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Platform Of E-Learning System And Analysis Of E-Learning System For Graduate Students

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ABSTRACT
E-learning is nothing but learning with the help of internet using device that poses hardware and software. Educational life worldwide has been shaken by the closure of schools due to the outbreak of the coronavirus pandemic. The ripple effects have been felt in the way both teachers and students have adapted to the constraints imposed by the new online form of education. And so, the platforms used for learning are nothing but e-learning platforms like Google meet, BYJU'S, JARO EDUCATIOON and much more. The term "e-learning" was used in 1999, at a systems seminar. And later numerous words place along began to grow in search of associate degree correct description like "online learning" and "virtual learning". However, the principles behind e-learning unit of measurement well documented throughout history, and there's even proof that means that early styles of e-learning existed as approach back as results of the nineteenth century. As we are upgrading daily our education system is also upgrading and taking on a new way of learning. This new way of learning uses the internet and combination of applications termed as "platforms". Those applications were built with programming languages and are software in nature. This software makes use of hardware for physical interaction with the user. So, this research paper seeks out to find out what e-learning is meant to because e-learning is gaining popularity day by day and has many users. And which e-learning they preferred the most for learning and will the e-learning based learning will be a better option in future than traditional way of learning. The objectives are to explore the type of e-learning system for graduate students. To find the impact of e-learning system for the graduate students. The benefactors are students, lecturers and administrators.

Keywords: *E-learning, graduate student, self-study, academic achievement, LMS.*

Introduction:
The most important challenge for the global education system in the last century was posed at the end of 2019 by the outbreak of the new coronavirus pandemic. No less than 1.6 billion people involved in the education system in over 190 countries and covering all continents of the world have suffered from the closure of schools, the entire shutdown process happening by May 2020. The main ally to protect all those involved in the education system also offering the possibility of an alternative didactic process turned out to be technology. It was the answer coming from some generalized and dominant public policies that wanted to be resilient and ready to offer an alternative to face-to-face learning. As such, the Internet became the main tool used.
During the COVID-19 pandemic, e-learning has turned into an important alternative for reforming the entire traditional education system. Both teachers and students have had to change their behaviors, their teaching/learning style, assessment methods, and so forth. This reform has brought about several benefits but has caused tensions and frustrations among both the beneficiaries of the teaching act and the educational actors. E-learning has shown that it is necessary to model the behaviors of all parties involved. To streamline the educational process, especially the one carried out in the university environment, creative and constructive interventions are required.
The dichotomy of e-learning vs. face-to-face learning and all that it entails has been given the attention of researchers for a while. Experts in the fields of education and technology have studied this topic from various perspectives, such as the differences between e-learning and face-to-face learning, the advantages, and disadvantages of one over the other, students' attitudes towards one form and/or the other, their emotions, whether positive or negative, and their sense of belonging, to mention just a few. For example, Oye (2015) point out that e-learning is more student-centered, compared to face-to-face learning, which is more teacher-centered, as it does not focus exclusively on instructions and guidelines coming from teachers, but it is individually adjustable to the student. The difference between e-learning and face-to-face learning has also been pointed out in relation to the

main sources of information, as well as the evaluation and quality of learning. Whereas in face-to-face learning, students are evaluated exclusively by teachers, who represent their main source of information, and the quality of learning is strongly dependent on them, in e-learning, students' evaluations can be carried out using tools, they can access information from various documents uploaded onto the platforms, and the quality of learning is strongly dependent on both the teachers' level of digital training and their teaching style.

Review of Literature:

E- learning systems have been developed to empower a student to connect and communicate with instructors and other students. An essential means of keeping students' sense of community is to keenly take part in online communications. Interpersonal interaction in e-learning can be classified into two categories: student–instructor and student–student. Students may develop a sense of belonging and importance about themselves if they can communicate freely with the instructor and receive active and polite feedback from the instructor via the e-learning system. Students may perceive a sense of closeness with other students and have an impact on what happens within the e-learning environment if they can easily and rapidly exchange knowledge with other students and effectively collaborate with them (Almarabeh, 2014).

Nasir asserted that students who declared a relatively high level of satisfaction were more likely to report a high level of interaction with their peers in online conversation and a high level of social presence. Essentially, social presence seemed to contribute the most to predicting the level of course satisfaction amongst the students. To achieve social presence, the structure should allow for open communication, group cohesion, and useful personal connections. It also refers to a community of inquiry's ability to allow students to express themselves socially and emotionally using any means of communication available. Student–instructor interaction refers to the instructors' efforts in building a mutual interpersonal relationship with students (Shim, 2020).

According to Muzammil, the interaction among students, the interaction between students and teacher, and the interaction between students and content have a positive effect on student engagement. The findings also demonstrated that student engagement has a positive influence on student satisfaction. The study of Flanigan showed that intuitions into how instructors approach the rapport-building process with students in online learning settings can be utilized as a framework for assisting instructors to make rapport-related assessments in their online classes. It was asserted that interaction between members influences their insight and experiences of online groups. Particularly, as by-products of social networks, the formation of a sense of community in e-learning platforms are strongly associated with the interactions between members. The finding of this study demonstrated that the perceived ease of use and social influence significantly affected students' behavioral intention (BI) in online learning (Ginns, 2007).

Students' satisfaction with e-learning requires designing learning instruction toward building a learning community, which includes various types of interactions. Learners' satisfaction reflects how they view their learning experience, which is one of the crucial elements to assess the effectiveness of e-learning quality. The quality of service and readiness level of an instructor can affect the course outcomes and student satisfaction. Recently, Pham showed that e-learning system quality, course and instructor quality, and e-learning administrative and support service quality positively affect university students' satisfaction and commitment to e-learning. Students' self-studying behavior and academic achievement were positively influenced by their awareness of the e-learning system. The flexibility of e-learning and social presence are other influential factors for student satisfaction (Rooney, 2003).

Methodology:

The researcher utilized qualitative and quantities methods design as referenced Creswell (2013) for this study. The study started by first collecting qualitative data and review of literature analysis was used to explore the categories. The results from the qualitative data through review of literature were used to develop a survey instrument to collect quantitative data with respect to research objective two. Multiple regression was computed. The researcher contacted one hundred fifty graduate students. The researcher used total sampling technique for selecting the graduate students sampling with the knowledge that the participants were readily available. It was a type of total sampling in which members were chosen according to practical criteria, including easy accessibility, geographical proximity, and availability at a given time for the purpose of the study.

Findings & Recommendation:

A qualitative and quantitative method data was collected. The qualitative data was analyzed by synthesis of review literature and quantitative data was summarized and analyzed by statistical method of Multiple regression.

To explore the type of e-learning system for the graduate students The following sections of the paper detailed the findings of the synthesis of review literature for types of e-learning system available in the world wide web.

Some of the best e-learning platforms were Coursera, Skillshare, Udemy, Codecademy, Edx, Pluralsight, Future Learn, Teachable, Thinkific, Kajabi, Podia and Moodle. The researcher reviewed the types of e-learning platform and usage of the students in percentage level given below in the table. The Coursera e-learning platform was used by graduate students at 8% level. The Skillshare e-learning platform was used by graduate students at 7% level. The Udemy e-learning platform was used by graduate students at 6% level. The Codecademy e-learning platform was used by graduate students at 6% level. The Edx e-learning platform was used by graduate students at 14% level. The Pluralsight e-learning platform was used by graduate students at 8% level. The Future Learn e-learning platform was used by graduate students at 7% level. The Teachable e-learning platform was used by graduate students at 1% level. The Thinkific e-learning platform was used by graduate students at 5% level. The Kajabi e-learning platform was used by graduate students at 5% level. The Podia e-learning platform was used by graduate students at 5% level. The Moddle e-learning platform was used by graduate students at 23% level.

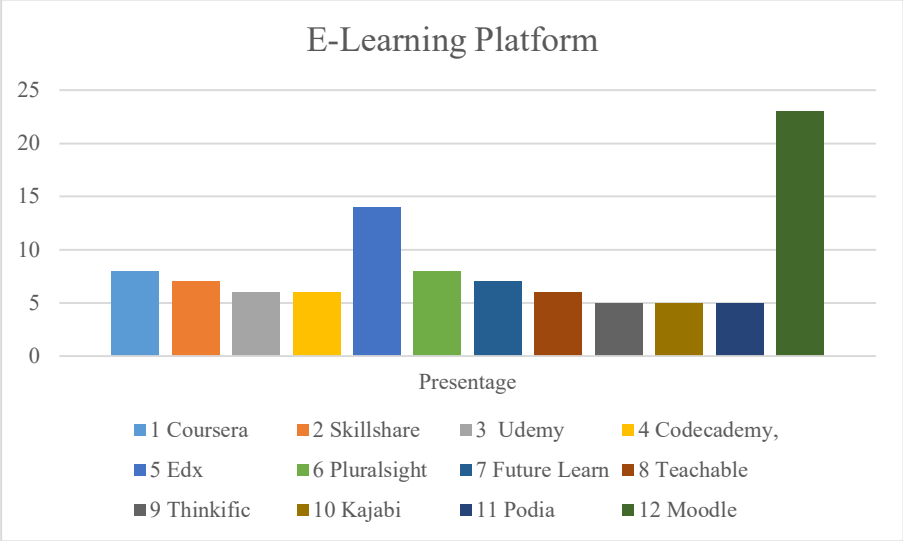

Figure1: Type of E-Learning

The researcher found that the e-learning platform by reviewing the literature and data was given percentage. Among the e-learning platforms Moodle was used many students 23% and the second one was Edx and the percentage was 14. The other platforms were used with a very limited percentage.

Table:2 ***Impact of E-learning Correlations***

To find the impact of e-learning system for the graduate students Table 2 displays the bivariate correlations between e-learning platforms were Coursera, Skillshare, Udemy, Codecademy, Edx, Pluralsight, Future Learn, Teachable, Thinkific, Kajabi, Podia and Moodle.

			Correlations										
Sl.NO	Variables		1	2	3	4	5	6	7	8	9	10	11	12
1	Coursera	1												
2	Skill share	.99	1											
3	Udemy	.99	1.00	1										
4	Codecadey	.65	.64	.64	1									
5	Edx	.65	.64	.64	1.00	1								
6	Pluralsight	.65	.64	.64	1.00	1.00	1							
7	Futureplan	.65	.64	.64	1.00	1.00	1.00	1						
8	Teachable	.65	.64	.64	1.00	1.00	1.00	1.00	1					
9	Thinkific	.65	.64	.64	1.00	1.00	1.00	1.00	1.00	1				
10	Kajabi	.65	.64	.64	1.00	1.00	1.00	1.00	1.00	1.00	1			
11	Podia	.65	.64	.64	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1		
12	Moodle	.65	.64	.64	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1	

The correlation analysis revealed that, from the twelfth independent variables considered in this study, Courser did not have a significant relationship with analysis of e-learning for the (r = -.150, p = .067). This finding suggested that did not have a predictive relationship with the dependent variable addressed in this study. Hence it was deemed appropriate to exclude not significant factors from further analysis.

Table 3 ***Multiple Linear Regression for Factors Predicting E-learning platform for E-learning analysis***.

Variable	Coefficients	SE	t(df=149)	*P*
Constant		0.149	-1.986	0.049
Moodle	0.424	0.37	11.154	0
Edx	-0.014	0.048	-0.344	0.731
Teachable	0.115	.,45	2.258	0.025
Udemy	0.185	0.036	3.245	0.001
Pluralsight	0.603	0.031	14.513	0
N	150			
F (5,159)	132.872			
Prob >F	0			
R	0.907			
R^2	0.822			

Note. * The regression coefficients reported here for each of the predictor variables are unstandardized. An unstandardized or raw regression coefficient (often denoted described the relationship between the predictor and the dependent variable in some of the original (i.e., raw) units of measurement.
he regression analysis results shown table 3 revealed that the overall regression was significant. And there was a significant but weak multiple correlation between the combination of independent variable (Coursera, Skillshare, Udemy, Codecademy, Edx, Pluralsight, Future Learn, Teachable, Thinkific, Kajabi, Podia and Moodle) the dependent variable (e-learning platform) r = .907, p = .000 The multiple coefficients of determinations (R^2) for these variables was .822, which indicated that 82% of the variance in e-learning platform to the e-learning analysis.

Conclusion:
E-learning, like any form of education, also has its own set of positive and negative aspects. Decoding and understanding them will help educational institutions to create strategies for more efficient delivery of educational content to the beneficiaries of this process. Regarding the positive aspects of e-learning, the research has shown that students are particularly pragmatic, considering timesaving as the main advantage, closely followed by the comfort offered by staying home, as well as the accessibility provided by the online environment. The same positive results, such as the possibility to stay at home, the friendly environment at home, and the possibility to have access to online materials were observed in a study conducted with Polish medical students. These advantages could help create courses that fit the needs of certain categories of students. In this way, students would be given the opportunity to complete educational tasks at their own pace, within a defined time horizon that would allow them to consider them deeply and critically.

E-learning system quality can be studied as the quality of the e-learning website and is related to the capacity of hardware and software used to meet online teaching and learning demands. Universities that provide e-learning services must ensure that the software and hardware used in the e-learning system are up to date and interoperable for the system to run smoothly and reliably. The e-learning system quality was the most important component of e-learning service quality. Based on the perspectives of Korean and American students, the quality of online support services was found to be highly connected with the acceptance of online learning and student satisfaction. Students' satisfaction was positively associated with the instructor's degree of success in accomplishing the psychological obligation contract between them and the students; such performance motivates both parties and clears any miscommunication that might take place in the e-learning environment. In addition, other factors such as student achievement, the quality of e-learning opportunities provided to students, a lack of authentic, immediate activities, the availability of learning resources, and some psychological factors were found to influence the students' satisfaction even though the students are satisfied with the instructor and the course content.

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