

# E Learning Performance a Comparative Study Public and Private Organizations

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## Abstract-

The objective of this research was to perform a survey relating to students' and teachers' opinions as well as experiences regarding on-line classes. The survey method was utilized with regard to data collection. The data was examined using SMART PLS. The findings show that the students were satisfied with on-line education throughout the crisis of COVID-19.

**Keywords:** E learning, Motivation, Internet availability, Behaviour'

## I. INTRODUCTION

E-learning has expanded greatly in the last few years as modern technology has been incorporated into training and education. E-Learning might be described as instruction provided electronically over the internet, multi-media or Intranets systems for example DVD or CD-ROM (Hall, 2003; Singh, O'Donoghue, O'Neill, 2004). As many consumers nowadays have accessibility to direct Web-based connections, e-learning is usually recognized with web based learning (Hall, 2003). Several writers talk about online learning, web-based education, and e-learning interchangeably, a method that'll be used in this paper. E-learning might be applied in many different ways, for example by using self-paced impartial study units, asynchronous active sessions (where individuals work together at distinctive instances) or synchronous active settings (where students meet right away) (Ryan, 2001). Estimations claim that the sum of money US organizations invested in the IT-based delivery of education increased from 3 billion dollars in 1999 to 11 billion dollars in 2003 (Koprowski, 2000). Additionally, the global industry for e-learning is estimated to become more than 18 billion dollars after 2005 (Moore, 2001), with many businesses showing that more than half of their education and training will be provided electronically in the next 5 years (Gold, 2003). Universities and colleges also continue to enhance their web-based course solutions to attract people for example working people who often have minimal access to advanced schooling (Haugen et al, 2001; Liaw and Huang, 2002) so as curricula plus company modifications need new means of providing education and learning to the people (O'Neill et al., 2004; Schleede, 1998). Predictions suggest on-line solutions continuously enhance considerably in academic along with company settings for a long time in the future (Meyen et al., 2002). Even though e-learning (as well as other blended methods which incorporate on-line elements

into conventional classes) keeps growing quickly, still it remains in an initial phase of development. For that reason, deliverers and developers of web based education require more knowledge of how students understand as well as respond to aspects of e-learning (since student opinion and mindset is crucial to inspiration and education) with how to use these methods most successfully to improve education (Koochang and Durante, 2003). This study analyzes the observed use of the usage of online learning programs in education and learning settings. The outcome elevates essential factors regarding making use of on-line education.

On-line education and courses are significantly turning into a part of the learning and education system throughout the world. Online channel makes education and learning hassle-free and effortlessly accessible by all. The education and learning field has been a continuously growing thing. However, online learning has been among the largest sectors worldwide with regard to advanced schooling. Although on-line and distance programs have been there for a very long time, the introduction of the on-line mode of taking instructional classes as compared to the conventional face-to-face class room strategy in colleges and universities has been regarded just within the last couple of years. With regards to the academic system, face-to-face class room strategy has been one of the most prominently utilized. Understanding and ease of using off-line techniques and insufficient desire for on-line channels of training have been the most important obstacles to the adoption of on-line channels of education and learning. However, in the wake of the present COVID-19 crisis circumstance conduction of on-line classes at the university and college level has been turned necessary by the academic boards. Covid-19 has taken out a significant alternation in the academic method in the whole world. Universities around the world have progressed to virtual classes suspending traditional school rooms. On-line education is at an earlier phase of development in the world. In Asia, although this change has been a mix of negative and positive for many private educational institutions, the govt universities and colleges still are adapting. Whilst modern technology makes points obtainable and simpler, it is also restricting, particularly in Asia, where lots of students deal with a problem when it comes to internet access. As a result, results in difficulties with participation and attendance in on-line sessions, therefore making the variation of on-line channels of education and learning a problem.

At the same time, face to face class room establishment provides instant feed-back to faculty associates and learners regarding the high quality of lesson, experience and delivery. Within a classroom setup, an instructor can look at students' body gestures as well as these non-verbal clues helps the instructor to instantly make a change within their teaching method to best suit the requirements of the learners. Further individualized and questioning attention in the class room atmosphere to get a much more detailed understanding of the student's clearness with ideas being educated is the main benefit in comparison with on-line channels. What may easily be observed and contacted in the class room needs a bit more searching and awareness in an on-line class. Examining and studying how web based instructional classes need to be arranged and designed by taking into account the teachers' and students' viewpoints must be a fundamental element of constructing an on-line teaching strategy along with education. Earlier studies have researched students' opinions and satisfaction regarding on-line education and physical learning. Spielman, Pangelinan, and Fortune (2011) examined more than a hundred students who took and also participated in either an on-line learning section or physical learning of the Tourism and Recreation course at a modern university in North California, US and discovered that no mathematically considerable change in education preference was identified among those participating in the two various learning processes. One more research by Tratnik (2017) pointed out considerable variations in student satisfaction when on-line classes had been compared to face to face learning of English being an international language. Students getting the online training course were observed to become more pleased with the course in comparison to their physical/face-to-face counterparts.

## II. LITERATURE REVIEW

What we should learn about learning is a crucial starting place for going through the usage of modern technology and also the success and design of on-line and mixed learning. The foundation of efficient on-line education is just like the building blocks of efficient learning generally. One of many practices surrounding how individuals learn, this research paper concentrates on a few areas of education, which often are linked with the usage of the web based learning elements incorporated in a couple of courses of the research. Learning theory shows that learning is enhanced or promoted (1) whenever learners are actively included in the education, (2) whenever projects reveal real-life experiences and contexts, and (3) when deep learning or critical thinking is marketed via reflective or applied activities (Bransford et al., 2002). All these areas of learning are reviewed, with the subsequent debate of how the on-line education elements incorporated within the two courses had been selected with these proportions in thought. Many studies have indicated that a student's productive participation in the education procedure improves education, a procedure also known as productive learning (Benek-Rivera et al., 2004; Sarason and Banbury, 2004). Effective learning requires "instructional actions including students in performing important things and considering what they're doing" (Bonwell and Eisen, 1991). Active coaching or learning by doing has been discovered to lead to beneficial learning results (Picciano et al., 2005). As numerous innovative

technologies and internet based routines are involved, on-line classes have the possibility to generate conditions where learners positively participate in material and understand through performing, improving their knowledge because they develop innovative information (Johnston et al., 2005). As Driscoll (2002) notices, whenever learners become energetic students in the knowledge development procedure, the main focus of education changes from addressing the programs to dealing with concepts. And making use of modern technology resources 'to think with' allows dealing with concepts and gaining knowledge from that procedure (Scardamalia, 2002). Additionally effective involvement, learners better understand as well as useful material when issues and circumstances are set up within the context of real-world problems and conditions (Eble, 1988). Real circumstances and situations might provide stimulation for education, providing better student inspiration and anticipation for understanding, simulating and representing real-world issues and contexts, delivering a crucial framework for student thinking (Quitadamo and Brown, 2001). Putting an emphasis on real tasks in perspective instead of a summary of context actions results in a higher probability of education (Driscoll and Carliner, 2005). Modern technology and on-line training can help education by delivering real-life contexts to interact with students in fixing complicated issues (Duffy and Cunningham, 1996). The usage of real-world circumstances can encourage in-depth learning with the progression of critical thinking abilities. Critical thinking requires the productive and skilled evaluation, functionality, and use of the info in exclusive situations (Scriven and Paul, 2004). Learning maintenance and overall performance show improvements as learners are necessary to apply what they've learned and reflected upon the education (Bereiter and Scardamalia, 1989; Bransford et al., 2000). However, on-line coaching can provide possibilities to encourage reflective ideas and in-depth education via logically including and using rules learned. On-line training, like a simulation, thrusts students into a learning practical experience, developing engagement and offering activities that positively participate students to evaluate, evaluate and synthesize info while creating knowledge (Driscoll and Carliner, 2005). Constructed upon a basis of education theory, e-learning could offer several essential benefits. To students, on-line coaching provides the versatility and comfort to accomplish learning units where and when a student needs it. Furthermore, on-line education and learning have been utilized to minimize costs and also to offer an effective, standardized method to provide content. Additionally possible financial savings, e-learning has a pedagogical perspective beyond conventional methods associated with the foundations of learning discussed. For example, multi-media abilities might be utilized with learning activities that enable students to use ideas logically. Or, animation might help illustrate ideas and occasions hard to depict in conventional classes that, consequently, can help an even more appropriate conversation of crucial concepts. E-learning delivers "new" info not found in conventional sources, successfully reinforcing other course info via providing illustrations, details, evaluations, and exercises. In this manner, on-line instruction could improve learning in comparison to what might be achieved with a class room just approach (McEwen, 1997). Although, there are possible drawbacks or restrictions to on-line learning. For instance, one research determined that asynchronous e-learning wasn't efficient

being a stand-alone approach to provide technological training for IT experts. Students within the study said that e-learning removes class room interaction time, where a considerable amount of real-learning occurs as consumers incorporate info, use software programs, utilize knowledge to solve problems and connect to the teacher as well as other students (Laine, 2003). However, despite the different drawbacks of E-learning, there are also a lot of benefits of online classes and the research project shows that the majority of students were happy and satisfied with online learning

III. MATERIAL AND METHODS

Research Methodology was based on the choice of methods, techniques, as well as approaches picked out for accomplishing the study and gathering data for examining the research purpose and also it is dependent on the type of the research queries. For implementing the research methodology, it had been necessary to consider the nature and purpose of the research into consideration (Kumar, 2010).

In this research project the research methodology was made to collect the point of view of the students and teachers and students regarding E-learning.

Sample Technique

Simple random sampling technique was used in this research project.

Research Design

Quantitative research design was used for data analysis.

Sources of Data Collection

The gathering of data can be the most important method in a research project. There are various most effective research techniques around the globe, though; in the event that we're not able to gather the essential data we can't have the ability to accomplish our research study. Data collection takes much time and energy and tedious job that needs complete organizing, complete work, information, motivation plus more to have the capability to complete the work properly. Data collection begins with discovering which kind of facts is needed, associated with the collection of the data from the various part of the population. And then, it is essential to make use of a particular approach to gather the information and data from the chosen sample (Hox and Boeije, 2005).

In this research project the questionnaire was developed (attached in the appendix) and filled from the students and teachers from Jinnah University BBA health, and Karachi Institute of Health Sciences. The data was collected from 350 participants.

Data Analysis

The data was collected by using questionnaires that's why distributed to the teachers and students for getting information about their points of view regarding e-learning. The question years have included two sections the first section was about the demographics and the second section was about the questions that were asked by the respondents. After collecting the data from the students and teachers the data was analyzed by using Smart PLS software. How about the previous literature was also reviewed critically for analyzing the data of the research project as well as the answers to the questions also properly analyzed during this research.

Target Population

The data as collected from the students and teachers from Jinnah University BBA Health and Karachi Institute of Health Sciences. The sample size in this research study as 350 participants.

Questionnaire as developed to get the point of views of students and teachers regarding e-learning.

Dependent Variables

- E learning

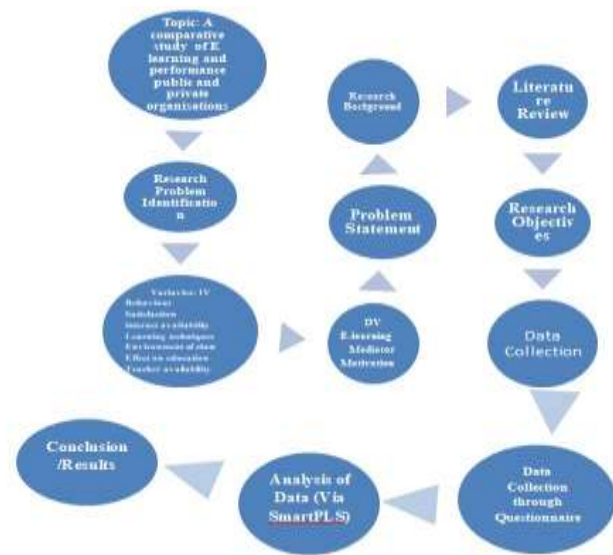
Independent Variables

- Behaviour
- Satisfaction
- Internet availability
- Environment of class
- Student Engagement

Mediator Variable

- Motivation

Research Process



IV. RESULTS

Below are the results that got from the 1st 100 respondents from Jinnah University BBA Health.

Jinnah University BBA Health (1st 100 Respondents)

Indikator	Indikator (Kuantifikasi)	Skor Asli	Mean	Stdeviasi	Min	Max	Skor Normalisasi	Skor Normalisasi	Skor Akhir
1	1	1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9	9	9
10	10	10	10	10	10	10	10	10	10
11	11	11	11	11	11	11	11	11	11
12	12	12	12	12	12	12	12	12	12
13	13	13	13	13	13	13	13	13	13
14	14	14	14	14	14	14	14	14	14
15	15	15	15	15	15	15	15	15	15
16	16	16	16	16	16	16	16	16	16
17	17	17	17	17	17	17	17	17	17
18	18	18	18	18	18	18	18	18	18
19	19	19	19	19	19	19	19	19	19
20	20	20	20	20	20	20	20	20	20
21	21	21	21	21	21	21	21	21	21
22	22	22	22	22	22	22	22	22	22
23	23	23	23	23	23	23	23	23	23
24	24	24	24	24	24	24	24	24	24
25	25	25	25	25	25	25	25	25	25
26	26	26	26	26	26	26	26	26	26
27	27	27	27	27	27	27	27	27	27
28	28	28	28	28	28	28	28	28	28
29	29	29	29	29	29	29	29	29	29
30	30	30	30	30	30	30	30	30	30
31	31	31	31	31	31	31	31	31	31
32	32	32	32	32	32	32	32	32	32
33	33	33	33	33	33	33	33	33	33
34	34	34	34	34	34	34	34	34	34
35	35	35	35	35	35	35	35	35	35
36	36	36	36	36	36	36	36	36	36
37	37	37	37	37	37	37	37	37	37
38	38	38	38	38	38	38	38	38	38
39	39	39	39	39	39	39	39	39	39
40	40	40	40	40	40	40	40	40	40

### Jinnah University BBA Health (2nd 100 Respondents)

Below are the results that got from the 2nd 100 respondents from Jinnah University BBA Health.

Table with 11 columns: Indicators, Indicator Correlations, Raw File, No., Missing, Mean, Median, Min, Max, Standard Dev., Error Percent, Skewness. Rows include Respondents, Gender, Age, Mental Status, Qualification, Location, and various Questions 1-35.

### Jinnah University BBA Health (Remaining 50 Respondents)

Below are the results that got from the remaining 50 respondents from Jinnah University BBA Health

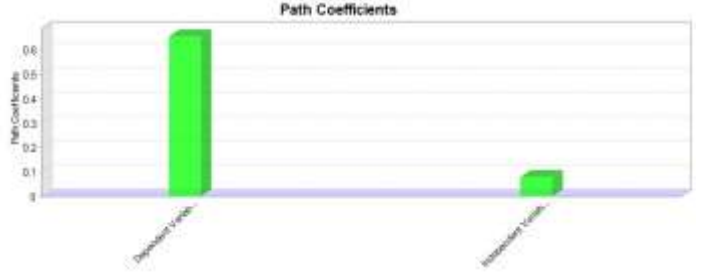
Table with 11 columns: Indicators, Indicator Correlations, Raw File, No., Missing, Mean, Median, Min, Max, Standard Dev., Error Percent, Skewness. Rows include Respondents, Gender, Age, Mental Status, Qualification, Location, and various Questions 1-35.

### Karachi Institute of Health Sciences

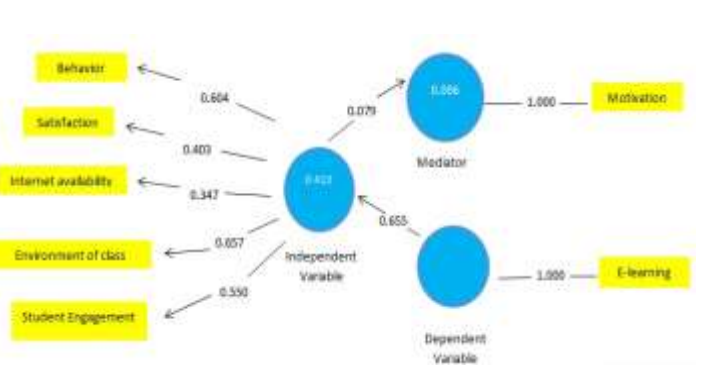
Below are the results that got from the respondents of Karachi Institute of Health Sciences.

Table with 11 columns: Indicators, Indicator Correlations, Raw File, No., Missing, Mean, Median, Min, Max, Standard Dev., Error Percent, Skewness. Rows include Respondents, Gender, Age, Mental Status, Qualification, Location, and various Questions 1-35.

### Overall Results



Dependent Variable	Independent Variable	Mediator
	0.655	
Independent Variable		0.079
Mediator		



## V. DISCUSSION

This research project was based on the satisfaction level of students and teachers during online classes at the time of COVID-19. However, the research was conducted and the results have shown that the students were satisfied with online classes. The findings show that the students were satisfied with on-line education throughout the crisis of COVID-19.

## VI. CONCLUSION

This research project was based on the E Learning Performance in Public and Private Organizations. However, the data was collected from 350 participants that show that the majority of students were satisfied with online/e-learning. Even though the sample size was small to make generalizations to the larger on-line advanced schooling human population, the data can throw light upon the common problems experienced by professors and learners throughout on-line classes. The on-line method of learning was in the early stage about 1 year ago, for that reason having clearness regarding the issues experienced as well as the anticipations of learners and educators may help to organize successful and organized techniques for taking on-line classes. It is very important to remember that the survey demonstrated agreement among teachers and students regarding ideas of the on-line mode of learning. The viewpoints of both were supportive and reflective of one another.

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