UNIVERSITI TEKNOLOGI MARA

FACULTY OF ADMINISTRATIVE SCIENCE AND POLICY STUDIES

THE EFFECTIVENESS OF E-LEARNING AMONG

STUDENTS

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Chapter 1: Introduction

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1.0 Introduction

In recent years, education has been reshaped by the use of both technologies and particularly the use of the internet. e-Learning, or also known as online classes or Online Distance Learning (ODL), have emerged as one of components in this educational transformation. Due to the expanding accessibility of the internet and its integration with education, the term e-learning has arisen. It commonly denotes the development of learning experiences through the utilisation of online technologies (Chopra et al., 2019). Additionally, the global outreach of online classes supports the argument of reduced educational disparity. According to a report by the World Economic Forum (2016), online education has the potential to make advanced learning accessible to a broader population, including those in developing nations, potentially reducing the educational divide. Numerous countries have adopted online distance learning as an alternative teaching method to curb the spread of the disease (Pathak & Singh 2023). The adoption of online distance learning reflects the adaptability of educational systems in response to external challenges. It indicates a willingness to explore alternative teaching approaches when faced with various concerns such as health related.

However, critics argue that online education might compromise the in-depth and interpersonal experiences for comprehensive learning (Garrison et al., 2010). The effectiveness of online classes often depends on the design, instructor expertise, and the technology employed, among other factors.

Emerging research is also examining the psychological implications of online learning. Factors such as screen fatigue, decreased attention spans, and the lack of

Research Method & Data Analysis - Research

CHAPTER 2

LITERATURE REVIEW

Chapter overview

Within this chapter, it examines the viewpoints and conclusions drawn from many studies, reports, books, websites, journals, and other possible sources that served as the foundation for this research study. Additionally, this chapter also provides a conceptual framework and hypothesis that will be used throughout the research.

2.0 The evolution of learning to e-Learning

The late 20th century marked significant advancements in technology and the ways it interacted within the world of education. As digital tools began integrating with traditional teaching methods, a new term emerged, e-Learning. Though it has been refined over time, understanding the early definitions of e-Learning is crucial. e-Learning encompasses various forms of technology-enhanced learning (TEL), wherein technology is employed to facilitate and reinforce the learning process (Encarnacion et al., 2021). Whether it was a digitised textbook, an electronic quiz, or a more structured online course, if it used electronics for educational purposes, it was considered e-Learning. Within the realm of education, r-Learning uses the utilisation of software-based and online learning methods. Over time, it has evolved to predominantly occur through online platforms (the use of internet) and cloud-based systems, driven by technological advancements.

Before the internet dominated the landscape, many electronic learning efforts were localised to standalone computers. These early e-Learning approaches were known as Computer-Based Training (CBT). Computer-Based Training means using

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CHAPTER 3

RESEARCH METHOD

Chapter overview

In this chapter, it will outline the research methodology used in the study. It's divided into 7 sections. Data collection methods are discussed in Section 3.0, while data analysis is covered in Section 3.1. The research design is explained in Section 3.2. Sections 3.3 and 3.4 delve into the sampling design and size respectively. Section 3.5 focuses on instrument reliability and validity. Finally, Section 3.6 summarises the entirety of Chapter 3.

3.0 Data collection

1) Primary Data

Primary data refers to data collected directly from its original source for a specific purpose or research question. This type of data is gathered firsthand by researchers through methods like surveys, interviews, observations, and experiments. Because primary data is tailored to the unique needs and objectives of the particular study at hand, it often provides a high degree of specificity and relevance. However, collecting primary data can be time-consuming and costly, as it requires designing instruments for data collection, selecting samples, and then gathering and analysing the information