

EVALUATION OF E-LEARNING IN HIGHER EDUCATION AMONG DIU STUDENTS

BY

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This Report Presented in Partial Fulfillment of the Requirements for the Degree of Masters of
Science in Computer Science and Engineering

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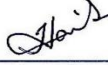
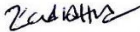



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APPROVAL

This Thesis titled “**Evaluation Of E-Learning In Higher Education Among DIU Students**”, submitted by Mohamed Idiris Sheik Abdi(ID:182-25-687)to the Department of Computer Science and Engineering, Daffodil International University, has been accepted as satisfactory for the partial fulfillment of the requirements for the degree of M.Sc in Computer Science and Engineering and approved as to its style and contents. The presentation has been held on 5 May 2019.

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DECLARATION

I hereby declare that, this thesis has been done by me under the supervision of **Dr. Sheak Rashed Haider Noori, Associate Professor and Associate Head, Department of CSE, Daffodil International University**. I also declare that neither this thesis nor any part of this thesis has been submitted elsewhere for award of any degree or diploma.

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DEDICATION

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ABSTRACT

Technological advances in information and communication technologies have run to the development of e-learning systems that can be used efficiently as an education and learning approach. E-learning is of special implication, as to be able to provide access to instruction at a commonly nominal effort contrasted and conventional settings as there is no linked travel or space costs. Much of the time, it refers to a course, program or degree taken totally on the web. There are several terms used to characterize determining that is taken on the web, through the web, extending from Separation Instruction, to reorganized electronic learning, web based learning, web learning and various others. We describe eLearning as courses that are obviously conveyed over the web to some place other than the study hall where the educator is instructing. It is not a course carried through a DVD or CD-ROM, video tape or over a television channel. It is cooperating in that you can also communicate with your teachers, professors or other students in your class. Sometimes it is delivered live, where anyone can “electronically” raise his hand and interrelate in real time and sometimes it is a lecture that has been recorded. There is always an educator or professor communicating with him and arranging his participation, assignments and tests. ELearning has been supported to be a successful system of training and education is becoming a way of life for many students in Daffodil International University.

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CHAPTER ONE

INTRODUCTION

1.1 Introduction

The advancement of broadcast communications revolution and PCs gives what is viewed as the common course of events of e-learning for higher education. The time period of maximum noteworthy development around there is in this way esoteric the latest forty years. The initial case of what may be characterized as E-learning happened in 1909, when Robert E. Peary, arctic explorer, radio-transmitted: "I found the Post". Joining the qualities of correspondence innovation with an express instructive target, the information that he discovered the North Pole, Peary incidentally delivered an e-learning event for his audience members. Though, as electric devices progresses, new goods were advanced and designed specially the microprocessor and individual computer which variation the scenario of learning, terminating into the existing e-learning as of today. In adding, the history of e-learning goes similar with the growth of electric tools and the use of information and communication technologies (ICT). Globalization is centered on E-learning since E-learning revolution can possibly transfer improved education chances to a better gathering of people than has at any point recently been possible. E-learning can accept a basic job in set up extra age of instructors, just as updating the aptitudes of the present training control to utilize 21st century apparatuses and instructional systems for education, e-learning has expected an growing vital job in assistant the financial and learning growth of modern countries [1]. Recommended that a country's direction to becoming an effective familiarity economy is its capability to similarly become an education humanity [2], pronounced that numerous countries are adapting to deficiencies of instructors, however with the difficulties of refreshing the learning and abilities of the current educating power. E-learning alludes to the utilization of ICTs to improve and bolster educating and learning method. E-taking in extents after the manner in which understudy use email and getting to course work on the web while following a seminar on grounds to programs offered altogether on the web. Again e-learning takes into account

productive exchange of information anytime and anywhere, paying little mind to topic. It releases a universe of learning inaccessible in many corners of the world, while in the meantime enabling students with the data innovation mindfulness and aptitudes vital to prevail in today worldwide information economy. [3] Expressed that the term e-learning alludes to PC improved preparing instead of the PC based preparing of the 1980s. It is generally conveyed in a PC and incorporates learning conveyed by different interchanges advances. As per him, e-learning is a way to deal with encourage and upgrade knowledge over both PC and correspondence advances. The devices that are used for this resolution contain individual computers, CD ROMs, television, individual digital assistants (PDAs), MP3 players and movable phones. Communication technology allows the use of Internet, e-mail, dialogue forums, cooperative software, classroom administration software, group learning systems, intranet, extranet, Local Area Network (LAN), Wide Area Network (WAN), audio and videotape, satellite and communicating television lectures, satellite-delivered learning, virtual educational networks, satellite downlinks, computerized diagnostic assessment, competency certification and electronic portfolios[4] The old correspondence courses were the principal Separation adapting course however with the appearance of E-learning, it turns into the new word for conveying advanced teaching ways above a extended separation. The Web has released new conceivable outcomes and currently every kind of knowledge satisfied, it might be for college, post-graduate or bosses level, representative preparing, examine movement or some other sort of scholarly donation is named e-Learning. e-Inclining has officially settled its accreditations and its ubiquity be able to measured from the way that conveyance isn't confined to out and out content yet has crossed limits to video making virtual study halls by means of video conferencing. The presentation of an assortment of innovations has made it conceivable to change over it from generic to profoundly intelligent. The Web has revolved ready to be any of the fundamental tactics to made a reachable assets for study and knowledge for the two educators and substitutes to segment and gain data. [5]. Revolution founded e-learning envelops the application of the web and other necessary progresses to deliver resources for education, show

students, and also manage sequences in suggestion. Innovation based e-learning contains the consumption of the web and other imperious advancements to generate resources for learning, show students, and even control courses in connotation. Thus it is tough to discover a generally recognized meaning for the word e-Learning, there is even no public meaning for the term. E-learning mentions to the use of information and communication technologies to allow the access to online learning/teaching resources. The allowance of a scope of e-Learning apparatuses has been starting a little deviations in progressive education foundations, particularly with respects to their educational conveyance and boost forms. Also as there are unique types of e-Learning, there are additionally extraordinary devices for operating the structure in instruction, in his estimation of E-learning for higher education usefulness and familiarity in Saudi Arabia, revealed three different models of expending e-learning in learning including the “adjunct, blended e-Learning and online”. The three methods of expending e-Learning technologies as exposed are defined below. The “adjunct e-Learning is the condition which e-Learning is working as subordinate in the old-style classroom given that comparative individuality to the students or learners In the combined e-Learning, [6] explained that, thusly of developing e-Learning, the passage obviously resources and clarifications is collective between conventional learning strategy and e-learning technique in the study hall location. The third one which is the online is without the conventional knowledge interest or study hall cooperation. In this type of utilization, the e-Learning is all out so that there is most extreme freedom of the students or understudies has away additional to clarify that the online typical is separated into the specific and community realizing, where the synergistic adjusting additionally contain of the synchronous and no concurrent knowledge

1.2 Motivation

the study of this research I have implications at levels for higher education only useful for Daffodil international university heads to lead achievement , scholars those experience successes in e-learning adapt the essential rewords of education

also feel more interested to retain on learning effective in electronic learning courses lead students to faithful , positive instants via strong goal months, practical actions and elastic duties , second to build competence real electronic learning courses can size capability by attractive learners in situation trainings with different variables or via attractive and convincing levels that show the content in the framework of real life scenarios , third to provide choice actual electronic learning provides the students with numerous selections to style along the method catering to the students skills , contextual information ethos and skills “through giving learners a selection , whether it is a large or little one you give them an intelligence of regulator

1.3 Rational of the Study

The rational e-learning for higher education is to help education administrators, lectures and students discover how and whether e-learning helping students for higher education in their learning process this study lead the students

1. To understand more about e-learning in higher education and inquire into the importance of e-learning to their academic performance.
2. To make creatively and critical thinking conditioning uninteresting tasks that need little thought do not help to inspire learners , chief to unsuccessful courses
3. To suggest ways and inspire students to give chances for learners to involve in a deeper level of thinking.

1.4 Research questions

1. During your study, did you feel any confusion?
2. Is it easy and understandable the course of e-learning??
3. Was the material of the course clear and easy to understand?

1.5 Expected outcome

- To assist students to have command to how effectively utilization e-learning system for their academic performance.

- To reduce misunderstanding between lecturers and their students.
- To find out the interrelation between effective e-learning and academic performance of the students.
- To distinguish e-learning approach to traditional approaches.
- To study evaluation for e-learning in higher educational among training and teaching in Daffodil international University

1.6 Report layout

Chapter 1 provides an introduction evaluation for e-learning in higher education among DIU, motivation, rational study and estimated outcome

Chapter 2 focuses on the Background connected works, Study summary and scope of the problem

Chapter3 focuses on Study methodology, Study subject and equipment, Information gathering and application necessities

Chapter 4 Focus on Investigational results and discuss debates investigational results and Expressive analysis

Chapter 5 provides on the Summary of the study, Conclusion, Commendations on how to progress Evaluation of e-Learning in higher education among DIU students further Future research.

CHAPTER TWO

BACKGROUND

2.1 Introduction

In this chapter, I discussed interrelated work to the Evaluation of students for higher education on Daffodil International University pupils, Scope of the problem and Challenges.

2.2 Related Works

E-Learning today may be associated with computers and the internet, but has come elongated way with its history really dating hind to the 1920s, when radio was the main communications technology. For example, over 170 learning organizations in the United States used radio during the 1920s to run learning programming [7]. One such radio position was WHA, whose "School of the Air" was communicated from the College of Wisconsin at Madison. At the finish of World War I and before World War II, the US government accepted radio communicate licenses to 2002 learning establishments at altered extents. Afterward, because of the massive prevalence of TV between the populations, the middle turned into a recognizable and agreeable organization for learning [8]. During the 1940s amid World War II, the U.S. armed force conversant making films with teach a huge number of binds on an collection of point going from specific sanitation to support of weapons .Western Save College turned into the primary school to communicate a arranged with preparation of for-credit courses operating this Few noteworthy systems, including Open Telecom Administrations and Columbia Distribution Administrations, boosted homeroom TV guidance amid the 1950s, as cabled TV [9]. Informative TV kept on being mainstream into the 1960s, however more current spreads started to progress, for example, sound and video tapes. Till this fact learning innovation was controlled, with petite open door for jobs between the organizer and student. The want to provide chances to cooperation group endeavors to produce PC founded arranging during the 80s [10] by the mid-1980s more up to date advancements started to rise that fundamentally upgraded student and

facilitator communications, especially when utilized in collection of mixes. Those innovations combine Disc ROM's, e-mail, talk places, release pieces, sound, and video conferencing. From the mid-1990s to the current, high band-width invention has extended the application of synchronous instruction and improved the application of the Internet to gather and separate data .Today e-Learning saves on developing and has revolved into an indispensable section of training and the preparation transmission. ELearning can be comprehended as the utilization of various kinds of ICTs for instructive devotions. The idea more depicts instructional comfortable as fine as education experiences that are transported or allowed by digital technologies. E-learning includes an extensive change of learning technologies and policies [11]. Depicted the idea of e-learning as another advancement, whose presence emerges regarding the progressing improvement of the data society. The numerous highlights of e-learning are – for educators just as understudies are an advantageous method to instruct and learn provides a depiction of what the affirmative parts of e-learning could mean in advanced instruction E-learning has been utilized in all respects adequately in academy cultivating for refining the conservative kinds of educating and institute. Replacements on many courses in frequent colleges currently determine they have web access to the address records and select resources in assistance of their examination, they have modified web situations in which they be able to joint discourse meetings with their class or congregation, and this new type of access offers them a lot more protuberant flexibility of study. Low conservation understudies container all the more efficiently get to the course and this thus supports the destinations of extra extensive

2.3 Types of e-Learning

The behind kinds of eLearning should be deliberated in this research; web-based training, supported online learning and informal eLearning [12].

Web-based training:

In group training, technology is charity principally over web based learning to transport contented to the finale user without substantial collaboration with (or

support from) teaching specialists, nobles or administrators. A substantial industry has developed up round this web based training e-learning, relaxed authoring, satisfied benefit management, instructional proposal and knowledge management.

Supported online eLearning:

This type of e-learning is recycled regularly in higher education. Because the popular of the pleased of the sequence might be distributed over lectures or over distance-education written substantial. The course is characterized as e-learning because the contact with the teacher, the discussion with other learners, the thorough for reserve resources, the manner of cooperative actions, the contact to course outlines and supportive sensible are all showed online.

Informal eLearning:

There are increasing chances for technology to funding informal learning in the workstation. Several information thorough organizations relation technology with familiarity administration. The attention in this learning will be on buoyed evaluation of eLearning and web-based central which as defined to able more appropriate in higher education. Dissimilar attitudes that are useful in colleges and in trade setting exercise will be conversed in the next passages but already that, a passing description on how e-learning progressed as a knowledge device should be conversed.

2.4 Evaluation of e-learning as a learning tool

The later methods of e-learning were commonly the outcome of present preparation tools actuality converted into an electric intermediate. The span e-learning first occurred in late 1999. Suppliers of computer-based training were filled of positivity and were seeing the inferences of transfer over the web [13] Amid that period e-learning was put on a platform talented to change instruction in the working environment because of its adaptability, self-pacing abilities and tremendous cost reserve funds in contrast with conventional educator lead instructional classes. Analysis rose like e-learning started dejected the way of development; a few matters were called attention to by pundits, for example, disconnection and the significance of social connection with regards to learning. These problems will be

examined in factor in the following passages. Indeed, uniform with the drawback and analysis, many higher education in South African University have comprised e-learning like a knowledge implement e.g. the three universities conversed in the former passages. In the following subsections, the focus of e-learning in universities and in the group situation will be discussed.

2.5 Focus of eLearning in universities

Physical characteristics of e-learning in universities [14]:

- Attention on Pupil wants and necessities.
- Include combined learning environment.
- Make use of frequent and diverse education actions.
- Require essential quantity of time from the student.
- Embrace a great anticipation for advanced directive knowledge.
- Not be the sole source of satisfied, increasing copy based and face-to-face
- (F2F) transfer.

2.6 Research Summary

The purpose of this study was to control the evaluation of e-Learning for higher education Students' career of eLearning in Daffodil International University, like an outcome for the highest level was to run a location for education and instruction without the limitations of period or distance. And affords the pupils the suppleness they want to develop their academic performance was at the maddest level.

2.7 Scope of the Problem

This study is limit to pronounce the Evaluation of e-Learning for higher education students only their Academic Performances in Daffodil International University, the researcher spending surveys in the Way of gathering data thorough clarification will be assumed in admiration to how effective eLearning system yields higher performance in an academic students for higher education especially the students in Daffodil International University. These are the few specialized programs performed by today's colleges to their students, which act as a barrier between them

and their students' academic performance. This study will help to analyze the positive or negative evaluation of eLearning students for higher education' academic performance; It will also help announce cooperative response that can help pupils to study their own work and recover their enactment.

2.8 Challenges

Challenges that has to be recognized when it originates to relate e-learning for higher educational determinations is that a big number of establishments in developing countries are suffering meagerness in the three areas utmost main for their success; access to a great feature faculty, devoted and well-prepared pupils, and enough resources (e.g. The World Bank, 2000). In little creation nations, educators have insufficient information about the topic in which they instruct. Likewise, understudies don't get the chance to utilize imaginative or adaptable computerized learning apparatuses. In some creating nations politicization has brought about the improvement of advanced education as far as tending to different shameful acts and contributing in the advancement of majority rule government; in any case, this isn't generally the situation. As expressed in the statement following, there are clear signs that some creating nations are as of now battling with issues inside establishments. Such issues are presumably not for colleges in their craving to execute or expand e-learning in the instructive framework. As per The World Bank (2000): Higher educational institutes depend on the obligation of their faculty. Their steady nearness and accessibility to understudies and partners have a colossal impact in making an air that supports learning. However couple of establishments in creating nations have strictures against working two jobs and inordinate truancy. Numerous workforce work low maintenance at a few foundations, dedicate little regard for research or to improving their educating, and assume practically zero job in the life of the organizations utilizing them. Employees are regularly progressively keen on showing additional course frequently at an unaccredited university than in expanding their essence and promise to the fundamental foundation with which they are associated. With earnings so small, it is hard to censure such conduct. A number of e-learning difficulties that have been examined

before in this segment are also allocated with in study formed by Mashhour and Saleh (2010). In their research, Mashhour and Saleh defined and donated examples of how these trials effect for higher education. They utilized questionnaire to examine how educators and understudies at a few Jordanian colleges face diverse hindrances in completely captivating up e-learning in the instructive exercise. One of the problems in Jordan is that the advantages of e-learning have not been used effectively, despite the fact that there is an incredible enthusiasm for applying e-learning in higher education [15]. The majority of the 120 teachers who contributed in the education believed that one of the challenges of relating e-learning in educational performs was absence of enough properties. Though the administration is supportive the take-up of e-learning in higher education (for example, by trying to offer university pupils with computers and well access to technology), this sustenance is not enough. Another matter the teachers uttered was a famine of people with the right capability in relating e-learning methods. Mashhour and Saleh also found that a number of teachers did not understand how e-learning should be of use to their own teaching. As a significance, teachers did not accept e-learning in their teaching. Mashhour and Saleh planned that teachers and universities, to a higher degree, are essential to encourage the use of e-learning to make pupils wholly apply it in their learning.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

In this chapter a detailed explanation of the study methodology will be delineated. This will contain the explanation of the study methodology and data gathering methods, Qualitative data analysis applied, questionnaire, Statistical analysis and the trustworthiness of the study in this study I described.

3.2 The research design

A study design is a group of strategies and directions to be observed to talk about the Study problem. It empowers the researcher to foresee what the proper study choices ought to be like to expand the legitimacy of the inevitable outcomes. An examination configuration can likewise be depicted as a whole procedure of research from conceptualizing an issue to Composing the account [16]. It tends to be used on the most proficient method to continue in deciding the idea of the connection between factors. This examination has been set to recognize the boundaries of eLearning amongst eLearning for higher educational students in daffodil international University.

3.3 Overview of the research

A study design able to related to a road arranger for a wanderer and must be careful as a proposal of the exploration plan that really leads the study method as outline of the study, the researcher will usage the study design as a one-by-one process to outline what wants to be done in the research. The inquiry design Method should be shadowed in edict to maximize the validity of the study results. The Phases reserved will be showed through this section.

3.4 Qualitative research design of the study

Qualitative study is an analysis method of considerable depth founded on different methodological conducts of survey that discover a community or human problem it permits the examiner to form a difficult, complete image, analyze words, report exhaustive outlooks of informers and arrange the study in a normal situation. For a study to succeed as being Qualitative; there are definite faces that it desires to follow to; here are a number of the Faces that have been useful in this research [17]:

- ✓ It emphasizes on the sense that persons have built.
- ✓ The researcher is the most important tool of data gathering and enquiry.
- ✓ It regularly includes research.

This research has a target population of two hundred (200) of e-learners for higher education students in Daffodil International University. The several resources of information involved questionnaire and works review. The examiner was the most important tool for data gathering and analysis. The researcher interrelated with the pupils in the research and detected their performance in their regular location, at the midpoint where they are grounded. This research helped the resolve to increase familiarity and a well empathetic of the fences skilled by e-learning for higher educational among Daffodil International University students.

3.5 Sample size

The taster was consisting of 133 respondent's pupils in higher education to selected from Daffodil International University, as to know the model sample size of populace, the researcher used Slovic's formula which is $n = \frac{N}{1 + N * e^2}$, where n = sample size, N = target population = 200 and e = margin of error 5%
 $n = \frac{200}{1 + (200 * 0.0025)} = 133$

3.6 Data collection methods

Data gathering is a sequences of consistent doings targeted at collecting good data to reply evolving study questions [18]. In this research a qualitative method was useful, questioner lead and literature review. A massive part of data gathering in this research came from the literature research and the results from the literature

research will be recycled to validate the results of the study. The purpose for using qualitative method was that the members (pupils or helpers and e-students) were consciously elected because of the influence that they might make to the research. To gather the data there are different ways that the examiner can use or select after. The subsequent data gathering ways have been recognized: partaker remark, unremarkable measurement, and systematic remark, making videotapes and recording reports of conventions [19]. The next ways were used in this research: Questionnaire and file inquiry, determining or max of countless methods. The data assortment ways used in the research will be conversed in detail in the next sectors

3.7 Questionnaire

An inquiry form is a data gathering device constant of a sequences of enquiries and other goals for the determination of collecting data from defendants. The questionnaire must be related and correct to attempt to detention the core of the study objective. To realize till the finish, an investigator necessary to sort a number of choices like

- In what way the questionnaire pre-tested?
- What survey arrangement the top serve the researcher purposes?
- Does the survey need to stand revised?

Steps essential to strategy and administer questionnaire

1. Describing the Purposes of the research.
2. Express the objective defendants and ways to touch them.
3. Survey Policy.
4. Experimental Analysis.
5. Inquiry form Management.
6. Outcomes Analysis

3.8 Statistical analysis

The statistical Package for Social Scientists (SPSS) was recycled for files access and enquiry. Pearson's connection implement was used to found related connections surrounded by the well-known variables.

3.9 Qualitative data analysis

Data analysis is the method of creation logic out of the statistics and to create logic out of data, the researcher has to combine, decrease and understand what the societies have thought. Data study as well be defined as a progression of taking instruction, arrangement and connotation to the quantity of gathering data and that data inquiry in a qualitative research contains a double attitude [20]. The distinguished methodologies include information investigation at the exploration site amid information gathering and the other one includes information examination far from the place next time of information accumulation. The dual information investigation methods distinguished has been connected in this examination to recognize the hindrances to e-learning in higher education. For a learning to succeed as qualitative it generally has to trust on inductive intellectual methods to understand and building the values that can be resulting from data, in this research influences that were recognized as reason and things of fences to e-learning were reflected for inductive intellectual determinations. Qualitative data study is defined as an incessant iterative initiative of choosing, directing, abridging, theorizing and mixing the data [21]. Data analysis happens as an obvious step in virtually taking the data fixed as a whole expending particular methodical policies to transmute the raw files into original and complete account of the device actuality willful.

Qualitative data treating will observe with the subsequent principles:

- ✓ Imperative concerns, variables or refrains would be acknowledged.
- ✓ Findings should be made about how these variables, concerns or theme decorations connect in the restricted scheme.
- ✓ Descriptions want to be given about how these interrelations effect the marvels under research.
- ✓ Renewed original visions want to be innovative.

3.10 The trustworthiness of the study

For the researcher to confirm rationality and dependability in this research, it contains directing the enquiry in right method. Rationality is troubled with the reliability, the efficiency, of the evaluating tool. Two parts of rationality that one has to emphasis on has been recognized, the tool has to quantify the idea in enquiry and the idea has to be unhurried properly [22]. One be able to presume that the idea being referred to can't be estimated precisely if a mistaken tool is utilized to quantify unwavering quality is characterized as the reliability with which an estimating device achieves. Dependability in study is principality worried about how well the idea is actuality estimated and not with what is actuality estimated and the additional solid the devices and perceptions, the more steady and trustworthy the outcomes. The accompanying passages demonstrate the means that where attempted to guarantee the dependability of this research.

Reliability:

Research needs reliable capacity. Capacities are unfailling to the range that they are repeatable and that any chance impact which be wont to create quantities unlike from instance to juncture or situation to situation is a foundation of measurement error. Reliability is the grade to which an exam dependably measures of any kind it methods. Errors of capacity that upset dependability are casual errors and errors of amount that touch rationality are methodical or endless errors. Test-retest, equal methods and divided-half dependability are all resolute complete connection.

Test-retest reliability:

Test-retest reliability is the unit to which notches are reliable over time. It shows notch difference that happens from trying sitting to tough meeting as an outcome of errors of capacity. Problems: Memorial, Development, Education

Validity:

Very simply, validity is the range to which an assessment methods what it is invented to amount. The enquiry of validity is higher in the situation of the three opinions made above, the method of the trial, the determination of the check and the populace for whom it is proposed. Therefore, we cannot ask the common enquiry "Is this a valid test? The enquiry to ask is "how valid is this test for the

verdict that I want to make? Or “how valid is the understanding I intend for the test? We can distribute the kinds of validity into logical and experiential.

Content validity:

When we need to bargain out if the full satisfied of the performance/create/capacity is signified in the trial we equate the check mission with the satisfied of the performance. This is a reasonable methodology, not associate experimental one. Example, if we would like to check information on Yankee geographic it's not truthful to process supreme quarries restricted to the geographic of recent England. Ensuring these 2 facets of a research are vital. While dependability displays the requirement that a research products outcomes which will be thoroughbred systematically by anterior similar educations, 10 rationality or trustiness of a research wants that the gadget applied suitably gets the kind of familiarity that it's intended to remain collected. The examiner was dedicated to effort accurately and industriously to safeguard the certainty of these two features of study by resulting appropriate technical process. Originally, the implement was pre-verified with active to ten haphazardly designated pupils in the University of DIU in Bangladesh. Responsibility this was watched as a system of plateful the researcher to establish the rationality of the instrument. These two very important aspects of research design will be discussed in this module

Initial validity:

Initial validity is the mark to which the results suitably chart the spectacle in Question. The ensuing plans conversed underneath were used to improve the interior rationality of this research.

Triangulation

Triangulation is a methodology that includes utilizing various wellsprings of information with the goal that one searches out occurrences of a marvel in a few distinct settings, at various focuses in period or planetary [23]. The purpose of triangulation is to escalation the thoughtful of compound miracles, not condition endorsement in which promise amongst diverse fonts authorizes validity. In this research data was composed over questionnaire, manuscript enquiry. Several foundations be able to recycle to authenticate a research and that was functional in

this research [24]. In this research, e-learners and architects or orators of the program were complicated to segment their capabilities and observations on e-learning. Long-term reflection to growth the rationality of the results, data collecting acquired residence done a dated of period. The pupils were experimental for a time of months while they were demanding with their educations.

- Participants checks Affiliates in this research were intricate through the boom writing by examination the data and the outcomes with them.
- Analyst predisposition investigator needs to discover increasingly about the difficulties that students experience through eLearning in daffodil global college. To limit specialist predisposition in the introduction of the outcomes, it is critical that the introduction of the exploration enables the pursuer to recognize the information, the scientific structure utilized and the translation and in this examination the analyst has clung to that guideline

External validity:

External rationality is the step to which results be able to generalize to other sceneries like to the unique in which the training followed. There are aspects that the examiner duty ruminates in imperative to reach high outside rationality. The two issues recognized are as shadows and those are the influences that have realistic in this research.

- The section necessity be illustrative of the populace in enquiry. The taster that has selected for this research are pupils that are studying through online learning and founds of this research be able to functional in other e-learning situations.
- To variety definite that the research duplicates the actual world as carefully as likely; the researcher showed the research while the students were demanding with their standard research methods

CHAPTER FOUR

EXPERIMENTAL RESULTS AND DISCUSSION

4.1 Introduction

This chapter I want to refugue the demonstration of data enquiry and explanation of study outcomes. The data enquiry and clarification were built on the study goals. Demonstration and enquiry of the composed data was calculated by regularity and percentage.

4.2 Experimental Results

In direction to display the spreading of the defendants on the different query stuffs. Tables and graphs were charity in the arrangement of data. The defendants have similar survey assumed them the sample size of the research populace was 133 defendants, though the objective populace is 200.

4.3 Descriptive analysis

Descriptive figures are charity to define the simple structures of the data in a research. They give humble outlines about the illustration and the methods together with taster graphics enquiry they system the base of almost every measurable inquiry of data

4.3.1 Gender response

Table 4. 1 Gender response

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid male	90	67.7	67.7	67.7
female	43	32.3	32.3	100.0
Total	133	100.0	100.0	

The below table 4.1 displays that the gender scattering were 90(67.7%) male and 43(32.3%) female this indicate that popular of defendants are male . The following figure 4.1 indicates the graph of table 4.1

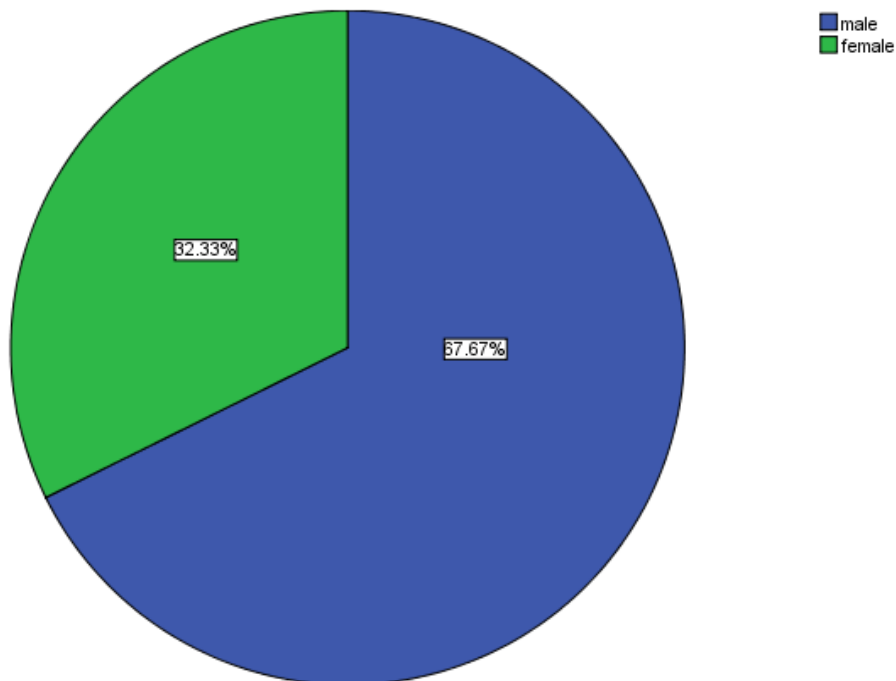


Figure 4.1 Gender respondents

4.3.2 Age of respondents

Table 4. 2 Age of respondents

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	17-20	20	15.0	15.0	15.0
	20-25	50	37.6	37.6	52.6
	25-30	33	24.8	24.8	77.4
	30-40	25	18.8	18.8	96.2
	51	5	3.8	3.8	100.0
	Total	133	100.0	100.0	

The below Table 4.2 expressions 20(15.0 %) The defendants are age among 17-20 years, the next respondents are the 50(37.6%) of the respondents are between 20-25 years, the next respondents are the 33(24.8%) of the respondents are between 25-30 The next respondents are the 25(18.8%) of the respondents are between 20-40 and the last respondents are 5 (3.8 %) are the age 51 years. the behind figure 4.2 show the graph of table 4.2.

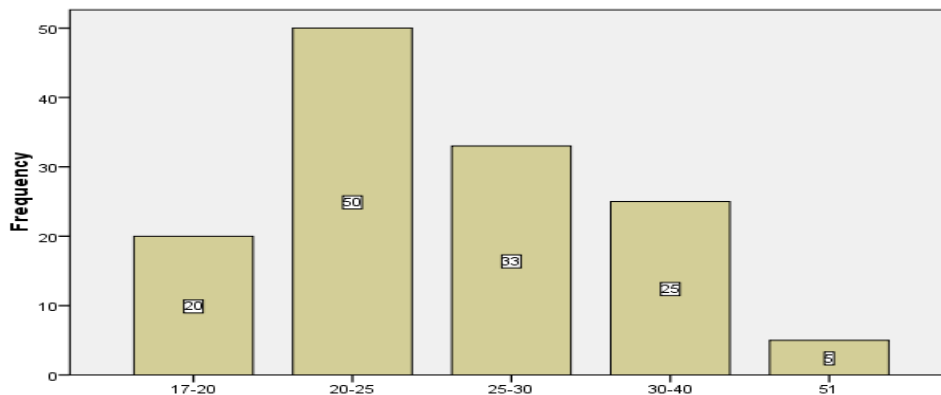


Figure 4.2 Age of defendants

4.3.3 Education level of response

Table 4.3 Educational Level of response

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid bachelor	75	56.4	56.4	56.4
master	50	37.6	37.6	94.0
other	8	6.0	6.0	100.0
Total	133	100.0	100.0	

The below table 4.3 expressions 75(56.4 %) defendants have bachelor degree, 50(37.6 %) respondents are master degree and other 8(6.0%). The majority of bachelor degree the behind figure 4.3 displays the graph of table 4.3

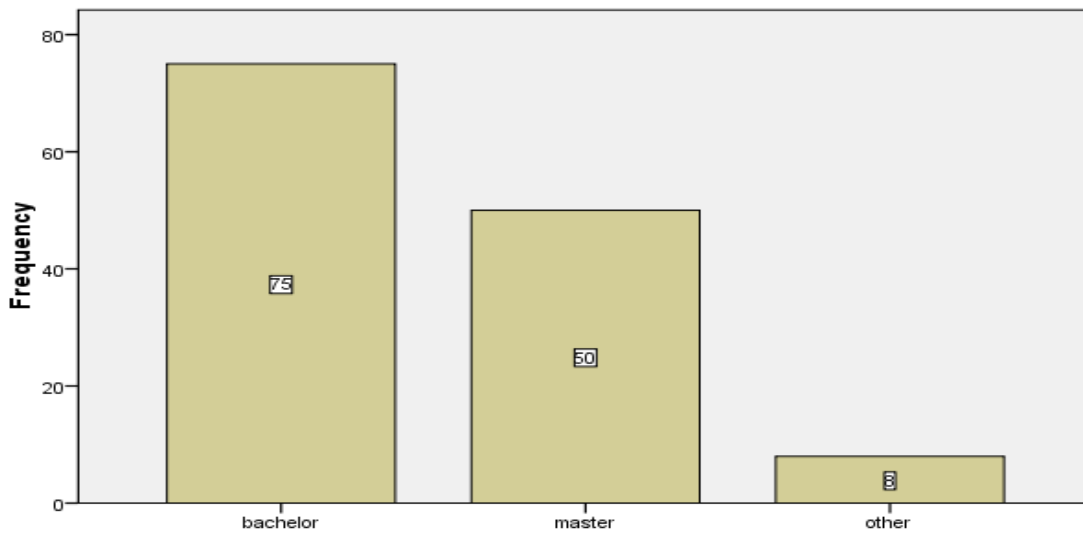


Figure 4.3 Educational level of defendants

4.3.4 The respondents of CGPA?

Table 4.4 CGPA of the defendants

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 2.00-2.50	20	15.0	15.0	15.0
2.50-3.00	40	30.1	30.1	45.1
3.00-3.50	60	45.1	45.1	90.2
3.50-4.00	13	9.8	9.8	100.0
Total	133	100.0	100.0	

The below Table 4.4 displays 20(15.0%) respondent have 2.00-2.50 CGPA, The next plaintiffs are the 40(30.1%) reply have 2.50-300 CGPA, The next defendants are 60(45.1%) reply have 3.00-3.50 CGPA, The final defendants are the 13(9.8%) reaction have 3.50-4.00 CGPA .The subsequent figure 4.4 expressions the graph of Table 4.4

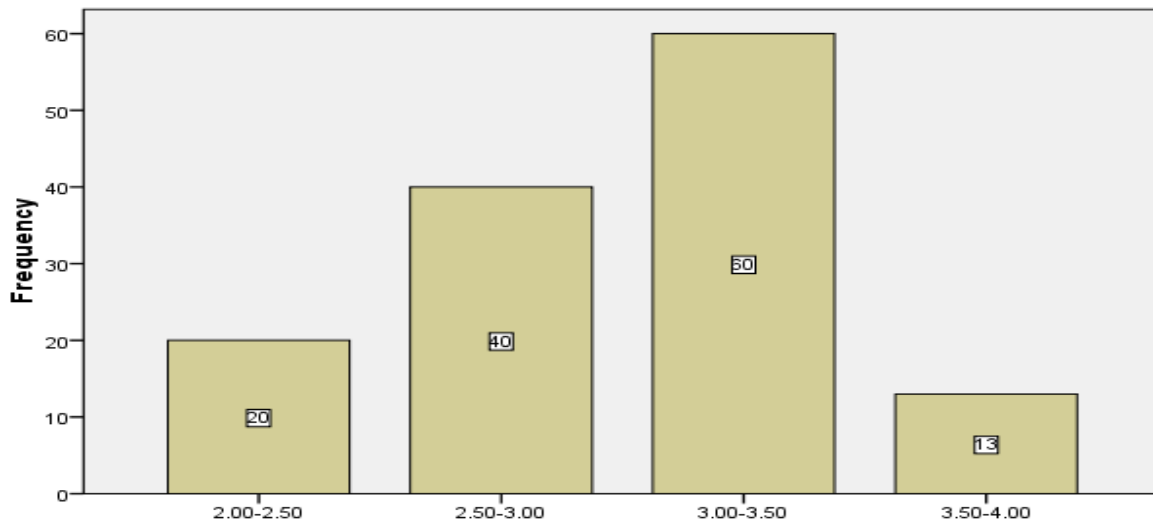


Figure 4.4 respondent of CGPA

4.3.5 .The respondents of using their own computer

Table 4.5 using their own computer

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid yes	91	68.4	68.4	68.4
No	42	31.6	31.6	100.0
Total	133	100.0	100.0	

The below table 4.5 displays 91(68.4%) defendants that they have their own computer (laptop) Tablet, The next respondents are 42(31.6%) response that they didn't have their own computer (laptop) .The behind figure 4.5 displays the graph of table 4.5

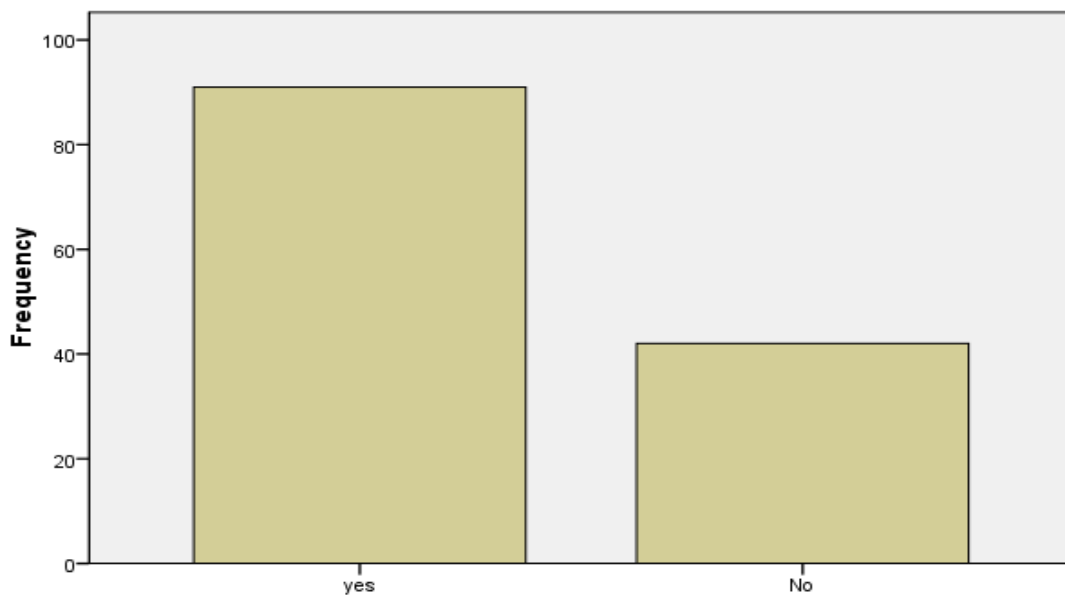


Figure 4.5 respondent of own computer

4.3.6 Using computer for approximately

Table 4.6 using a computer approximately

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1 year	10	7.5	7.5	7.5
2 year	15	11.3	11.3	18.8
3 year	30	22.6	22.6	41.4
4 year	50	37.6	37.6	78.9
more than 5 years	28	21.1	21.1	100.0
Total	133	100.0	100.0	

The beyond Table 4.6 displays 10 (7.5 %) defendants have been using 1 year, and next respondents 15 (11.3 %) respondents have been using 2 years, the next respondents 30(22.6 %) respondents have been using 3 years, the next respondents 50(37.6%) respondents have been using 4 years and the last respondents 28(21.1 %) respondents have been using more than 5 years. the behind figure 4.6 Indicates the graph of table 4.6

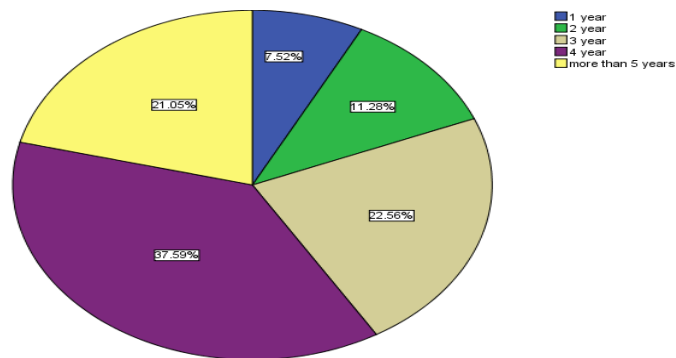


Figure 4.6 respondent of own computer

4.3.7 Use internet

Table 4.7 use internet

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid yes	109	82.0	82.0	82.0
No	24	18.0	18.0	100.0
Total	133	100.0	100.0	

The below table 4.7 displays 109(68.4%) defendants that they use internet, the next respondents are 24(18.0%) response that they did not use internet. The behind figure 4.7 indicates the graph of table 4.7

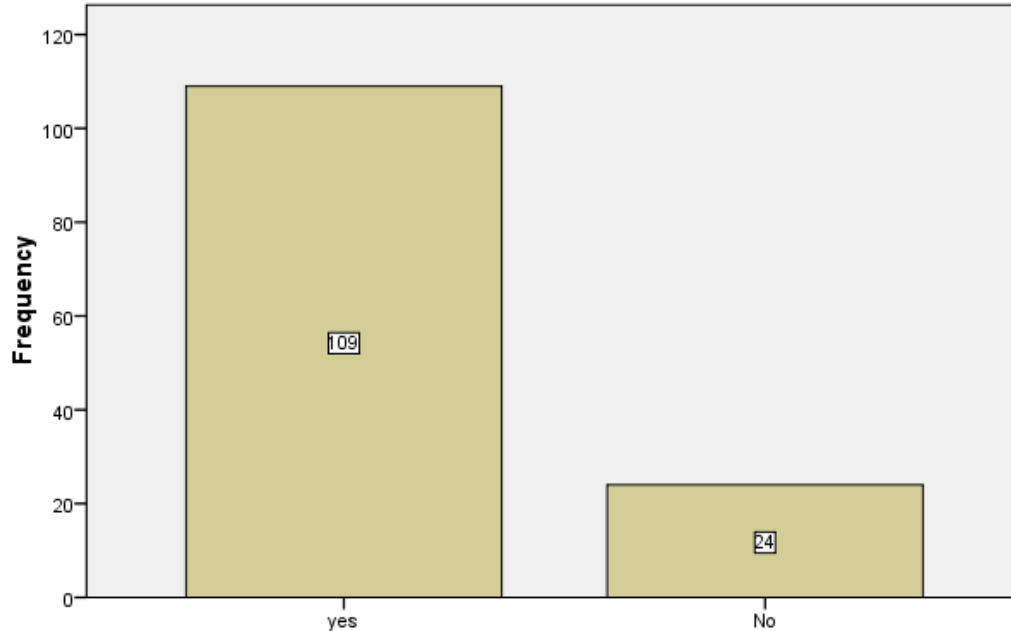


Figure 4.7 respondent of own computer

4.3.8 response of what do you use to access the internet most during the study

Table 4.8 Response of what do you use to access the internet most during the study

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Laptop/Desktop	80	60.2	60.2	60.2
Mobile(phone)	31	23.3	23.3	83.5
other	22	16.5	16.5	100.0
Total	133	100.0	100.0	

The below table 4.8 expressions 80 (60.2 %) defendants laptop/desktop to access the internet most during the study, and next respondents 31 (23.3 %) respondents mobile (phone), and the last one respondents 22(16.5 %) respondents at the other to access the internet most during the study . the behind figure 4.8 Indicators the graph of table 4.8

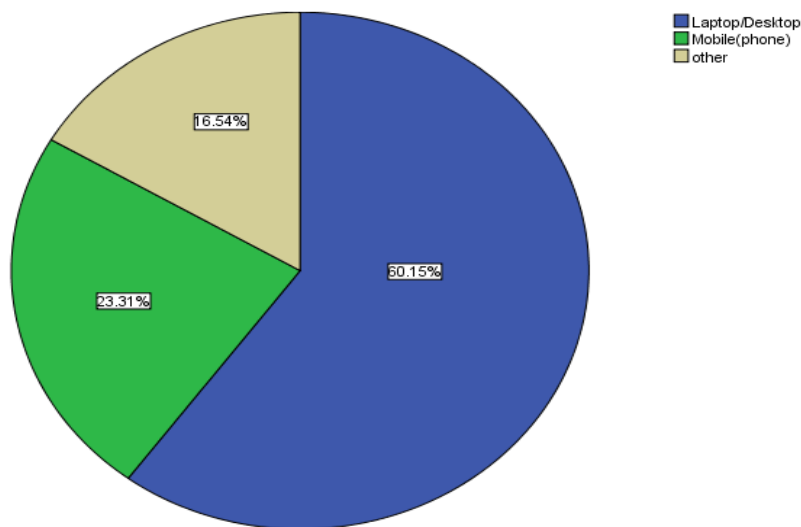


Figure 4.8 to access Internet most during the study

4.3.9 Your internet speed approximately is

Table 4.9 your internet speed approximately is

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Normal	58	43.6	43.6	43.6
	high speed	52	39.1	39.1	82.7
	poor	23	17.3	17.3	100.0
	Total	133	100.0	100.0	

The below Table 4.9 expressions 58 (43.6 %) defendants their Internet speed normal approximately, next respondents 52 (39.1 %) respondents high speed their internet speed , and the last respondents 23(17.3 %) respondents poor their internet speed . the behind figure 4.9 Indicators the graph of table 4.9

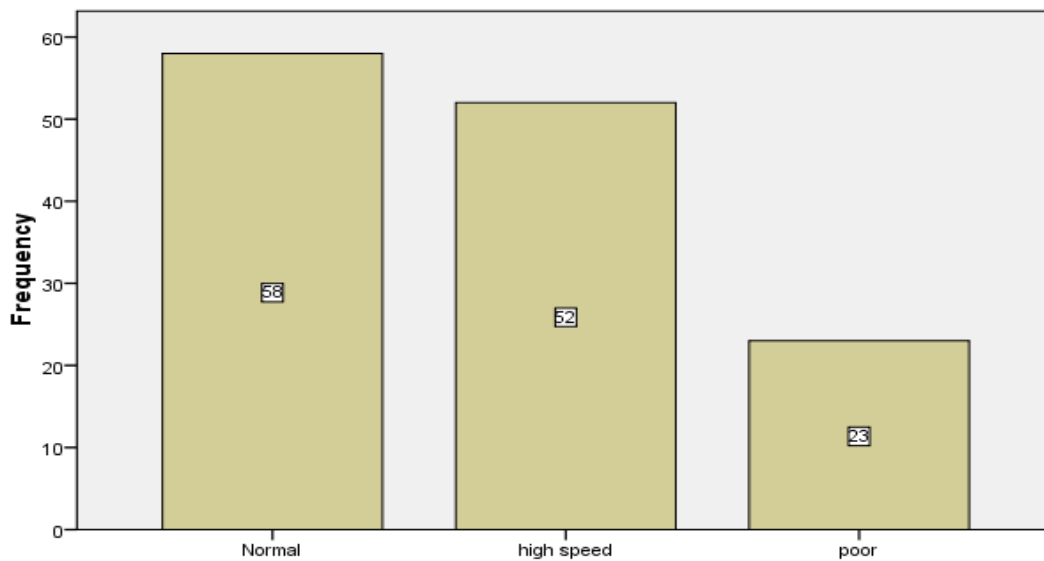


Figure 4.9 your Internet speed approximately

4.3.10 Do you know using educational e-learning for your study?

Table 4. 10 do you know using educational e-learning for your study

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid yes	103	77.4	77.4	77.4
No	30	22.6	22.6	100.0
Total	133	100.0	100.0	

The below Table 4.10 expressions 103(77.4%) defendants that they know using educational e-learning for the study ,and the last respondents 30 (22.6%) respondents that they don't know using educational e-learning for the study . the behind figure 4.10 Indicator the graph of table 4.10

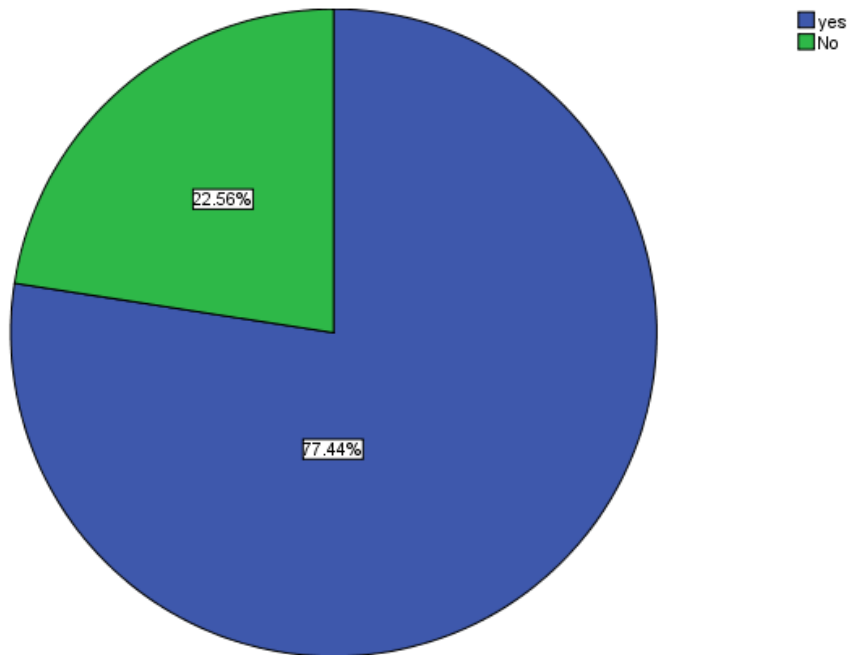


Figure 4.10 you know using educational e-learning for your study

4.3.11 Do you know how to use educational e-learning for your study

Table 4.11 the use for educational e-learning for your study

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	75	56.4	56.4	56.4
No	58	43.6	43.6	100.0
Total	133	100.0	100.0	

The below Table 4.11 displays 75(56.4%) defendants that they know how to use educational e-learning for the study ,and the last respondents 58 (43.6%) respondents that they don't know how to use educational e-learning for the study . the behind figure 4.11 Indicators the graph of table 4.11

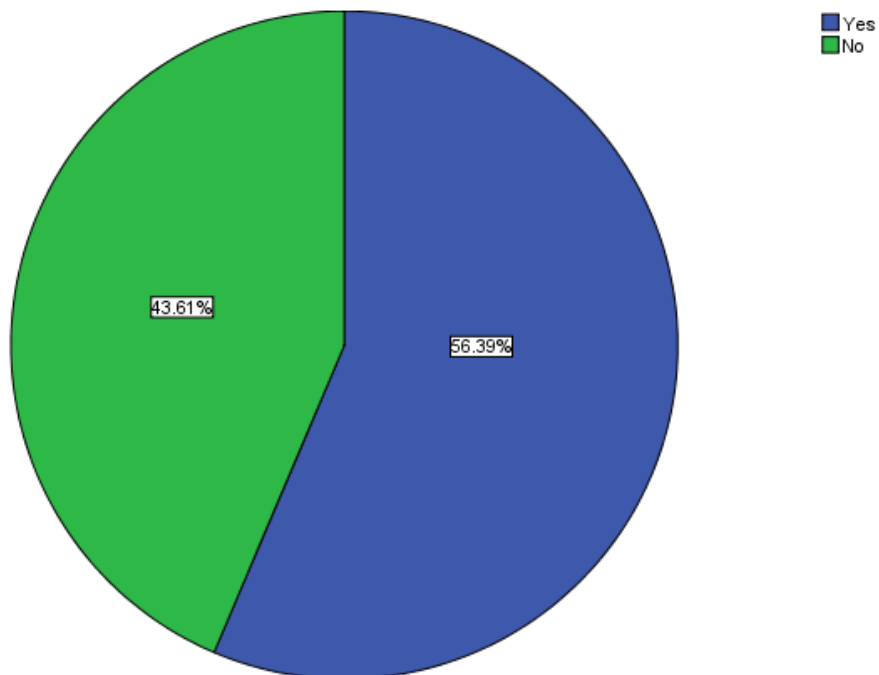


Figure 4.11 Do you know how to use educational e-learning for your study

4.3.12 during the study of e-learning, which tools do use in higher education

Table 4.12 during the study of e-learning, which tools do use in higher education

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid web logical	30	22.6	22.6	22.6
bookmarking	25	18.8	18.8	41.4
text chat	10	7.5	7.5	48.9
BLOG	46	34.6	34.6	83.5
Other	22	16.5	16.5	100.0
Total	133	100.0	100.0	

The below Table 4.12 expressions 30 (22.6 %) defendants web logical that they using in higher learning, next respondents 25 (18.8 %) respondents bookmarking to use in higher education, the next respondents 10(7.5 %) respondents they use text chat in higher education, the next respondents 46(34.6%) respondents they use BLOG in higher education and the last respondents 22(16.5 %) respondents at the other tools to use in higher education. the behind figure 4.12 Indicators the graph of table 4.12

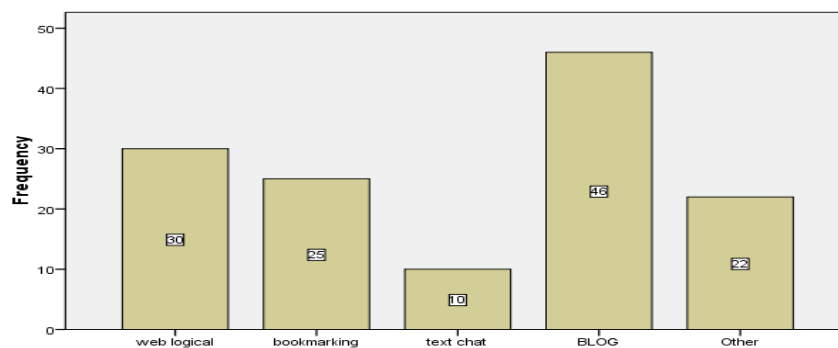


Figure 4.12 during the study of e-learning, which tool do use in higher education?

4.3.13 how long have you been using e-learning for your educational purpose?

Table 4.13 the using e-learning for their educational purpose

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1 year	17	12.8	12.8	12.8
2 years	34	25.6	25.6	38.3
4 years	51	38.3	38.3	76.7
more than 5 years	31	23.3	23.3	100.0
Total	133	100.0	100.0	

The below Table 4.13 displays 17 (12.8 %) defendants have been using 1 year for educational purpose, and next respondents 34 (25.6 %) respondents have been using 2 years for educational purpose, the next respondents 51(38.3 %) respondents have been using 4 years for educational purpose, and the last respondents 31(23.3%) respondents have been using more than 5 years for educational purpose. the behind figure 4.13 Indicators the graph of table 4.13

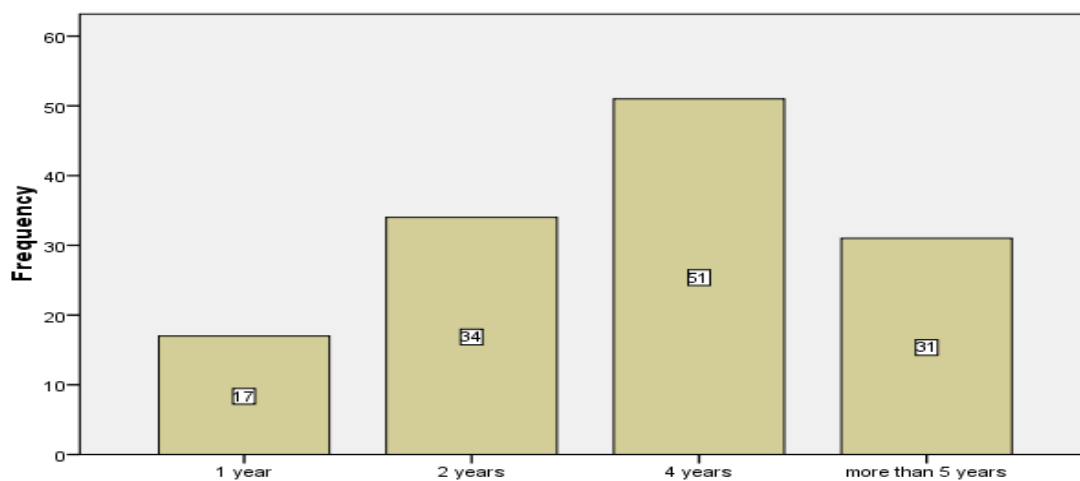


Figure 4.13 how long have you been using e-learning for your educational purpose?

4.3.14 do you usually access e-learning course by using email

Table 4.14 usually to access e-learning course by using email

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid usually	73	54.9	54.9	54.9
sometimes	44	33.1	33.1	88.0
never	16	12.0	12.0	100.0
Total	133	100.0	100.0	

The below Table 4.14 displays 73 (54.9%) defendants usually access e-learning by using email , next respondents 44 (33.1 %) respondents sometimes to access e-learning by using email , and the last respondents 16(12.0 %) respondents never to access e-learning by using email . the behind figure 4.14 Indicators the graph of table 4.14

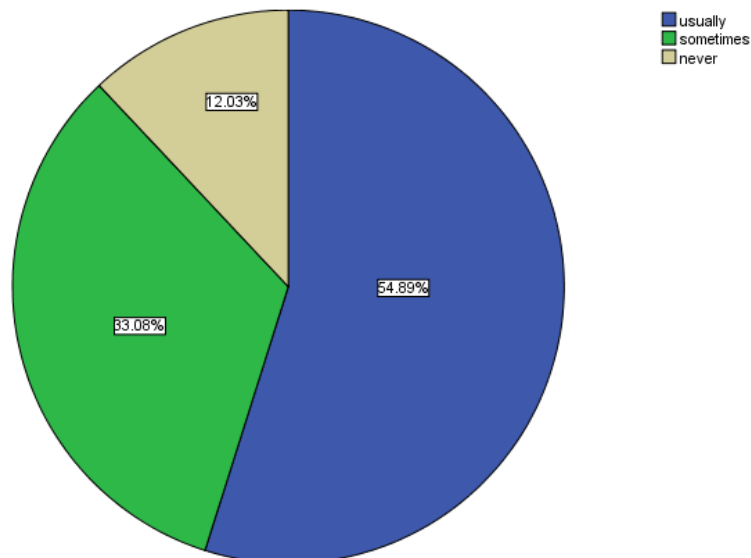


Figure 4.14 Usually to access e-learning course by using email

4.3.15. The respondents, do you regularly attend your e-learning classes?

Table 4.15 the attend their e-learning classes

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	113	85.0	85.0	85.0
No	20	15.0	15.0	100.0
Total	133	100.0	100.0	

The below Table 4.15 expressions 113(85.0%) defendants attend their e-learning classes regularly, and the last respondents 20 (15.0%) respondents that they don't attend their e-learning classes regularly . the behind figure 4.15 Indicators the graph of table 4.15

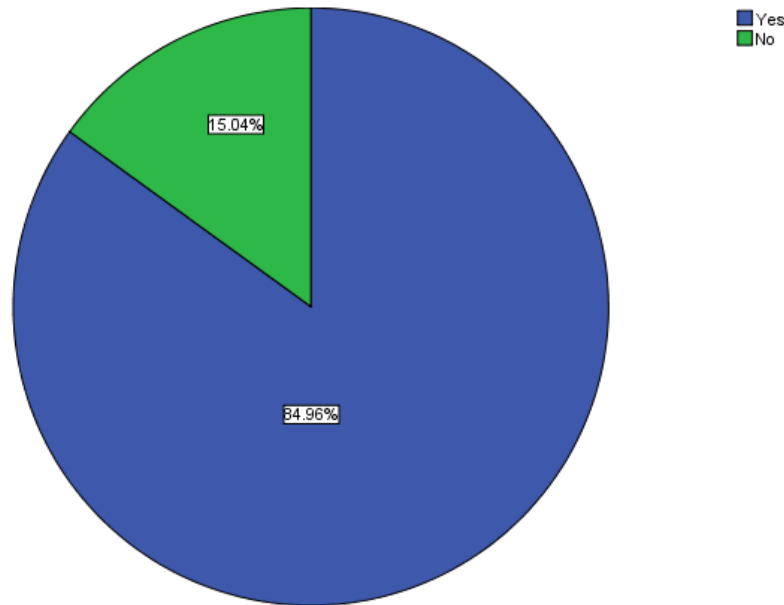


Figure 4.15 do you regularly attend your e-learning classes?

4.3.16 during your study, did you feel any confusion

Table 4.16 the confusion about the course of e-learning

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid yes	53	39.8	39.8	39.8
No	80	60.2	60.2	100.0
Total	133	100.0	100.0	

The below Table 4.16 displays 53(39.8%) defendants they feel a confusion, and the last respondents 80 (60.2%) respondents they didn't feel any confusion. the behind figure Indicators the graph of table 4.16

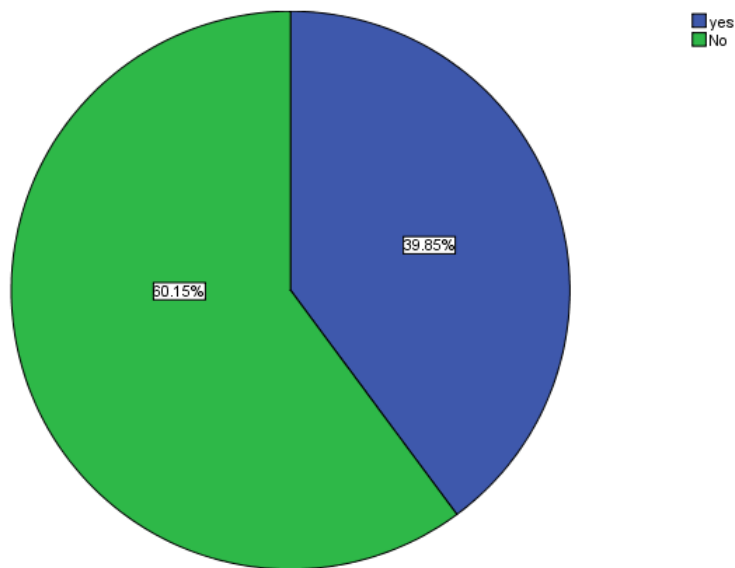


Figure 4.16 the confusion about the course of e-learning

4.3.17. The respondents of e-learning taking courses

Table 4.17 the courses did they take for e-learning

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1 course	19	14.3	14.3	14.3
2 course	25	18.8	18.8	33.1
3 courses	28	21.1	21.1	54.1
4 courses	32	24.1	24.1	78.2
more than 5 courses	29	21.8	21.8	100.0
Total	133	100.0	100.0	

The below Table 4.17 displays 19 (14.3 %) defendants took 1 course, the next response are 25(18.8 %) respondents took 2 courses, the next respondents 28(21.1 %) respondents took 3 courses, the next respondents are 32(24.1%) response took 4 courses and the last respondents 29(21.8%) respondents took more than 5 courses. the behind figure 4.17 Indicators the graph of table 4.17

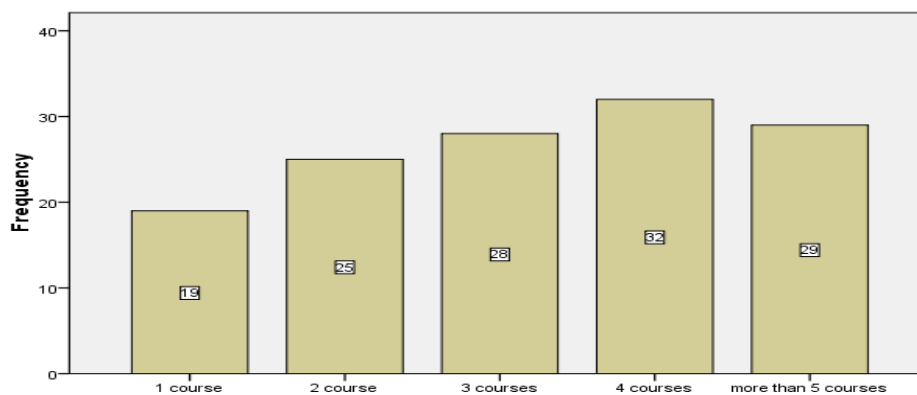


Figure 4.17 how many course did you take for e-learning

4.3.18 do you satisfy the way that you take the lectures

Table 4.18 student satisfaction

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	106	79.7	79.7	79.7
No	27	20.3	20.3	100.0
Total	133	100.0	100.0	

The below Table 4.18 displays 106(79.7%) defendants to satisfy the way to take their lectures, and the last respondents 27 (20.3%) respondents they don't satisfy the way to take their lectures . the behind figure Indicators the graph of table 4.18

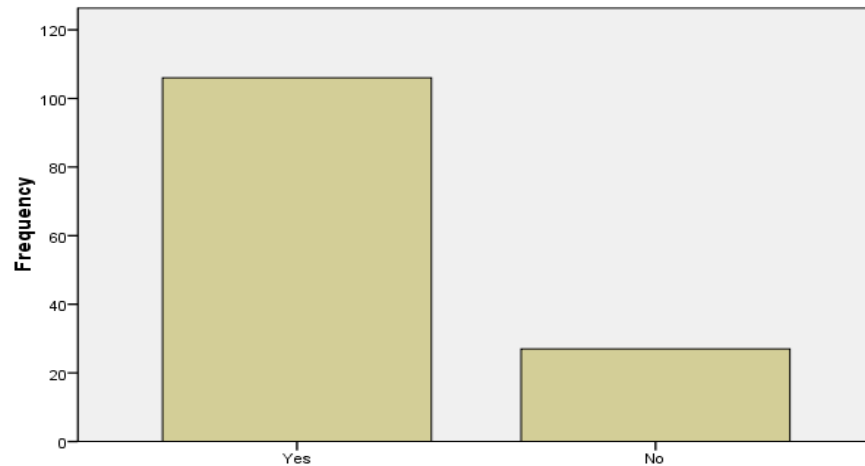


Figure 4.18 satisfy the way that you take the lecture

4.3.19. How do you ask questions your lecturer?

Table 4.19 Ask questions their lecturer

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid chatting individual	43	32.3	32.3	32.3
video	26	19.5	19.5	51.9
by group	37	27.8	27.8	79.7
other	27	20.3	20.3	100.0
Total	133	100.0	100.0	

The below Table 4.19 expressions 43 (32.3 %) defendants to ask questions their lecturer by chatting individual, the next respondents are 26(19.5 %) respondents to ask questions their lecturer by video, the next respondents 37(27.8 %) respondents to ask questions their lecturer by group, and the last respondents 27(20.3%) respondents other to ask questions their lecturer. the behind figure 4.19 Indicators the graph of table 4.19

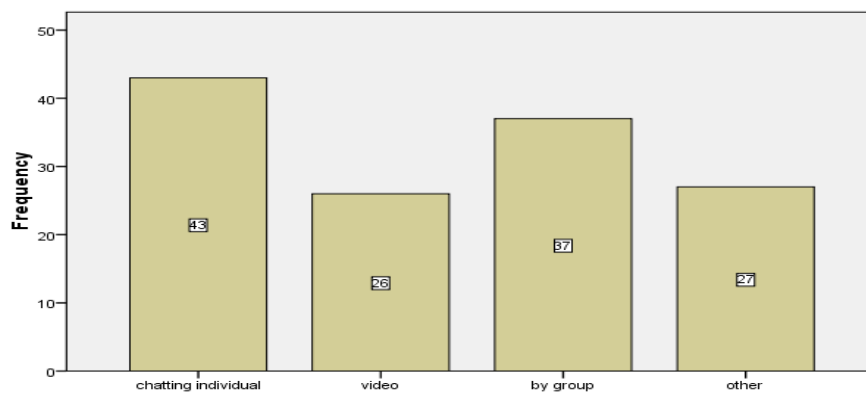


Figure 4.19 Ask questions their lecturer

4.3.20. Do you think the course lead to you to get the expected knowledge?

Table 4. 20 the course lead to you to get the expected knowledge

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid yes	96	72.2	72.2	72.2
No	37	27.8	27.8	100.0
Total	133	100.0	100.0	

The below table 4.20 expressions 96 (72.2%) defendants got what they expect to lead the knowledge , and the last respondents 37 (27.8%) respondents they don't get what they expected the course . the behind figure 4.20 Indicators the graph of table 4.20

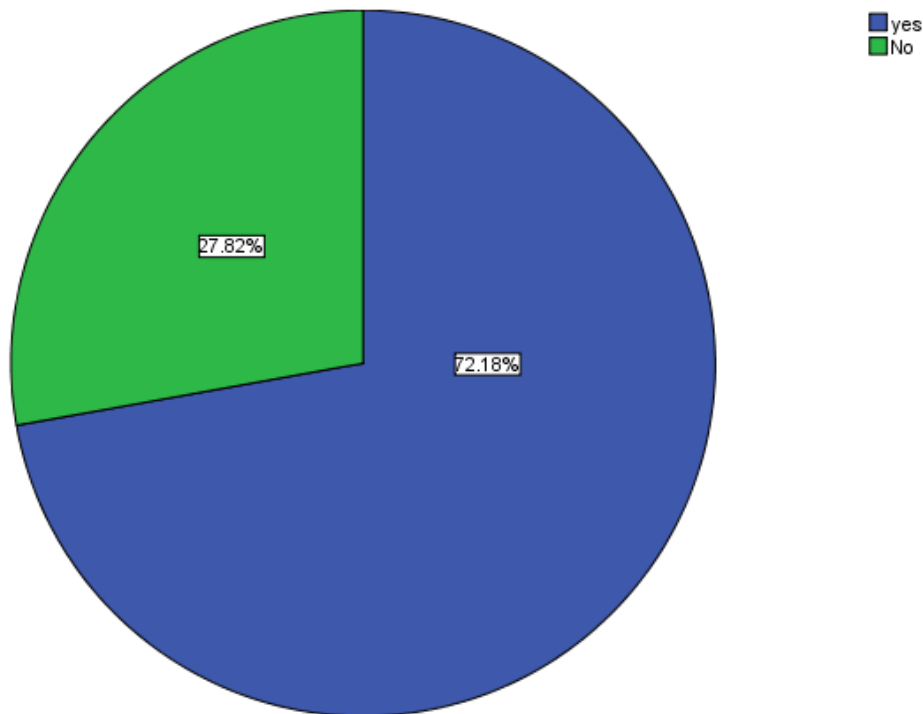


Figure 4. 20 Think the course lead to you to get the expected knowledge

4.3.21 the respondents of sounds in the course audible

.Table 4.21 sounds in the course audible

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	120	90.2	90.2	90.2
No	13	9.8	9.8	100.0
Total	133	100.0	100.0	

The below Table 4.21 displays 120 (90.2%) defendants sounds in the course audible , and the last respondents 13 (9.8%) respondents there is no any sound in the course audible . the behind figure 4.21 Indicators the graph of table 4.21

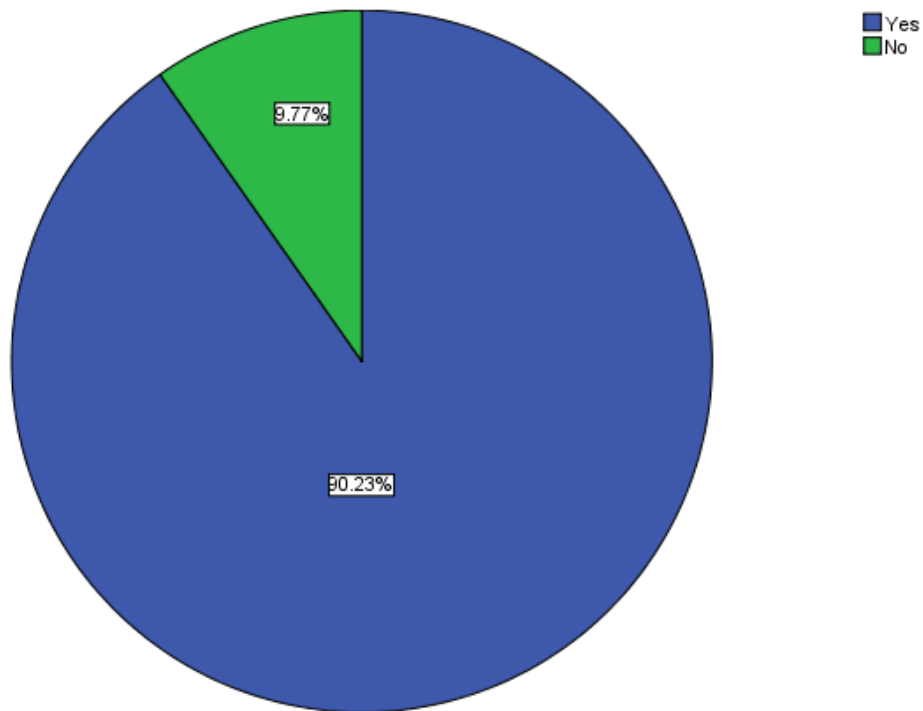


Figure 4.21 Sounds in the course audible

4.3.22. The respondents is it easy and understandable the course of e-learning

Table 4. 22 Easily and understandable the course of e-learning

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid yes	78	58.6	58.6	58.6
No	55	41.4	41.4	100.0
Total	133	100.0	100.0	

The below Table 4.22 displays 78 (58.6%) respondents easily and understandable the course, and the last respondents 55 (41.4%) respondents it is not easily and understandable the course. the behind figure 4.22 Indicators the graph of table 4.22

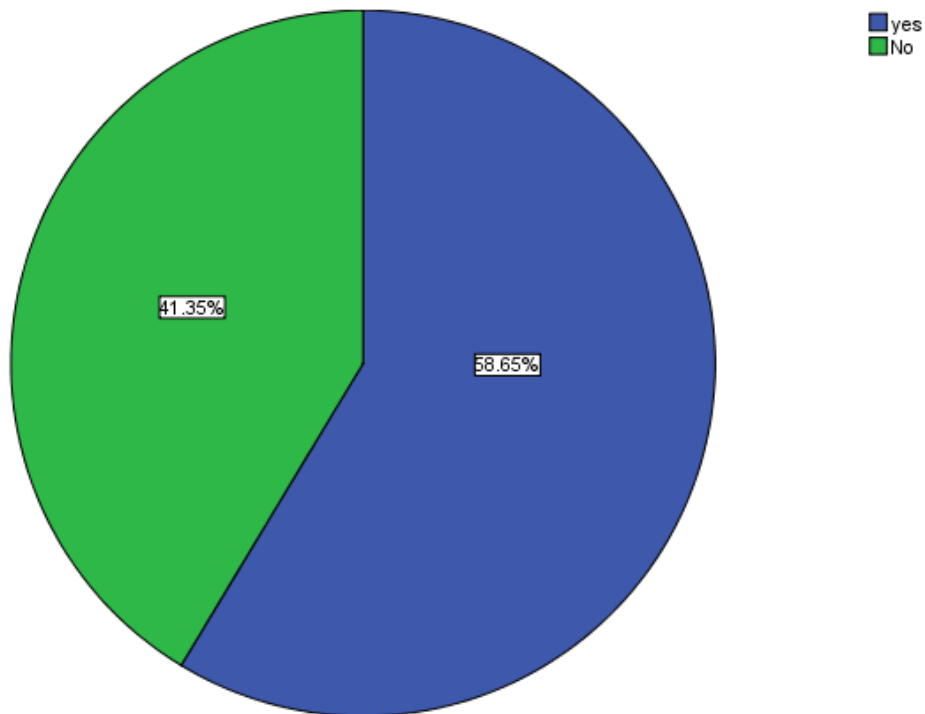


Figure 4.22 easily and understandable the course

4.3.23. The response the effective the course at helping to reach their objectives

Table 4. 23 The effective the course at helping to reach their objectives

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not at all	23	17.3	17.3	17.3
	not very	39	29.3	29.3	46.6
	very	51	38.3	38.3	85.0
	quite	20	15.0	15.0	100.0
	Total	133	100.0	100.0	

The below Table 4.23 expressions 23 (17.3 %) defendants was not at all effective the course at helping to reach learning objectives, the next respondents are 39(29.3 %) respondents was not very effective the course at helping to reach learning objectives, the next respondents 51(38.3 %) respondents was very effective the course at helping to reach the learning objectives , and the last respondents 20(15.0%) respondents was quite effective the course at helping to reach learning objectives . the behind figure 4.23 Indicators the graph of table 4.23

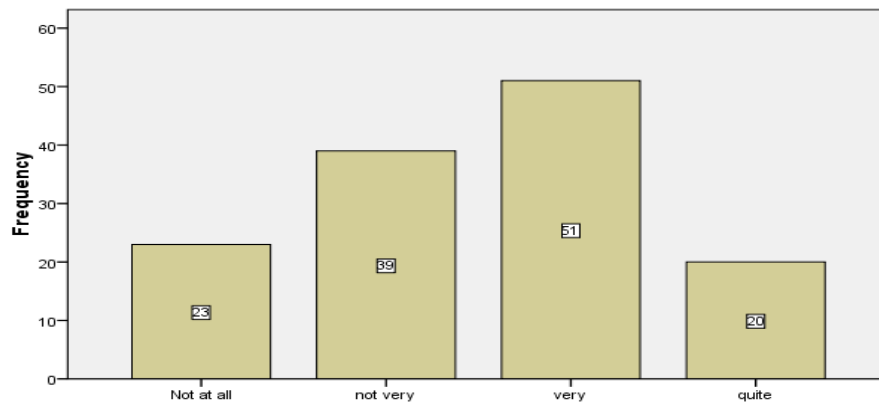


Figure 4.23 the response the effective the course at helping to reach their objectives

4.3.24. The respondents how close was the course to what you expected

Table 4. 24 close was the course to what expected the course

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid good	51	38.3	38.3	38.3
very	47	35.3	35.3	73.7
excellent	35	26.3	26.3	100.0
Total	133	100.0	100.0	

The below Table 4.24 displays 51 (38.3 %) defendants was good what they expected the course, the next respondents are 47(35.3 %) respondents was very what they expected the course, and the last respondents 35(26.3%) respondents was excellent what they expected the course. the behind figure 4.24 Indicators the graph of table 4.24

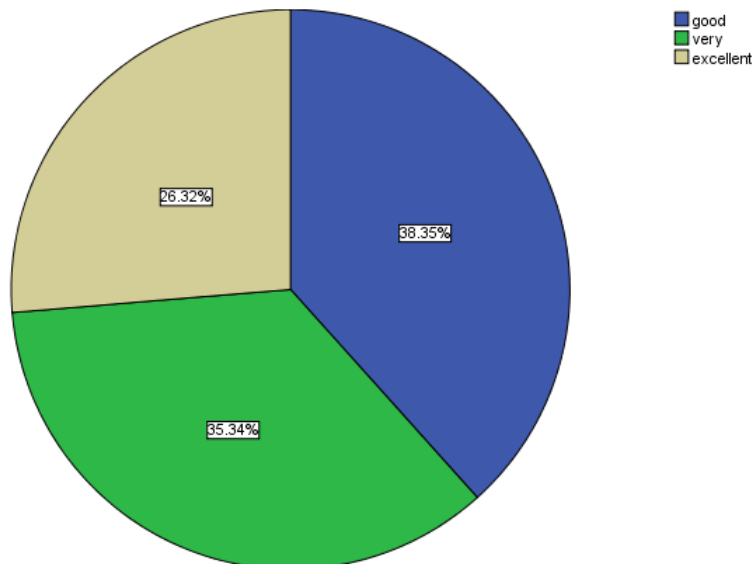


Figure 4.24 the close was the course to what expected the course

4.3.25. How satisfied are you with the material covered

Table 4. 25 satisfied with the material covered

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid very good	55	41.4	41.4	41.4
excellent	30	22.6	22.6	63.9
good	34	25.6	25.6	89.5
not at all	14	10.5	10.5	100.0
Total	133	100.0	100.0	

The below Table 4.25 displays 55 (41.4 %) defendants are very good to satisfy with the material covered, the next respondents are 30(22.6 %) respondents are excellent to satisfy with the material covered, the next respondents 34(25.6 %) respondents were good to satisfy the material covered, and the last respondents 14(10.5%) respondents are not at all to satisfy the material covered. the behind figure 4.25 Indicators the graph of table 4.25

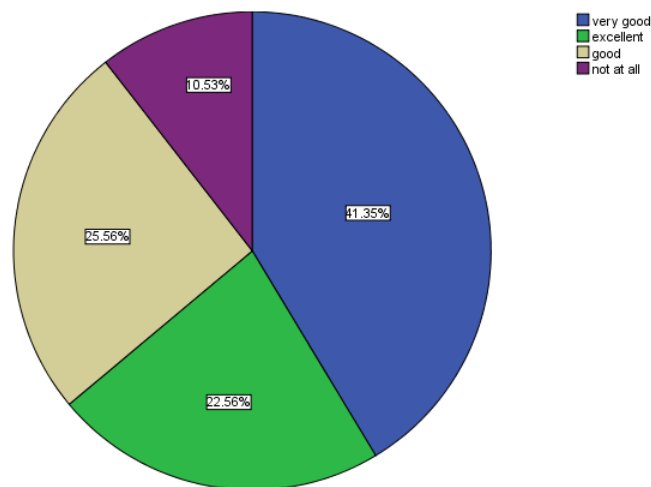


Figure 4. 21 satisfied with the material covered

4.3.26. The respondents did you find the content of the course sufficient

Table 4. 26 Find the content of the course sufficient

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	113	85.0	85.0	85.0
No	20	15.0	15.0	100.0
Total	133	100.0	100.0	

The above table 4.26 expressions 113 (85.0%) respondents they find the content of the course sufficient , and the last respondents 20 (15.0%) respondents they didn't find the content of the course sufficient . the behind figure 4.26 Indicators the graph of table 4.26

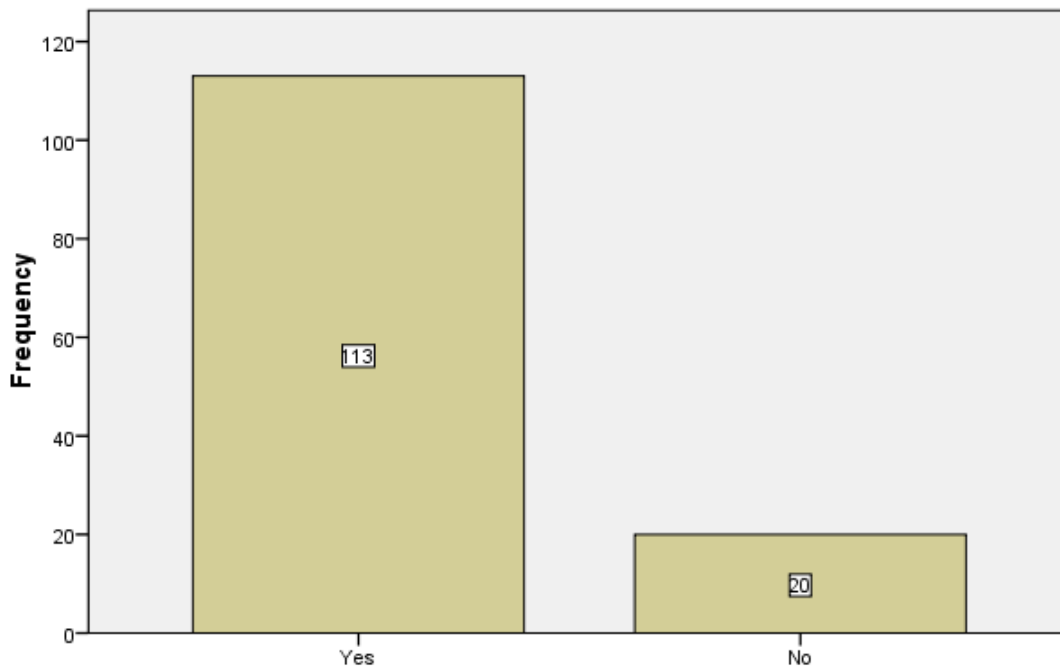


Figure 4.22 Find the content of the course sufficient

4.3.27. The response of the material of the course clear and easy to understand

Table 4. 27 The material of the course clear and easy to understand

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid yes	75	56.4	56.4	56.4
No	58	43.6	43.6	100.0
Total	133	100.0	100.0	

The below Table 4.27 displays 75 (56.4%) defendants the material of the course clear and easy to understand, and the last respondents 58(43.6%) respondents the material of the course clear and easy to understand. the behind figure 4.27 Indicators the graph of table 4.27

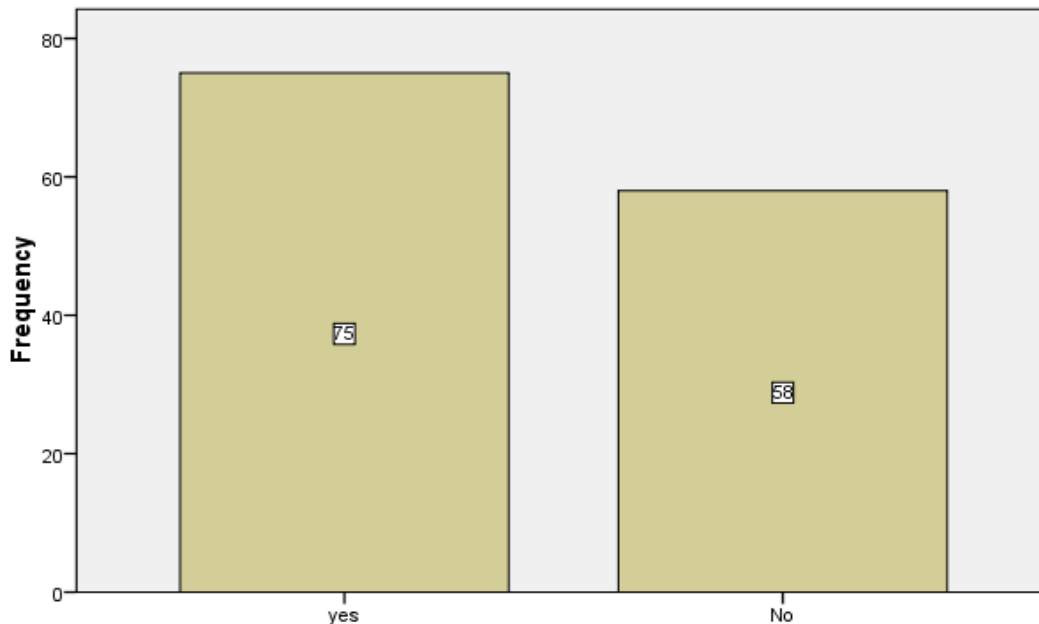


Figure 4.27 the material of the course clear and easy to understand

4.3.28 how long do you believe that it takes to complete the course

Table 4. 28 they believe that it takes to complete the course

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1 month	27	20.3	20.3	20.3
2 month	50	37.6	37.6	57.9
3 month	31	23.3	23.3	81.2
semester	25	18.8	18.8	100.0
Total	133	100.0	100.0	

The below Table 4.28 expressions 27 (20.3 %) defendants it took 1 month , the next respondents 50(37.6 %) respondents it took 2 month ,the next respondents are 31(23.3%) response it took 3 month and the last respondents 25(18.8%) respondents it took one semester . the behind figure 4.28 Indicators the graph of table 4.28

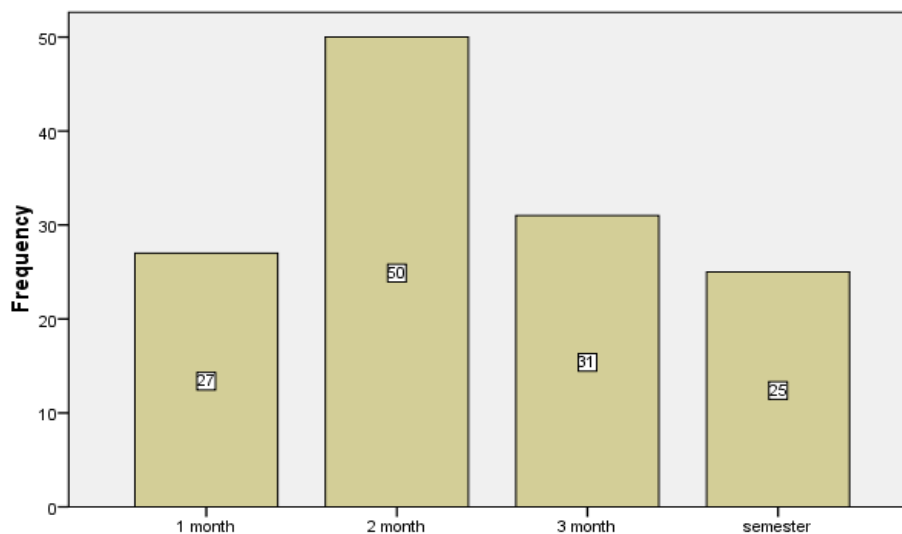


Figure 4.28 they believe that it takes to complete the course

4.3.29 the respondents of think the course should be shorter the same or longer

Table 4. 29 think the course should be shorter the same or longer

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	93	69.9	69.9	69.9
No	40	30.1	30.1	100.0
Total	133	100.0	100.0	

The below Table 4.29 displays 93 (69.9%) respondents the course should be shorter the same or longer, and the last respondents 40(30.1%) respondents the course should be shorter the same or longer. the behind figure 4.29 Indicates the graph of table 4.29

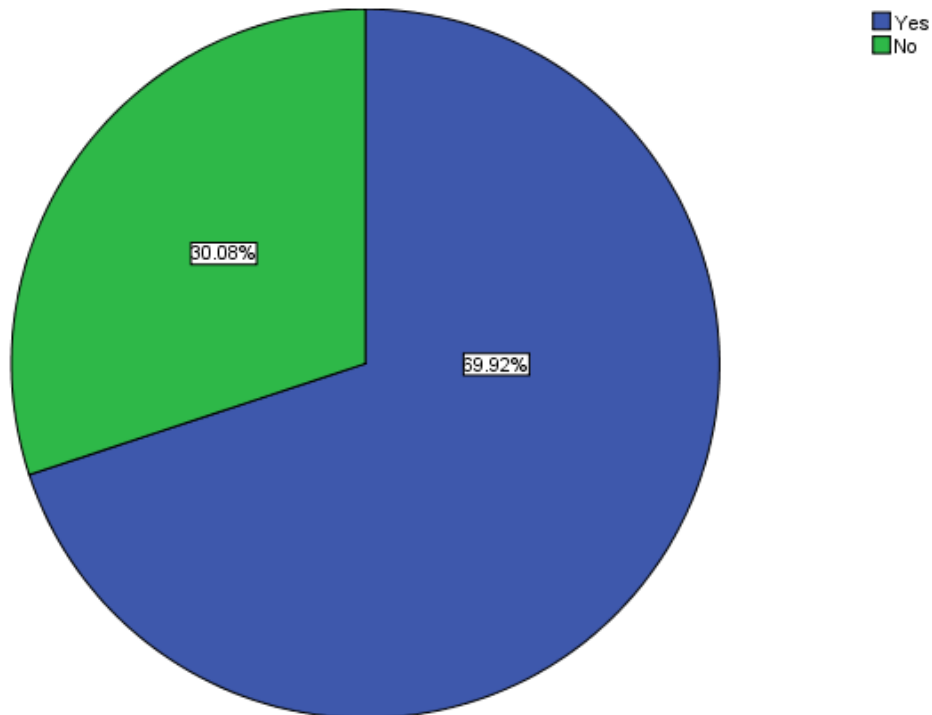


Figure 4.29 Think the course should be shorter the same or longer

4.3.30. Response of the feel you had an active role in this e-learning experience

Table 4. 30 The feel you had an active role in this e-learning experience

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid yes	79	59.4	59.4	59.4
No	54	40.6	40.6	100.0
Total	133	100.0	100.0	

The below Table 4.30 expressions 79 (59.4%) defendants they feel an active role in this e-learning experience, and the last respondents 54(40.6%) respondents they don't feel an active role in this eLearning experience. the behind figure 4.30 indicators the graph of table 4.30

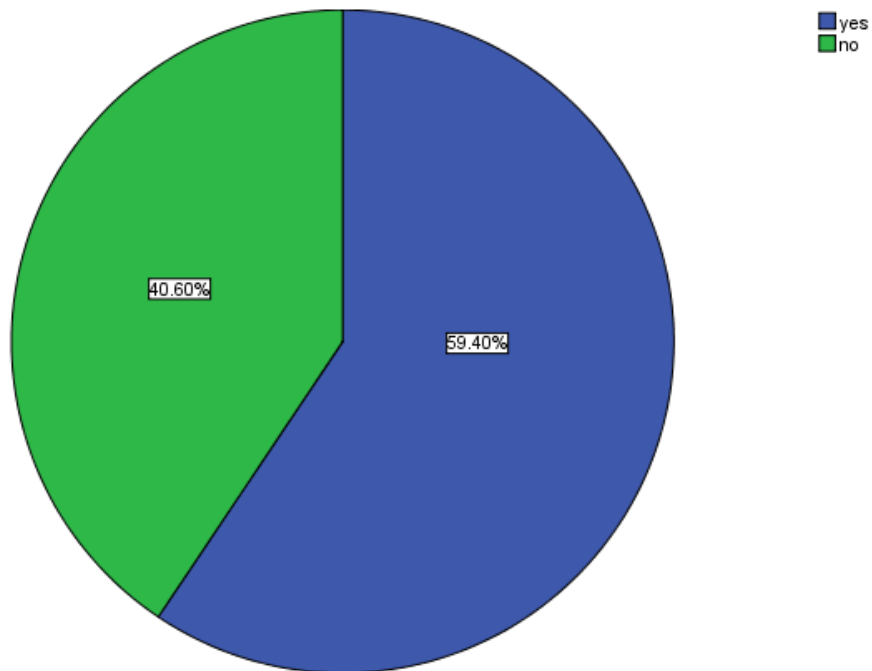


Figure 4.30 the feel you had an active role in this e-learning experience

4.3.31 the respondents did you remain concentrated throughout the course

Table 4.31 The remain concentrated throughout the course

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid yes	87	65.4	65.4	65.4
No	46	34.6	34.6	100.0
Total	133	100.0	100.0	

The below Table 4.31 displays 87 (65.4%) defendants they remain concentrated through the course , and the last respondents 46(34.6%) respondents they didn't remain to concentrate through the course. the behind figure 4.31 Indicators the graph of table 4.31

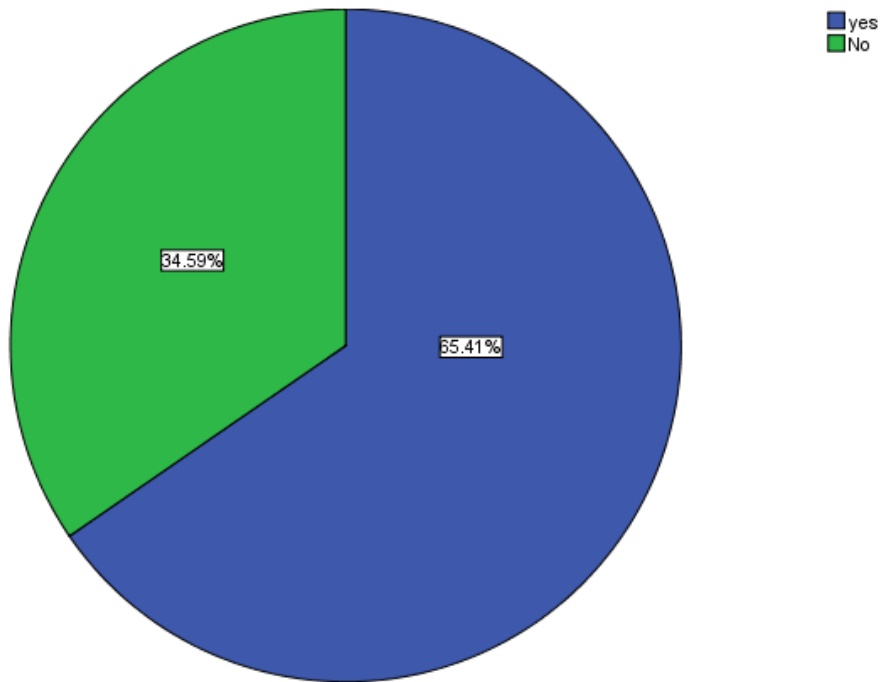


Figure 4.31 the remain to concentrated throughout the course

4.4 Summary

This chapter I conferred outcomes of the study of the lead imposing and the outcomes of the study contain enquiry of investigational outcomes, and similarly expressive analysis, this study Queries I get virtuous replies that brands study to become cooperative the productivity of this evocative and incidence analysis

CHAPTER FIVE

SUMMARY OF THE STUDY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

In this chapter I discussed the outcomes of the marks, assumption and endorsement of this research, first I deliberated the main results of every research as completed in the study goals, second the deduction from the results of the research, thirdly the researchers will recommend commendation of this research and lastly parts upcoming study.

5.2 Summary of the study

After results the researcher absorbed on to converse the queries asked the defendants.

5.2.1 During your study, did you feel any confusion?

Approximately 60.2% students Daffodil International University didn't feel any confusion.

Approximately 39.8% students Daffodil International University feel a confusion

5.2.2 Do you satisfy the way that you take the lectures?

Approximately 79.7% students of Daffodil International University satisfy the way that they take the lectures.

Approximately 20.3% students of Daffodil International University don't satisfy the way that they take the lectures

5.2.3 Is it easy and understandable the course of e-learning?

Approximately 58.6% students of Daffodil International University said it is easy and understandable the course of e-learning.

Approximately 41.4% students of Daffodil International University it is not easy and understandable the course of e-learning in higher education.

5.2.4 Did you find the content of the course sufficient?

Approximately 85.0% pupils of DIU to find the content of the course sufficient.

Approximately 15.0% pupils of DIU didn't find the content of the course sufficient.

5.2.5 Was the material of the course clear and easy to understand?

Approximately 56.4% students of DIU said the material of the course clear and easy to understand.

Approximately 43.6% students of DIU was not the material of the course clear and easy to understand

5.3 Conclusion

Electronic learning has been a progressively general teaching method in advanced institutes for the fast growing of IT. This study mostly efforts on the association of learners' usage of electronic knowledge and their career of education. The outcomes from the reversion investigation using 133 pupils attending at different faculties of Daffodil International University displays that the usage of electronic learning progresses student's life style and also his education. The purpose of this study was the Evaluation of eLearning in higher education among Daffodil international University students and to know whether eLearning develop Daffodil International University students for higher education. And also, to check that in instruction to know students' purpose to usage an electronic learning, positive insight on electronic learning use is vital.

5.4 Recommendations

Based on the results of this work, the following commendations were made learners specifically Daffodil international university students for different faculties, use the results of this study to progress on their career for higher

education. They have to be aware of electronic learning in carrying out their academic performance so that the level of their career for higher education is very well. I hope this study will help for Daffodil international university students at different levels.

I recommended all DIU students to concentrate educational E-learning for higher education and to give Training would be existing to trainers and course designers so that they can be more acquainted with the learning administration systems. They must be fortified to join Internal and external workshops so that they can always be aware of current software and changes on learning gears. Course content must be planned to uniform or commendation different classes of learners, partialities and learning classes. E-learning course content must meet the constraint of national Qualifications Framework and must be reviewed and updated at any times if it is make like that the students should be avoid to feel any confusion during the study. Because electronic learning improves the efficiency of education and qualifications through luxury of contact to a large amount of information electronic learning assistances reward for shortages of academic staff.

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Appendices

Evaluation of e-learning in higher education among DIU Students

Demographic information

Q1. What is your gender?

Male female

Q2. How old are you?

Between 17 up to 20 between 20 up to 25

Between 25 up to 30 between 30 up to 40

Between 51 and above

Q3. What is your degree?

Bachelor Master Other

Q4. What is your CGPA?

2.00-2.50 2.50-3.00 3.00-3.50 3.50-4.00

Q5. Do you have your own computer (laptop) Tablet?

Yes No

Q6. I've been using computer for approximately

1 year 2 year 3 years 4 years more
than 5 years

Internet Use

Q7. Do you use internet?

Yes No

Q8. What do you use to access the Internet most during the study?

Laptop/Desktop Mobile (phone) other

Q9. Your internet speed approximately is?

Normal high speed Poor

About using education e-learning for higher education and how?

Q10. Do you know using educational e-learning for your study?

Yes No

Q11. Do you know how to use educational e-learning for your study?

Yes No

Q12. During the study e-learning, which tools do use in higher Education?

Web log social bookmarking Text chat
BLOG other

Q13. How long have you been using e-learning for your educational purpose?

1 Year 2 Years 4 Years
More than 5 years

Q14. Do you usually access e-learning course by using email (please tick one)

Usually sometimes never

Q15 Do you regularly attend your e-learning classes?

Yes No

Q16. During your study, did you feel any confusion?

Yes No

Q17. How many course did you take for e-learning?

1 course 2 course 3 courses 4 courses
More than 5 courses

Q18. Do you satisfy the way that you take the lectures?

Yes No

Q19. How do you ask questions your lecturer?

Chatting individual video by group other

Q20. Do you think the course lead to you to get the expected knowledge?

Yes No

Q21. Is there any sounds in the course audible?

Yes No

Q22. Is it easily and understandable the course of e-learning?

Yes No

Q23. How effective was the course at helping you reach those learning objectives?

Not at all not very very quite

Q24. How close was the course to what you expected?

Good very excellent

Q25. How satisfied are you with the material covered?

Very good excellent good not at all

Q26. Did you find the content of the course sufficient?

Yes No

Q27. Was the material of the course clear and easy to understand?

Yes No

Q28. How long do you believe it took you to complete the course?

1 month 2 month 3 month semester
More than semester

Q29. Do you think the course should be shorter the same or longer?

Yes No

Q30. Do you feel you had an active role in this e-learning experience?

Yes No

Q31. Did you remain concentrated throughout the course?

Yes No

