ISSN (Online): 2455-3662
EPRA International Journal of Multidisciplinary Research (IJMR) - Peer Reviewed Journal
Volume: 11| Issue: 6| June 2025|| Journal DOI: 10.36713/epra2013 || SJIF Impact Factor 2025: 8.691 || ISI Value: 1.188

THE EFFECTIVENESS OF E-LEARNING SYSTEMS IN MANAGEMENT EDUCATION IN TAMIL NADU STATE BY EMPLOYING A USER SATISFACTION APPROACH

Dr.S.A.Mohamed Ali[1], D.Vinoth[2]
[1]*Principal, CMS Academy of Management & Technology, Bharathiar University*
[2]*Research Scholar, Department of Management, CMS Academy of Management & Technology, Bharathiar University*

Article DOI: https://doi.org/10.36713/epra22497
DOI No: 10.36713/epra22497

ABSTRACT

Learning is an unavoidable component of every person's life, and it contributes to the enhancement of their knowledge, skills, and attitudes, as well as their capacities and capabilities. Whether or not an individual is employable is contingent upon the competences and capabilities that they possess. Increasing an individual's employability is a significant benefit that may be achieved through the utilization of e-learning. The objective of this research paper is to investigate the level of contentment that users have with regard to e-learning technologies in the context of management education in the state of Tamil Nadu. In order to develop communication skills, soft skills, quantitative aptitude, verbal reasoning, and subject knowledge, the researcher reached out to all of the engineering colleges, arts and science colleges, standalone institutions, and business schools that are located in Tamil Nadu state, India.

These institutions all present a Master of Business Administration (MBA) program in their educational institutions. Additionally, they have implemented an e-learning course. The survey regarding the research was carried out with a total of 360 samples, which included 300 management students and 60 faculty members.The data collection instrument is comprised of six essential components, which are the student, the teacher, the course, the technology, the design, and the environment. In order to conduct an analysis of the primary data collected for the study, the researchers utilized the frequency analysis, the mean, the standard deviation, and the confirmatory factor analysis. According to the findings of the study, all of the essential aspects of e-learning, including the learner, the instructor, the course, the design, the technology, and the environment, have a significant positive relationship with the success of e-learning systems that are utilized in a selection of management educational institutions located in Tamil Nadu state. Furthermore, it has been discovered that users, which include both management students and teachers, are experiencing a degree of satisfaction that is greater than moderate with regard to all of the essential characteristics of success that are associated with e-learning systems.

KEYWORDS: *Success Of E-Learning, Management Education, User Pleasure, State Of Tamil Nadu*

INTRODUCTION

In recent years, the education system in India has been subjected to significant transformations as a result of the global shift brought about by technology advancements. The development of tools that are based on information, communication, and technology (ICT) has made learning more engaging and more of an experience that takes place in real time. Concepts pertaining to any technology can be learned on one's own at a cost that is inexpensive and accessible. Personalized education at a time that was convenient for the learner was made feasible by the tools of information and communication technology. Learning that takes place through the use of electronic networks and the internet is referred to as "elearning." The advent of e-learning made it feasible for online learning to take place, which in turn brought together renowned academics and students from all over the world. Electronic learning is being utilized by a wide range of companies all over the world in order to educate, train, and give continuing education to their personnel through the utilization of individualized e-learning systems. E-learning technologies are utilized by a wide variety of educational institutions in order to improve the overall quality of the learning process.

E-learning makes a significant contribution to a variety of subjects, including but not limited to school education, technical education, management education, medical education, and so on. These days, management education makes extensive use of e-learning platforms in order to improve the KSA (knowledge, skill, and attitude) of the students, which in turn boosts the students' employability in the business industry environment. The management students are prepared in accordance with the requirements of the industry through the use of eLearning. According to Alsabawy et al. (2012), there are four distinct methods that can be utilized to evaluate the effectiveness of e-learning. These methods include the technology acceptance model approach, the user happiness approach, the elearning quality approach, and the DeLone and McLean model approach. During the course of the research, the user satisfaction technique is utilized in order to investigate the effectiveness of e-learning systems that are utilized in management education. The primary objective of this research paper is to investigate the level of contentment that users have with regard to e-learning technologies in the context of management education in the city of Coimbatore.

ISSN (Online): 2455-3662
EPRA International Journal of Multidisciplinary Research (IJMR) - Peer Reviewed Journal
Volume: 11| Issue: 6| June 2025|| Journal DOI: 10.36713/epra2013 || SJIF Impact Factor 2025: 8.691 || ISI Value: 1.188

RESEARCH METHODOLOGY

Research Design

The research was conducted using an exploratory research design in order to investigate the effectiveness of e-learning technologies in management education in Tamil Nadu state by focusing on improving the level of satisfaction experienced by users.

The type of data and the technique of data collecting

Using the survey data collection method, the primary data for the research was gathered through the use of a self-administered questionnaire. On the other hand, the secondary data for the research was gathered from print media (such as newspapers, books, magazines, and print journals) and internet media (e-books, web portals, and e-journals). In order to investigate the level of satisfaction that users have with the e-learning systems that have been implemented in their management educational institutions, the main data collected for this research is helpful. In the event that the users are more satisfied, which indicates that it satisfies their expectations and criteria, then the e-learning systems that have been used by their management educational institution are successful.

A great deal of assistance was provided by the secondary data in determining the structures, elements, and items that were utilized in earlier research conducted in a variety of educational and industrial fields.

The Development of Scale

Sun et al. (2008) served as the basis for the design of the data collection instrument that was used for the survey. This instrument was created to include six important six characteristics, including learner (Ten items), teacher (Ten things), course (Ten items), technology (Ten items), design (Ten items), and environment (30 items). There are a total of 38 items included in the questionnaire, eight of which are questions about demographic profiles.Questions that are open-ended (name) and questions that are closed-ended (everything else) are included in the personal questions. These questions are measured using nominal and ordinal questions.

The primary aspects of the questionnaire were evaluated using the Likert scale, which is a five-point satisfaction scale that ranges from one to five points: highly dissatisfied, dissatisfied, neutral, satisfied, and highly satisfied as well as highly satisfied. Two different sets of questionnaires, one for the faculty and another for the students, each including questions of a similar nature, have been prepared for the purpose of data collecting**.**

The Standard and the Method

In order to develop communication skills, soft skills, quantitative aptitude, verbal reasoning, and subject knowledge, the researcher reached out to all of the engineering colleges, arts and science colleges, standalone institutions, and business schools that are located in Tamil Nadu state, India. These include institutions that offer a Master of Business Administration (MBA) program in their educational institutions. Additionally, the researcher implemented an e-learning course. However, out of the fifty educational institutions that were contacted, only fifteen institutes were accepted for the survey. From each of the fifteen institutes, ten MBA students in their second year (II semester) and ten MBA students in their fourth year (IV semester) were included in the survey. Additionally, four faculty members were included in the survey.

This resulted in a sample size of 360 samples, including 300 samples of management students and 60 samples of faculty. In order to pick the samples from the population, the technique of stratified random sampling was utilized.

Pilot study

In the preliminary study, there were a total of thirty-five samples, consisting of twenty-five students and five members of the faculty. The split-half approach, which was performed with IBM SPSS 22.0 software, was utilized to determine the reliability of the questionnaire based on the data that was collected. The value of the dependability Cronbach alpha coefficient for each of the six criteria that were utilized in the research is presented in table 1.

Table 1. Success of E-learning Systems - Reliability Analysis Results

S. No	Factors	No.of Items	Chronbach Alpha
1.	Learner	10	0.778
2.	Teaching staff	10	0.721
3.	Course	10	0.782
4.	Technology	10	0.823
5.	Design	10	0.972
6.	Environment	10	0.723
7.	Success of E-Learning Systems	60	0.940

From the above table 1, it is identified that all the factors of success of e-learning system are having Chronbach alpha coefficients more than 0.7 (Hair et al., 2010), which means that all the factors are reliable.

RESULTS AND DISCUSSION

There are three sub-sections that make up this area of the research report. These sub-sections are the demographic profile of the respondents, descriptive statistics, and the Confirmatory Factor Analysis (CFA) of the study model. In this section, the outcomes of both sections are discussed, along with their interpretations and tables.

Descriptive Statistics

Through the use of descriptive statistical methods, the users' satisfaction with various aspects of the effectiveness of e-learning systems is described, together with the mean and standard deviation, as shown in table 2.

ISSN (Online): 2455-3662
EPRA International Journal of Multidisciplinary Research (IJMR) - Peer Reviewed Journal
Volume: 11| Issue: 6| June 2025|| Journal DOI: 10.36713/epra2013 || SJIF Impact Factor 2025: 8.691 || ISI Value: 1.188

Table 2. Success of E-learning Systems – Descriptive Statistics Results

S.no	Factors	M=Mean	Sd=Standard Deviation
1.	Learner	5.04	0.274
2.	Teaching Staff	4.99	0.56
3.	Course	5.11	0.835
4.	Technology	3.81	1.498
5.	Design	5.24	1.793
6.	Environment	4.67	1.916
7.	Success of E-Learning Systems	30.93	2.468

(CFA) stands for Confirmatory Factor Analysis.

With the help of the IBM AMOS 20.0 software, the research model that will be evaluated is being constructed. The researcher constructed a second-order logistic regression analysis by taking into account the aspects of the research that had been noticed and by using the average scores of all the items that were pertinent. Following the creation of connections between the research model and the data sources, the CFA of the research was examined. A CFA of success of e-learning systems applied in management educational institutions using the users' satisfaction approach is depicted in Figure 2, which can be found here.

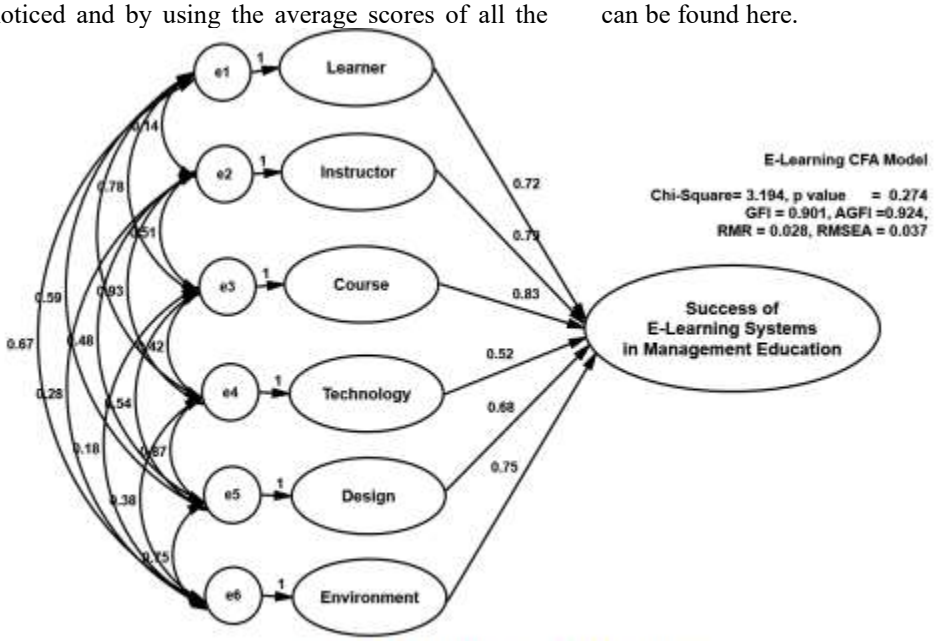

Figure 2. Confirmatory Factor Analysis

The results of the confirmatory factor analysis indicates that all the six critical dimensions of success of e-learning systems are having significant positive factor loading with more than 0.5, which indicates that all the factors are having significant influence on success of e-learning systems and all these relationships are significant at 1% level.The convergent validity of the questionnaire is further confirmed by the confirmatory factor analysis that was performed on the research model that was provided.According to the model fitness indices of the research model, all of the indices that are displayed in the model have values that fall within the recommended range.

CONCLUSION

Through suitable course design, development, and delivery, e-learning can enhance and even occasionally complement management education. This is accomplished through the appropriate design, development, and delivery of management studies. It is concluded, on the basis of the findings of the study, that all of the essential aspects of e-learning, including the learner, the instructor, the course, the design, the technology, and the environment, have a significant positive relationship with the success of e-learning systems that are utilized in a selection of management educational institutions located in Tamil Nadustate.

Additionally, it has been discovered that users, which include both management students and teachers, are experiencing a degree of satisfaction that is greater than moderate with regard to all of the important factors responsible for the success of e-learning systems. This research paper makes a recommendation to policymakers and educational e-learning course developers that the exhaustive research on user satisfaction on e-learning systems with all possible dimensions of e-learning systems may uncover the true picture on the success and effectiveness of e-learning systems in acquiring required KSA by students, which enhances their employability. This recommendation is made through this research paper.

REFERENCES

1. *Christy M.K. Cheung and Matthew K.O. Lee (2011).Antecedents and Consequences of User Satisfaction with an eLearning Portal. International Journal of Digital Society (IJDS), 2(1), 373-380*

ISSN (Online): 2455-3662
EPRA International Journal of Multidisciplinary Research (IJMR) - Peer Reviewed Journal
Volume: 11| Issue: 6| June 2025|| Journal DOI: 10.36713/epra2013 || SJIF Impact Factor 2025: 8.691 || ISI Value: 1.188

2. *Esterhuyse, M., Scholtz, B., and Venter, D. (2016).Intention to use and satisfaction of e-learning for training in the corporate context. Interdisciplinary Journal of Information, Knowledge, and Management, 11, 347-365*
3. *JosuaTarigan (2011), Factors Influencing Users Satisfaction on E-Learning Systems, Journal Manajemen Dan Kewirausahaan, 13(2), 177-188.*
4. *Nursyahidah Alias, ZazaleenaZakariah, NorZalinaIsmail, MohdNorafizal, and AbdAziz (2012). E-Learning Successful Elements for Higher Learning Institution in Malaysia.Procedia - Social and Behavioral Sciences, 67(10), 484-489.*
5. *ParisaShayan and ErsunIscioglu (2017). An Assessment of Students' Satisfaction Level from Learning Management Systems: Case Study of Payamnoor and Farhangian Universities. Engineering, Technology & Applied Science Research, 7(4), 1874-1878*
6. *PisitProugestaporn, ThichakornVisansakon, and KultidaSaowapakpongchai(2015). Key Success Factors and Evaluation Criteria's of eLearning Websites for Higher Education. International Journal of Information and Education Technology, 5(3), 233-236.*
7. *SamiyaRafiq , Maria Saleemi , Mariam Rehman , Maria Anjum, FarhatSaleemi , SeharQayyum, Muhammad Asif Kamran, and Muhammad Khalid Bashir (2016). An Empirical Investigation for User Satisfaction about ELearning Systems in Pakistan.Science International Journal, 28(4), 3535-3539.*
8. *Shangeerthana G.V and Chandrasekar K (2016). Re-Think on Critical Successful Factors of E-Learning Implementation in India Based Corporates. International Journal of Advance Research, Ideas and Innovations in Technology, 2(6), 1-9.*
9. *Sujit K. Basak, Marguerite Wotto, and Paul Bélanger. (2016). A Framework on the Critical Success Factors of ELearning Implementation in Higher Education: A Review of the Literature. International Journal of Educational and Pedagogical Sciences, 10(7), 2409-2414*
10. *Thaddeus FitzPatrick (2012). Key Success Factors of eLearning in Education: A Professional Development Model to Evaluate and Support eLearning. US-China Education Review, 789-795.*
11. *VenuMadhavSunkara and RajasekharaRaoKurra (2017). An Analysis of Learner Satisfaction and Needs on ELearning Systems. International Journal of Computational Intelligence Research, 13(3), 433-444*