Original Article

Impact of E-Learning on Higher Education

Fahad Sarfraz[1]

Associate Professor, Department of Medical Education, School of Health Professions Education (SHaPE) CMH Lahore Medical College & Institute of Dentistry

Correspondence Author: Fahad Sarfraz
Email: dfsarfraz@gmail.com

Abstract

Background: Most institutions in the Pakistan face many educational troubles that innovation can offer assistance to overcome. A digital source, such as Zoom, LMS and Moodle e-learning stage has been actualized at national level in Pakistan. These learning helps to provide e-content and to show different conceivable outcomes for executing a synchronous e learning web-based modules. This paper appears highlighted the e-learning increments which motivate the undergrad for online learning.

Objective: The current study was conducted to assess the magnitude of e-learning among the students of a private medical college.

Study Design: Descriptive, cross sectional study design.

Place & Duration: The study was conducted during the period of six months from March 2024 to September 2024 at CMH Medical College Lahore.

Methodology: Non probability convenient sampling technique was used and all the students of 1st and 2nd year MBBS were invited for the study. Approval of institutional ethical review committee and informed consent from

the participants were obtained. The collected data was organized, entered on SPSS version 23 to analyzed by the use of statistical tools.

Results: Total 200 study participants, 43.5% were females and 56.5 % were males, 50% were from 1st year and 50% were from 2nd year of MBBS class. The majority of participants (63%) were from urban area. Father's occupation of participants was businessman (35%), professionals including doctor, teachers and engineers (25%), landlord and farmers (15%), other Government employees (25%). Education level of fathers was bachelor degree or above in (75%) and among mother of the participants it was found as (54.5%).

Conclusion: This think about has detailed a few critical discoveries almost online instruction, confuted others and displayed a extend of forecasts around long haul of online innovation for instructive purposes

Key Words: e-learning, higher education, inspiration, web-based instruction

INTRODUCTION

"E-learning can best be defined as the science of learning without using paper printed instructional material". E-learning is the use of telecommunication expertise to bring information for education and training[1]. With the development of information and communication technology development, E-learning is emerging as the paradigm of modern education[2]. "The great advantages of E-learning include liberating interactions between learners and instructors, from limitations of time and space through the asynchronous and synchronous learning network model"[3]. "E learning is commonly referred to the intentional use of networked information and communications technology in teaching and learning[4]. A number of other terms are also used to describe this mode of teaching and learning". They include online learning, virtual learning, distributed learning, network and web-based learning. The term E-learning comprises a lot more than online learning, as the letter "e" in E-learning stands for the word "electronic", "E-learning would incorporate all educational activities that are carried out by individuals or groups working online or offline[5, 6]".

METHODOLOGY

Non probability convenient sampling technique was used and all the students of 1st and 2nd year MBBS were invited for the study. Approval of institutional ethical review committee and informed consent from the participants were obtained. The collected data was organized, entered SPSS version 23 and analyzed. In this consider e-learning had been utilized as an instrument for the understudies to conduct intellectuals web-based works out. Other Mixed media rebellious of the e-learning may possibly be utilized in future ponders. The outline was overseen by faculty of of medicine. This inventory comprised of 5 items 7-point rating scale was used to score different items. The final score of each dimension were obtained by calculating the arithmetic means of each item. The final score for each subgroup was classified as ''low'', ''average'', or ''high''. The study subjects were communicated about voluntary participation, confidentiality and informed consent was obtained. Data collection tool was distributed and different queries of the participants regarding questionnaire were clarified.

The data regarding age, gender, class, previous education, parental education, and occupation was also collected. The information was collected from the classes and the inadequate surveys were avoided from the think about. This information was organized, entered within the adaptation of SPSS version 21 and analyzed by the utilize of measurable apparatuses.

RESULTS

Out of total 200 study participants, 43.5% were females and 56.5 % were males, 50% were from Ist year and 50% were from 2nd year of MBBS class. The majority of participants (63%) were from urban area. Father's occupation of participants was businessman (35%), professionals including doctor, teachers and engineers (25%), landlord and farmers (15%), other Government employees (25%). Education level of fathers was bachelor degree

or above in (75%) and among mother of the participants it was found as (54.5%). These finding are presented in Table 1.

Table 1 Socio-demographic Profile of the study participants

Variable		Frequency n=200	Percentage
Gender	Male	113	56.5
	Female	87	43.5
Class	MBBS Ist Year	100	50
	MBBS 2nd Year	100	50
Previous Education	Matric/F.sc	190	95.0
	O/A Level	10	5.0
Family Residence	Urban	126	63.0
	Rural	21	10.5
	Mix	53	26.5
Father's Occupation	Businessman	70	35.0
	Professional	50	35
	Landlord & farmers	30	15
	Govt. Employee	50	25
Father's Education	Bachelor Degree or above	150	75
	Intermediate or Below	50	25
Mother's Education	Bachelor Degree or above	109	54.5
	Intermediate	91	45.5

Table 2 Sowing the Prevalence of E Learning among medical students

QUESTIONNAIRE USED IN THE STUDY FOR E LEARNING	Frequency	Percentage
"I like using e-learning for modules"	150	75%
"I think the teacher's application of e-learning in teaching modules helps me improve my skills"	160	80%
"I think my grades will improve by using e-learning"	130	65%
"I find modules easier when the teacher uses e learning in teaching"	140	70%
"Using e-learning for modules is more interesting than the traditional method"	170	85%

DISCUSSION

Various considers around have showed up that fruitful utilize of elearning might offer help increase understudy motivation engagement, and cooperation[7]. It ought to also increment understudy lesson intrigued, and made strides behavior and execution on center subjects. One of the basic components for students' triumph in e-learning get ready is self-motivation. The Integration of information and communication progressions with the learning get prepared depends on the participants' person motivation. In organize to lock in understudies to maximize the ICT potential in their learning arrange, understudies have to be reinforced with their computerized redesigned learning[8]. Be that because it may, various considers around have appeared up that non IT understudies need to grow the level of their creative and communication aptitudes to be able to advantage basically from the openings promoted by e-learning[9]. They require of certainty and encounter in utilizing head way may well be extra impediment for

other undergraduates[10]. In e-learning get ready, understudies work transparently and numerous understudies might find it troublesome to initiate it their substance, due to the requirement of face-to-face contact with educates and other individual understudies. All these components outline that these understudies will not be able to require parcel sensibly and succeed interior the e-learning handle. Thus, in orchestrate to reasonably development and effectively utilize all e-learning disobedient to reasonably get to online data, a number of understudies require the elemental equipment and a number of particular capacities[11]. Certainly, ELearning would increment the inspiration and engagement of understudies for learning and offer assistance them to gotten to be self-coordinated free learners. It is obvious that E-Learning triumph in higher instruction depends on ampleness of transport and tasteful planning of instrument interior the choice of E-Learning exercises. Insufficiently arranged staff can have gotten to be an obstruction in a finely balanced learning prepare and can lead to issues in application utilize and inside the insight of understudies. The participants were from 1st and 2nd year MBBS classes which may be a impediment of this inquire about. The ponder subjects from all the classes can surrender a more agent finding with respect to the college. Additionally, the consideration of a single private restorative college moreover limits the generalizability to undergrad restorative understudies[12]. It'll be more suitable to oversee a multicenter consider. Be that as it may, this investigate can be utilized as a base lined inquire about for encourage thinks about[13].

CONCLUSION

This think almost has nitty gritty a number of basic disclosures almost online instruction, confuted others and shown a run of forecasts around long run of online advancement for instructive purposes. Teaches ought to be get it their understudy inspirations when direction online classes. Be that because it may, it can be troublesome to overview understudy motivations for online learning due to the need of person contact between the understudies and educators. One way to maintain a strategic distance from usually to have

the understudies complete an online appraisal shape on inspiration. From the information obtained, a educator can distinguish a number of strategies to lock in the understudies and keep them motivated. Most vitally, it ought to be famous that more technology does not fundamentally lead to superior learning results.

Limitations

This study was conducted at one private medical college and total numbers of students are limited as per our local capability. We recommend extending this study to other private and government sector medical colleges and more students may be involved to formulate the guidelines regarding elearning in medical students.

Suggestions / Recommendations

Our study was conducted in one private medical college. Further validity of the study needs that it should be conducted in other private and government sector medical colleges.

Conflict of Interest / Disclosure

Independent study founded and performed with in the Pakistani health system. It has been approved by the relevant institutional ethical review board, written informed consent by all participants. All data were received, checked and analyzed statistically and results were obtained.

REFRENCES:

1. Hamid AA. e-Learning: Is it the "e" or the learning that matters? The internet and higher education. 2001;4(3-4):311-6.

2. Kumar Basak S, Wotto M, Belanger P. E-learning, M-learning and D-learning: Conceptual definition and comparative analysis. E-Learning and Digital Media. 2018;15(4):191-216.

3. Ho S-C, Hsieh S-W, Sun P-C, Chen C-M. To activate English learning: Listen and speak in real life context with an AR featured u-learning system. Journal of Educational Technology & Society. 2017;20(2):176-87.

4. Arkorful V, Abaidoo N. The role of e-learning, advantages and disadvantages of its adoption in higher education. International Journal of Instructional Technology and Distance Learning. 2015;12(1):29-42.

5. Rodrigues H, Almeida F, Figueiredo V, Lopes SL. Tracking e-learning through published papers: A systematic review. Computers & Education. 2019;136:87-98.

6. Mohammadi H. Investigating users' perspectives on e-learning: An integration of TAM and IS success model. Computers in human behavior. 2015;45:359-74.

7. Fatima N, Abu K. E-learning Research Papers in Web of Science: A Biliometric Analysis. Library Philosophy and Practice. 2019:1-14.

8. Agarwal N. A study on CMS with web usage solutions. Agarwal, Nidhi. 2018:1683-5.

9. Wijaya YS, Kamaruddin E, Duskarnaen MF. Development of Teaching Materials Introduction to Statistics Using E-learning for Students of Jakarta State University. KnE Social Sciences. 2019:257–65-–65.

10. Al Jardani KS. E-Learning in Higher Education; Challenges and Opportunities. E-Learning. 2020;14(11).

11. Ahn TD. Moderating Effect of Learning styles on the relationship of quality and satisfaction of e-Learning context. Journal of Digital Convergence. 2017;15(12):35-45.

12.   Karmakar B, Behera SK. The Attitude of Higher Secondary School Teachers towards E-Learning in Purulia District of West Bengal, India. ATIKAN. 2015;5(1).

13.   Kang SYG, Siddiq M, Isa MYBM. RESOURCE CAPABILITIES OF VIRTUAL LEARNING SYSTEM AND ITS ADOPTION BEHAVIOR AMONG UNIVERSITY STUDENTS.