"EFFECT OF E– LEARNING ON STUDENT'S ACADEMIC PERFORMANCE AT COLLEGE LEVEL"

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ABSTRACT
The study highlights the effect of E-learning on students' academic learning performance at College level. The objective of the study was to find out the effects of E-learning on students' interest and learning. Responses were taken from 250 Women students from various Chennai Colleges using convenient sampling technique. The data was analyzed using the Percentage analysis and Chi- square test. The study found that E-learning provides time flexibility to the student. The study concluded that E-learning provides for effective time management and motivates students to learn independently. Thus, it is evident that the world is moving towards IoT much faster than expected.

INTRODUCTION
E-learning is the employment of technology to aid and enhance learning. It can be as simple as High School students watching a video documentary in class or as complex as an entire University course provided online. E-learning began decades ago with the introduction of televisions and over-head projectors in classrooms and has advanced to include interactive computer programmes, 3D simulations, video and telephone conferencing and real-time online discussion groups comprised of students from all over the world. With technological advances, E-learning has limitless possibilities.

Electronic learning (E-learning) is gaining popularity the World over. The Worldwide Web has left no stone un-turned in making E-learning reach out to the

masses. IoT enabled learning is paving ways to extend traditional learning methods reach out to students and make learning affordable and boundary less. E-learning – The technology that makes learning easy is the conclusion (Muhammad Ammar Saleem & Iqra Rasheed (2014). Impact of E-learning vs Traditional Learning on Student's Performance and Attitude in Najran University College of Nursing showed a significant difference in learning outcomes besides positive attitudes between online and traditional learners (Nahid Khalil Elfaki, Itedal Abdulraheem and Rashida Abdulrahim (2019). Negash, et al., [30] reported that there are six different types of E-learning as follows: E-learning live and interactive (face-to-face), E-learning recorded lecture sessions and non-interactive (Self-learning). Teaching fraternity follows both Synchronous and asynchronous mode of E-teaching as per convenience and requirement.

OBJECTIVES OF THE STUDY
1.   To study the impact of E-learning on academic performance of women graduates.
2.   To determine the influence of socio-demographic characteristics on academic performance of women graduates.
3.   To establish the effect of flexible time on academic achievement of women graduates.

SIGNIFICANCE OF THE STUDY
E-learning is a game changer to the academic field. The study provides knowledge and guidelines that may be of help to policymakers, planners and others to make education seamless using E-learning. It also provides input to the students, teachers and researchers in the areas of E-learning.

LIMITATIONS OF THE STUDY
Data was collected from respondents who have been forced to use E-learning owing to pandemic and not by their own choice. Respondents have experienced only the infant stage of E-learning and its true power is unknown to them. Both Teachers and students are in the migration phase from offline to online mode. Limited awareness and resources makes the study parameters and responses limited.

RESEARCH METHODOLOGY
The study explored the effects of E-learning on students' interest and learning. The present study is empirical in nature. Convenient sampling technique was used for the collection of data from the respondents. In the process of sample selection, researcher selected 250 women students from various Colleges at Chennai. Pre tested Structured Questionnaire was used as a research tool for data collection. Questionnaire was developed on 3 likert scale from agree to disagree and comprised of 11 items. Collected raw data was analyzed through SPSS and most frequently used statistical techniques of percentage analysis and Chi-square is used. The aforesaid statistical technique is suitable in achieving the objective of the study.
ANALYSIS OF DATA
Responses were collected from 250 respondents through a tested questionnaire.
Table 1: Demographic Profile of the respondents

Demographic Variable	Dominant group	Total (%)
Gender	Female	250 (100)
Age	17-20	175 (70)
	20-23	55 (22)
	Above 23	20 (8)
Education	Under Graduate	181 (72.4)
	Post Graduate	41 (16.4)
	Professional	28 (11.4)

Source: Primary Data

Table 1 shows that majority (100%) of the respondents were female. 70 % of the respondents are in the age group of 17-20.Most of the respondents are undergraduate students.

S.No	Statements	A	N	DA
Table 2 : Impact of E-learning on Students performance				
1	E -learning provides time flexibility	210 84%	-	40 16%
2	E-learning makes me able to access global world	222 88.8%	7 2.8%	21 8.4%
3	Tutor responded to my requests promptly	189 75.6%	21 8.4%	40 16%
4	E-learning tools enhance students learning	203 81.2%	16 6.4%	31 12.4%
5	Online experiences help me engage actively in my learning	214 85.6%	12 4.8%	24 9.6%
6	Students have difficulties using online material	179 71.6%	23 9.2 %	48 19.2%
7	E-learning makes studying easier for me	208 83.2%	7 2.8%	35 14%
8	E-learning enables me to join social media groups	203 81.2%	10 4%	37 14.8%
9	E-learning enhance the quality of teaching-learning process	220 88%	6 2.4%	24 9.6%
10	E-learning motivates me to do my own work without others help	189 75.6%	7 2.8%	54 21.6
11	Feel Comfortable while using Internet	216 86.4%	14 6.8%	20 8%

Source: Primary source

Table 2 shows that most of the students (84%) responded that E-learning provides time flexibility for their studies. 88.8% responded that E-learning makes them able to access global world for their study purposes. The study revealed that (75.6) responded that tutor responded promptly to student's request. Majority of the students responded that E-learning tools enhance academic performance. 71.6% students have difficulties using online study material. The study revealed that E-learning makes study easier for students. 81.2% of the respondents were of the view that E-learning enables them to join social media groups. Most of the respondents were of the opinion that E-learning enhances the quality of teaching and learning

process. Majority of the respondents were able to do work on their own. 86.4% responded that students feel comfortable while using internet.

ASSOCIATION BETWEEN AGE AND ACADEMIC PERFORMANCE

H_{01}: There is no significant association between Age and Academic Performance
H_{11}: There is significant association between Age and Academic Performance

Table 3: Association between AGE and ACADEMIC PERFORMANCE

	AGE	PERFORMANCE
Chi-Square[a]	.000	.000
Df	2	2
Note: Chi-square is significant at the 0.05 level (2-tailed). Results computed using SPSS 14.0		

Table 3 shows that there is significant association between age and the academic performance of the students.

IMPACT OF FLEXIBLE TIME AND ACADEMIC PERFORMANCE

H_{01}: There is no significant association between Flexible time and Academic Performance
H_{11}: There is significant association between Flexible time and Academic Performance

Table 4: Association Between Flexible Time And Academic Performance

	Flexible Time	PERFORMANCE
Chi-Square[a]	.000	.000
Df	2	2
Note: Chi-square is significant at the 0.05 level (2-tailed). Results computed using SPSS 14.0		

Table 4 shows that the association between Flexible time and Academic Performance is highly significant.

CONCLUSION

E-learning is the need of the hour, helps effective time management and motivates students to do their work independently. E-learning provides access to unlimited resources anytime anywhere while making it affordable too.

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