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Transition Towards E - Learning Through Digital Platform - A Special Reference To Faculties In Chennai City

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Abstract: In recent years especially after covid-19 learning would have been done through digital platforms for both students as well as faculties. The emergence of digital platform facilitating the learners to learn at convenient time in a convenient place would impact the transition towards e-learning. In this research the researcher aims to find out the factors influencing the faculties to transit towards e-learning and their satisfaction level of faculties for their learning through digital platforms. 200 questionnaires were distributed to the faculties of Arts & Science College and Engineering College through Google forms in convenience sampling methods within Chennai city. Findings of the study highlighted that the researcher has prioritized the factors which influence the faculties to use digital platforms for their learning.
Key words: E-learning, digital learning, faculties' transition, learning

1. Introduction

The rapid process of technology, the education sector has also undergoing tremendous changes especially after covid 19. Though the word e-learning was coined in the year 1990's but it was gradually increasing after the pandemic. Various digital platforms have emerging to provide e - .educations through virtually to the students. These digital platforms has concentrating on the various aspects like active learning, balances between asynchronous and synchronous activities, cognitive load, collaboration, communication, computer playfulness, interaction(learner- trainer), learner control and problem based learning(case studies, simulation techniques) to make the students knowledgeable as per the requirements of the industry. The advent of digital platforms has not only paved the way for the students educations but also for the faculties and teacher to learn and updates their knowledge through the various online courses, online workshops, webinar, virtual conferences, e-books, articles and other modes. As the e-learning concepts expand for students, it is the need of faculties and teachers to be very comfortable with new methods of teaching, communication and new technologies to deliver and provide uninterrupted quality of educations through virtual mode.

2. Objectives of the study

- To determine the factors for the faculties to transits of e-learning
- To analysis the satisfaction level of faculties for their learning on digital platforms

3. Review of Literature of the study

Naghavi, M. A. (2023) he emphasized that behaviourial intension made the adaption and usage of e-learning which influenced by the self-efficacy and perceived usefulness. **Alenezi, A. (2012)** he pointed out that e-learning effectiveness is based on perspective of gender perception, age differences and educational level of the person. Faculty members with fewer years of experience have a better understanding of e-learning. From the faculty point of view e-learning has positive impact also this technology would enhance learning. **Krishnakumar. R & Rajesh. K.M. (2011)**, he examined that the teachers who are good at knowledge on Computer handling & ICT would have positive impact on the e-learning and higher educational institutions should motivate the faculties on creating positive attitude towards e-learning by providing and facilitating ICT.

Rajabalee, Y. B., & Santally, M. I. (2021). The researcher identified though the learners gave negative feedback such as lack of support from organizer, technical difficulties however learners are satisfied with the learning system though online mode. The implications make the institutions modifying their learning policy for the betterment of learner's experience. **Al Gamdi, M. A., & Samarji, A. (2016)**, states in his study that female faculty doesn't facing much hurdle while learning through digital mode than the male faculty. Also HEIs should promote ICT in education and e-learning by creating strategic policies. This policies should ensures the high speed Internet and uninterrupted networks are mandatory at educational institutions.

4. Research methodology of the study

This research was descriptive in nature. To strengthen the study on Transition towards e-learning through digital platforms, researcher had used both primary and secondary data for his research work. To obtain the information from primary data the researcher used structured questionnaire with the dimension on demographic, awareness of respondents, factors for using digital platforms, experienced on using digital platforms and satisfaction level on digital platforms for e-learning and this questionnaire was distributed to around 200 faculties of various colleges in Chennai city (Arts and Science college, Engineering college) through Google forms on convenience sampling methods. But the researcher got only 147 responses. Out of 147 respondents 3 found to be incomplete. Hence the researcher finalized 144 respondents as sample size for this study. Also research papers, article, Journals, websites, e-books were referred and used some significant information's as secondary data for this study. SPSS software was used for analyzing statistical tools.

5. Hypothesis of the study

- H_0: There is no association between the gender and factors of transisting for e-learning through digital platforms
- H_0: There is no association between the age and factors of transisting for e-learning through digital platforms

6. Analysis and Interpretation of data

Demographic Profile of the Respondents

The demographic profile shows that Majority 60% of the respondents are male and 40% of the respondents are female. Age of the respondents depicts that 44% of the respondents are in the age group of 31 to 40, 29% of the respondents are in the age group of 41 to 50 and 9% are in the age group of above 50. Also the demographic profile states that majority 72% of the respondents are married and only 28% of the respondents are single. Income of the respondents discloses that majority 56% of the respondents are earning income between Rs.20000 to Rs.40000. Also we inferred that most of the respondents (54%) are having experience between 5 to 15 years in teaching, 21% are respondents are having experience between 15 to 20 years.

Table 1: Descriptive Statistics for Factors which influencing the faculties to transition for e-learning

	Mean	**SD**
Publishing Article and Journal	3.7959	1.2046
Compulsion from my Institution	3.7483	1.0652
Part of My Higher studies	4.0272	0.9285
Purpose of Handling class	3.8844	0.9545
Strengthen My Profile	4.0612	0.8211
Knowledge Updation	4.1769	0.7825

The above table descriptive statistics discloses that stimulating factors to use digital platforms for their learning. Here faculties begins to use digital platforms for their knowledge updating (mean score is 4.1769) in their respective field would become the primary factor. The next factors which influence for e-learning is strengthening their profile (Mean Score is 4.0612) and part of their studies (4.0272) also influences for e-learning. Purpose of handling class (Mean Score is 3.8844) would be the next factors for transition for e-learning. Publishing articles & journal and Institution influences for e-learning would be the rest of the factors for the faculties to transition for e-learning.

Factor analysis on the Experienced faced by the faculties on Learning through digital platforms

Table 2: Kaiser-Meyer-Olkin Measure of Sampling Adequacy

Kaiser-Meyer-Olkin Measure of Sampling Adequacy		.841
	Approx. Chi-Square	759.521
Bartlett's Test of Sphericity	df	55
	Sig.	.000

The value of KMO test is 0.841 which is higher than the 0.5, can be considered highly acceptable and valid to conduct data reduction technique. Bartlett's Test of Sphericity is <0.05 which shows the high level of correlation between variables, which make it adequate to apply factor analysis.

Table 3: Rotated Component Matrix

Factors	Components	Item Description	Rotated Loading	% of Variance	Eigen Value
I	Contents and Information	It facilitates me to learn depth of the content	.828	45.335	4.987
		It facilitates me to learn new concepts	.805		
		It facilitates me to learn the right information at right time	.760		
		It facilitates me to understand the topic with clarity	.717		
		It facilitates me to get updated information	.684		
II	Reliability	Digital platforms give the information in attractive ways.	.818	11.254	1.238
		I can rely the information on digital platforms	.664		
		Contents available in digital platforms are strong	.608		
		I can share the information on digital platforms	.589		
III	Convenience	It facilitates me to learn at my convenient time	.820	9.340	1.027
		It facilitates me to learn at my convenient place	.621		

Extraction Method: Principal Component Analysis Rotation Method: Varimax with Kaiser Normalisation

The Eigen value of factor 1 is 4.987 with 45.335% of variance. The variance is related to the Content and Information. Factor 1 has very high significant loading on the variable i.e., Depth of the content (.828), New concepts (.805), moderately high loading on the variable i.e., Right information at right time (.760), Understanding the content with clarity (.717), it is marginally significant loading on Updated Information

(.684). The Eigen value of factor 2 is 1.238 with 11.254% of variance. The variances are related to the Reliability. Factor 2 has high significant loading on the variable of Attractive ways (.818), moderately loading on the variable of Relying on the information (.664), Availability of Contents in digital platforms (.608) and it is marginally significant loading on Share the Information (.589). The Eigen value for the Factor 3 is 1.027 with 9.340% of variance. The variances are related to the Convenience. Factor 3 has significant loading on the variable of convenient time (.820), moderately significant loading on the variable of Convenient Place (.621). The above statistical tool exhibits that e-learners experienced that content and information's provided in digital platforms are good and strong which makes them use digital platforms for their learning. Moreover the reliability and convenience of learning sailing in a same row which influences the faculties to use digital platforms for their learning.

Comparison of Age and Factors influencing faculties using digital platforms for their learning

Table 4: Age and Factors influencing faculties using digital platforms for their learning

ANOVA						
		Sum of Squares	**df**	**Mean Square**	**F**	**p-value**
Knowledge Updation	Between Groups	4.385	3	1.462	**1.007**	**.391**
	Within Groups	207.493	143	1.451		
	Total	211.878	146			
Compulsion from my Institution	Between Groups	.668	3	.223	**.193**	**.901**
	Within Groups	165.019	143	1.154		
	Total	165.687	146			
Part of My Higher studies	Between Groups	3.404	3	1.135	**1.325**	**.269**
	Within Groups	122.487	143	.857		
	Total	125.891	146			
Purpose of Handling class	Between Groups	6.465	3	2.155	**2.435**	**.067**
	Within Groups	126.569	143	.885		
	Total	133.034	146			
Strengthen My Profile	Between Groups	12.313	3	4.104	**6.814**	**.000**
	Within Groups	86.136	143	.602		
	Total	98.449	146			
Publishing Article and Journal	Between Groups	.247	3	.082	**.132**	**.941**
	Within Groups	89.154	143	.623		
	Total	89.401	146			

The p-value of variables that is factors influencing e-learning are Knowledge updation, Part of their Higher studies, Purpose of Handling class and strengthen their profile having less than the 0.5. Hence there are significant relationships between the age and factors which influencing faculties to use digital platforms for their learning such as Knowledge updation, Part of their Higher studies, Purpose of Handling class and strengthen their profile. The p-value of variables that is factors influencing e-learning are compulsion from their institutions and Purpose of Publishing Articles and Journal are higher than the 0.5. Hence there are no significant relationships between the age and factors such as compulsions from their institutions and purpose of publishing articles & journal are influencing to use digital platforms for their learning.

Comparison of Year of Experience and Factors influencing faculties using digital platforms for their learning.

Table 5: Year of Experience and Factors influencing faculties using digital platforms for their learning

ANOVA						
		Sum of Squares	**df**	**Mean Square**	**F**	**p-value**
Knowledge Updation	Between Groups	8.322	4	2.081	1.451	.220
	Within Groups	203.555	142	1.433		
	Total	211.878	146			
Compulsion from my Institution	Between Groups	1.374	4	.344	.297	.880
	Within Groups	164.313	142	1.157		
	Total	165.687	146			
Part of My Higher studies	Between Groups	2.846	4	.711	.821	.514
	Within Groups	123.045	142	.867		
	Total	125.891	146			
Purpose of Handling class	Between Groups	13.985	4	3.496	4.170	.003
	Within Groups	119.049	142	.838		
	Total	133.034	146			
Strengthen My Profile	Between Groups	10.601	4	2.650	4.284	.003
	Within Groups	87.848	142	.619		
	Total	98.449	146			
Publishing Article and Journal	Between Groups	1.213	4	.303	.488	.744
	Within Groups	88.188	142	.621		
	Total	89.401	146			

The p-value of variables that is factors influencing e-learning are Knowledge updation, Purpose of Handling class and strengthen their profile having less than the 0.5. Hence there are significant relationships between the year of experience and factors such as Knowledge updation, Purpose of Handling class and strengthen their profile which influencing the faculties to use digital platforms for their learning. The p-value of variables that is factors influencing e-learning are compulsion from their institutions, part of their higher studies and Purpose of Publishing Articles and Journal are higher than the 0.5. Hence there are no significant relationships between the year of experience and factors such as compulsions from their institutions, part of their higher studies and purpose of publishing articles & journal are influencing the faculties to use digital platforms for their learning.

7. Conclusion

This study concentrated on the transitions of faculties for e-learning such through digital platforms. In recent year Faculties are attending conferences, workshops, faculty development programs, professional development programs, short term courses such as SWAYAM, NPTEL, and MOOC in online mode especially after covid 19 most of faculties are attending any of their courses in digital mode only. Faculties are showing interest towards learning new contents, topics with their convenient time and convenient place. This study reveals that age group belongs to 30 to 40 are majority e-learners. Though there are many factors influencing to use digital technologies for their learning, it is evident the researcher observed from the statistical point of view is faculties are using digital platforms for updating their knowledge and strengthen profile in their expertise field. The researcher prioritized the faculties experience while learning through digital platform on factor analysis such as content and information are the primary factors to use digital platforms for their learning, Reliability and convenience are sailing in a row of experiences influencing the digital platforms. Moreover Age

and factors influencing the faculties to use digital platforms has strong relationships. Researcher has observed that the young age group are more rely on the digital platforms for their learning through e-books, online class, e-workshops etc., researcher extends their findings on year of experience and factors influencing to use digital platforms having significant relationship Faculties who are beginners in their careers are more users of digital platforms for their learning to strengthen their profile, to handle classes, and their higher studies.

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