepts have been coined and explained. In 1955, a concept known as CAI (Computer-Assisted Instruction) was proposed as a method of teaching problem-solving skills (Zinn, 2000). Concepts of computer assisted learning have been investigated in a variety of ways. Some of these emphasise the use of technology, while others emphasise communication (Mason & Rennie, 2006). E-learning at universities and educational institutions has grown as a result of new technological breakthroughs that make it easier to learn online. As e-learning has grown in popularity, new technologies such as user interfaces and templates for creating course structures with varied features for e-learners have emerged. Blackboard, Moodle, and WebCT are some of the most popular Learning Management Systems (Alexander & Golja, 2007; Coates, James, & Baldwin, 2005). E-learning is defined as learning delivered online, over the internet, in a variety of formats, including distant education, computerised electronic learning, online learning, internet learning, and others. It refers to when students take courses that are provided through the internet to locations other than the classroom or where the professor is teaching. Learners can communicate with teachers, professors, and other students in the class in addition to self-learning via the internet. It is sometimes provided live, with real-time interaction, and other times it is a pre-recorded lecture (Chawla & Joshi, 2012). Although e-learning allows for more individualised learning and collaboration with peers and experts (Pillay, Irving & Tones, 2007), it requires a high level of self-control, self-direction, and self-regulation (Edmundson, 2009; Wong, 2007). Previous research has discovered that e-learning has a number of disadvantages, including decreased satisfaction, decreased interest, increased frustration, low instructor engagement/interaction, poor peer engagement, learning, and relationships, dropouts, a lack of feedback, ambiguity surrounding class schedules or requirements, overwhelming online discussions, and an overflow of information from emails. According to researchers, internet-based or online-delivered education has resulted in a decrease in educational quality. Learners' lack of preparedness for e-learning or technology-enhanced learning may contribute to low satisfaction and learning outcomes, as well as the adoption of user-friendly LMSs (learning management systems) (Diep, Zhu, Struyven & Blicck,

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