

**PROJECT REPORT ON**  
**“ANALYSIS ON E-LEARNING BEHAVIOR OF STUDENTS AND**  
**TEACHERS”**

**REPORT SUBMITTED TO**  
**SCHOOL OF MANAGEMENT STUDIES AND RESEARCH,**  
**KLE TECHNOLOGICAL UNIVERSITY,**  
**HUBBALLI**

**BY**

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## ACKNOWLEDGEMENT

I take this opportunity to thank those people who have made a vital contribution in shaping this study.

It is a genuine pleasure to express my thanks and gratitude to my mentor

**Nagaraj Navalgund, Associate Professor.** whose expert guidance and keen interest above all his overwhelming attitude to help his students had been solely and mainly responsible for completing the work.

I thank **Mr. Bishop Adhikari, Founder** at Bisjhintus Private Limited, Mangalore for giving this opportunity to study his organization and providing timely suggestions with kindness which enabled us to complete this project.

I would like to express my sincere thanks to our SMSR faculties for assistance and cooperation during the project.

I would like to express our profound sense of gratitude to **Dr. S.V. Patil, Head of School, Dr. Prakash Tewari, Principal,** and **Dr. Ashok Shettar, Vice Chancellor,** KLE Technological University Hubballi for giving us an opportunity to take up this project.

Lastly, I would like to thank my parents and friends for infinite support and help during our project. This project wouldn't have been completed without the cooperation of these people.

Ashwini T S

Place: Hubballi

Date:

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## 1. COMPANY PROFILE

Company Name - BISJHINTUS PRIVATE LIMITED

Founder – Bishop Adhikari

Company Status – Active

Company Sub Category - Non-government company

Class of Company – Private

Date of Incorporation - 18 February 2021

Age of Company - 1 years, 0 month, 15 days

Sector – Education Sector (Online Platform)

Number of Members - 23

Bisjhintus Private limited organization is a startup company located at Mangalore. This has come up with an idea to deliver courses in regional languages. Bridging the gap between urban and rural: The rural youth is facing problem because of lack of infrastructure, lack of curriculum and the main problem is language. As most of the courses are designed in English. Most of the youth cannot access the courses because of language barrier. But this company is trying to bridge the gap between rural and urban. And try to provide equal access to education for all the youth of the nation. Fostering rural economy: Rural areas face various barriers that directly impact the country's literacy rate. And one of the major barriers is language. But Bisjhintus is coming up with courses in various regional languages. With the increased use of smartphones in rural areas, e-learning platforms can be accessed easily. Vulnerabilities such as lack of availability of quality content and training mechanisms will be addressed by our company. Creating opportunities: by providing wide range of courses in regional languages it is creating opportunity for people who are not comfortable with to learn in English language. One can learn some technical concepts like digital marketing to human resource in their regional language. Equal opportunity to all can help to stay updated in the competitive world.

## 2. ABSTRACT

The educational system across the world has immensely been affected due to outbreak of COVID-19; it forced the shutdown of educational institutions, which adversely affected students across the globe. Due to its contagious nature, COVID-19 demanded containment and enforced isolation that tremendously affected personal interaction of teachers and students. In the absence of traditional classroom teaching and one-to-one interaction, computer-based learning has emerged as closest substitute for off-line teaching. Against such a backdrop, it is pertinent to examine the student awareness, perception and satisfaction towards online-learning system adopted at the university level during the ongoing COVID-19 pandemic. Technology-enhanced learning method has been adopted worldwide in order to develop globalised competitiveness among students. E-Learning has taken the place of traditional face-to-face educational environment. This study was undertaken to assess perception of teacher and students towards e-learning based on the data analysis teachers don't have good perception towards e-learning platform as the majority of teachers opted teaching is not effective as well as interaction with students helps them to deliver the concepts more effectively as all students are not equally capable. Also students perception towards e-learning concludes students face connectivity issues in e-learning platform as well as e-learning makes their learning process easy and e-learning is helpful to learn new concepts.

Keywords: E-Learning, Student Satisfaction, Key Factors, Technology Acceptance Model

## 3. INTRODUCTION

Education strongly and significantly correlates with nation building. The responsibility of nation-building essentially lies in the hands of its citizens, predominantly the youth. Therefore, it is pertinent that the nation's youth is well educated as this group of people is the ones responsible for building wealth for the nation and the ones who will drive technological advancements for the country. Today economic necessities make technical and professional education very important to fully utilize the natural resources of the country. This gives boost to employment, GDP, economic growth and development. Education is to mold a person to be perfect. Education helps in inculcating social responsibilities as well. The main core of education is to learn. Learning is a process of acquiring knowledge or skills through study, experience, or being taught. The use of Information Technology in current era is considered as a solution for educational institutions. As the technology has transformed the learning and instructing method in universities. The concept of e-learning has changed the students learning and instructing methods E-Learning is the learning style empowered by digital technology. Though, this new learning paradigm is very attractive approach for both learners and instructor the online platform has got merits as well as demerits. The implementation of e-learning is believed to bring benefits for both students and institutions. Through e-learning, learning content can be delivered over long distance and students can access learning course anytime and anywhere. There is no doubt that e-learning offers easier access of online tutorial, essays, or explanation on any topic. Due to

many benefits offered by e-learning, many education institutions invest time, money, and manpower for content development activity, training, and purchasing hardware and software license to implement e-learning to support their learning activities Against such a backdrop, this study aims to examine the perception of e-learning during COVID-19 lockdown period

#### **4. THEORETICAL BACKGROUND**

E-learning is covered under a broader term of technology-based learning, which comprises learning methodology through electronic technology, like internet or intranet, video conferencing or satellite broadcasts. E-learning is the recent trend for enhancing academic and professional skills through the internet. In early years, elearning means a mode of learning with the help of electronic systems. With the increasing reach of the internet and collaborating it with learning the term e-learning has emerged, and it is generally referred to as creating learning experience with the help of online technologies. E-learning has become an important method in education for its efficiency in providing education with lower costs, for ease of accessibility at anytime and anywhere and for overcoming many traditional educational problems, such as lack of classrooms and a shortage of faculty. It has also been found to satisfy different learning styles, which is considered a major success factor in teaching and learning. Most higher education institutions are moving to implement online education in their programs. The distance education market in India is expected to grow at a compound annual growth rate of around 11 per cent during 2016- 2020. Moreover, the aim of the government to raise its current gross enrollment ratio to 30 per cent by 2020 will also boost the growth of the distance education in India. Various government initiatives are being implemented to boost the progress of distance education market through e-learning such as National Program me on Technology Enhanced Learning (NPTEL). NPTEL provides e-learning through online Web and video courses in Engineering, Science and humanities streams.

The Present study evaluates awareness of students on e-learning, perception of students towards e-learning and also analyses satisfaction of online education with respect to students and Instructions

#### **5. RESEARCH PROBLEM**

Skilled Students play a significant role in the development of nation. In imparting skills the education sector play an important role. But in the time of crisis one of the major sectors affected by lockdown is education sector. Students to face new challenges in this VUCA world. Teachers as well as students need to adapt new teaching and learning methodologies during pandemic. Both online learning and offline learning have their own merits and demerits where as online learning suffers from limitations of interactivity, accessibility etc.

In the backdrop of this scenario the present study is undertaken to identify factors influencing perception of students and teachers towards e-learning as well as to assess the perception of students and teachers towards e-learning.

## **6. OBJECTIVES**

- ▶ To analyze the factors influencing on the E-learning behavior of students and teachers
- ▶ To analyze the relation between the factors influencing and e-learning behavior of students and teachers

## **7. SIGNIFICANCE OF THE STUDY**

Effect of technology on students learning play key role during the time of crisis one of the major sector affected by lockdown is education sector. The technology has embraced the innovative learning methodologies. The concept of Electronic learning (E-L) has changed the student's learning and teacher's instructing methods. With the increasing reach of the internet and collaborating it with learning the term e-learning has emerged. This study aims to know the perception of students as well as teachers towards e-learning.

## **8. RESEARCH SCOPE**

E-L is growing as a new pattern to deliver information in the educational area. Most of the higher education universities are offering there courses using online platform. This study focuses on education sector and aims to know the perception of students and teachers towards e-learning platform.

## **9. LITERATURE REVIEW**

[1]Awareness of Online Learning among Teacher Trainees-A Review (Pradeep Kumar Mallick) [2013] - More than three forth of the teacher trainees have very high awareness of online learning[2] Student Awareness Towards E-Learning In Education[Azliza Yacob\*]2011 The concepts of e-learning should be more wider since the technology today provide many opportunities to the academician and students to gather their knowledge.[3] The role of ICT in higher education for the 21st century (Ron Oliver)[2014] ICTs have impacted on educational practice in education to date in quite small ways but that the impact will grow considerably in years to come and that ICT will become a strong agent for change among many educational practices. [4]The Role and Impact of ICT in Improving the Quality of Education: An Overview (Koushik Das)[2019] The use of ICT will enhance the learning experiences of students. It also helps for building a successful career, in a technology savvy world. [5]Impact of modern technology in education(R. Raja\*, P. C. Nagasubramani)[2018] Technology has a positive impact on education. Teachers and students should take advantage of this in the good light and eliminate the drawbacks. [6]The social impact of technology on millennials and consequences for higher education and leadership (Manuel Au-Yong-Oliveira\*) [2017] Using technology in class is seen to be essential in getting messages across to students. Lecturers compete for

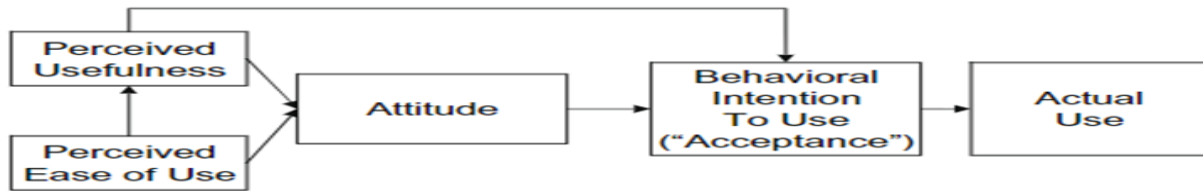
students attention with facebook, instagram, snapchat, whatsapp, Twitter, and other online platforms, and so need to entice them into the academic discussion by using the same digital-based tools. [7]Factors effecting learner's satisfaction towards e-learning (Dr. Pushkar Dubey\*)[2020] Technology-enhanced learning is the need for government to focus more on technology-equipped learning in the higher education institutions in order to improve the teaching-learning process and develop globalised competitiveness among graduates. [8] The role of e-learning, advantages and disadvantages of its adoption in higher education (David Castillo-Merino\*)[2013] ICT has a positive effect on students' performance from the adoption of innovations in the technology of teaching and learning. [9] Effects of COVID-19 in E-learning on higher education institution students: the group comparison between male and female (Arfan Shahzad\*)[2020] implies that females students of Malaysian universities are more focused on the E-learning portal as compare to male students also time to time feedback from the user will increase the durability and acceptability of the E-learning portal. [10]Students Perception towards E-Learning during COVID-19 Pandemic in India: An Empirical Study (Mohammed Arshad Khan)[2020] study reveals the preferences of students for e-learning as it provides them much freedom to connect with their teachers, fellow students and engage with their study materials at the comfort and flexibility of space and time. [11]Teachers Perception of Online Learning during Pandemic Covid-19 (Retno Puji Rahayu\*) [2020] Teachers showed a positive perception of the usefulness and ease of use of the online system during pandemic Covid-19. [13] Exploring factors influencing online classes due to social distancing in COVID-19 pandemic: a business students perspective (Adil Zia) [2020] Attitude, curriculum, motivation, technology and training were found to have an impact on online classes. [14] Students satisfaction with online learning (Brittany Landrum) [2020] Student satisfaction depends on the convergence of the students expectations as well as facilitating students aim.

## **10. RESEARCH MODEL**

Technology Acceptance Model deals more specifically with the prediction of the acceptability of an information system. The purpose of this model is to predict the acceptability of a tool and to identify the modifications which must be brought to the system in order to make it acceptable to users. This model suggests that the acceptability of an information system is determined by two main factors: perceived usefulness and perceived ease of use.

Perceived usefulness is defined as being the degree to which a person believes that the use of a system will improve his performance. Perceived ease of use refers to the degree to which a person believes that the use of a system will be effortless. Several factorial analyses demonstrated that perceived usefulness and perceived ease of use can be considered as two different dimensions.



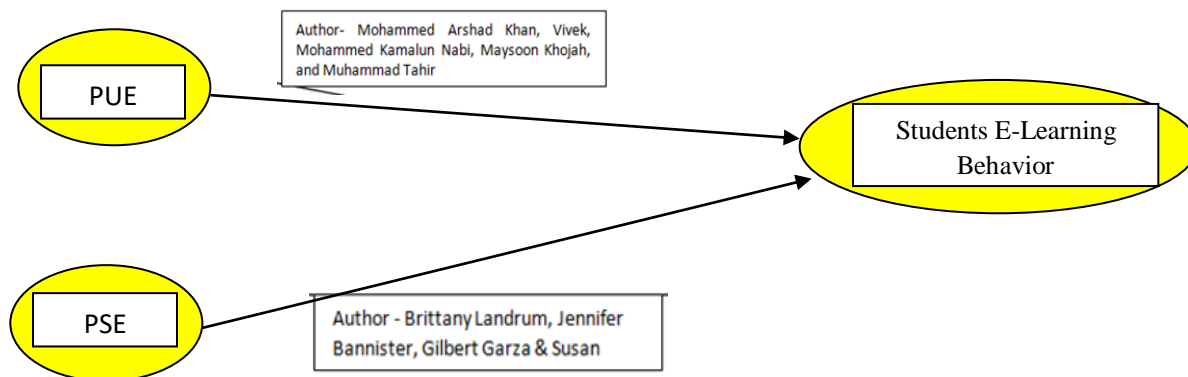


The attitude of an individual is not the only factor that determines his use of a system, but is also based on the impact which it may have on his performance. Therefore, even if an employee does not welcome an information system, the probability that he will use it is high if he perceives that the system will improve his performance at work. Besides, the Technology Acceptance Model hypothesizes a direct link between perceived usefulness and perceived ease of use.

- a. Factors perceived usefulness and perceived ease of use influencing on students e-learning behavior.

Below are the factors influencing perception of students towards e-learning.

Based on the review of literature, a model has been proposed with three factors that are expected to have impact on the perception of students towards e-learning during the COVID-19 pandemic and social distancing. In this model, Perceived Usefulness of E-learning, Perceived ease of use of e-learning are independent factors, whereas E-learning behavior is dependent factor.



PUE – Perceived Usefulness of E-learning

PEU – Perceived ease of use of e-learning

BIU – Behavioral intention of using e-learning

PUE Perceived Usefulness of learning

PUE1 Studying through e-learning mode provides the flexibility to the study and convenient to the learner

PUE2 E-learning can enable people to study irrespective of where they are located in the world.

PUE3 E-learning enables interactive communication between instructor and student without meeting face-to-face

PSE Perceived Ease of Use of E-learning

PSE1 I believe e-learning platforms are user friendly

PSE2 It is easy for me to find necessary information when using an e-learning platform

PSE3 I believe that using e-learning service can simplify the learning process

PSE4 The set-up of the e-learning service is compatible with the way I learn

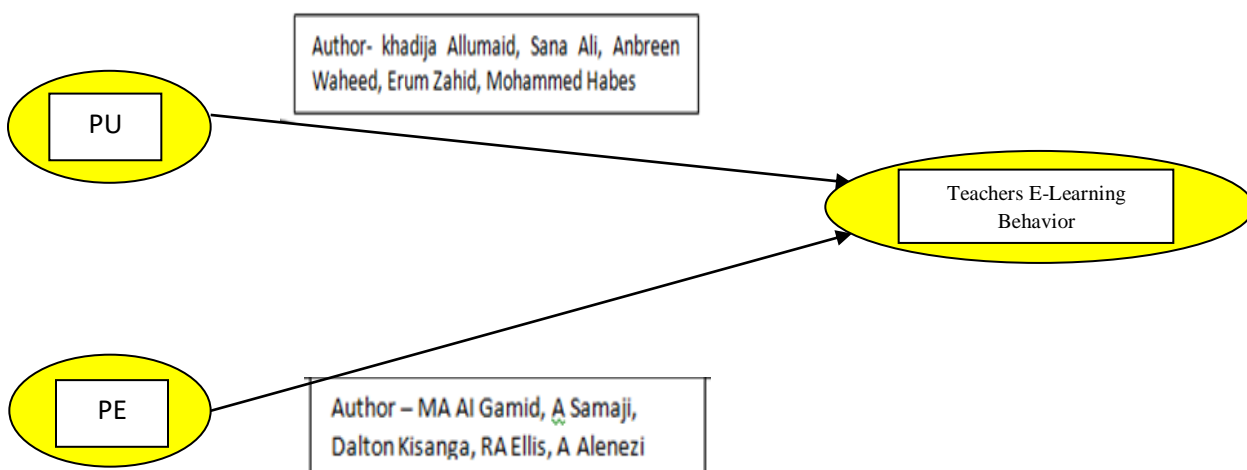
BIU Behavioral intention of using e-learning

BIU1 I intend to use e-learning to get updated my subject knowledge with the latest amendments.

BIU2 I intend to find it easy to study through e-learning

b. Factors Perceived usefulness and perceived ease of use influencing on teachers e-learning behavior.

Based on the review of literature, a model has been proposed with three factors that are expected to have impact on the perception of students towards e-learning during the COVID-19 pandemic and social distancing. In this model, Perceived Usefulness of E-learning, Perceived ease of use of e-learning are independent factors, whereas teachers E-learning behavior is dependent factor.



PU Perceived Usefulness

PU1 Online learning system makes teaching effective

PU2 Online learning system makes teaching becomes easier

- PU3 Online learning system is useful for teaching  
PU4 The online learning system makes me convenient in teaching

**PE Perceive Ease of Use**

- PE1 It is easy to operate in an online learning system.  
PE2 The interaction with the online learning system is clear and understandable.  
PE3 The online learning system is flexible to interact with students  
PE4 I consider that online learning system is easy to use

**BI Behavioral Intention Items**

- BI1 I will use the online learning system even after the covid-19 pandemic  
BI2 It is important to use the online learning system and I would recommend to use

- I will modify the teaching activities of my subjects to take advantage of the capabilities of the  
BI3 Online learning system.  
BI4 I will encourage my students in the online learning system.

## **11. RESEARCH METHODOLOGY**

The study undertaken was descriptive and exploratory in nature, with the goal of identifying factors influencing on the perception of students and teachers towards e-learning. The primary data was gathered from students as well as teachers with the help of questionnaire and as well as secondary gathered from literature support to identify factors influencing on the perception of students and teachers towards e-learning and evaluated perception using likert scale.

Data – Primary and Secondary data

Research Type – Qualitative Research

Research – Descriptive and Exploratory Research

Data Collection Method – Questionnaire

Target Population – Students and Teachers

Scaling – Likert Scale (5)

Sample Size – 100

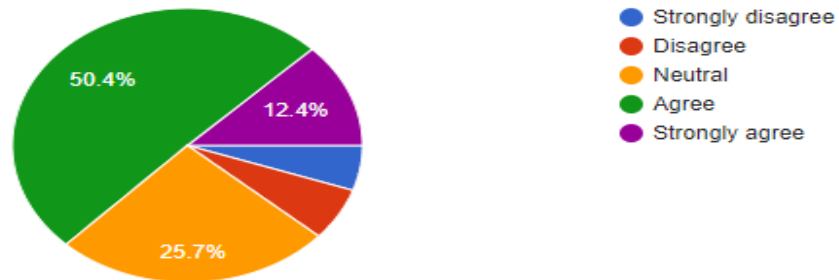
Software – SPSS tool

## 12. DATA ANALYSIS

### 12.1 Below are the responses received on students perception towards e-learning

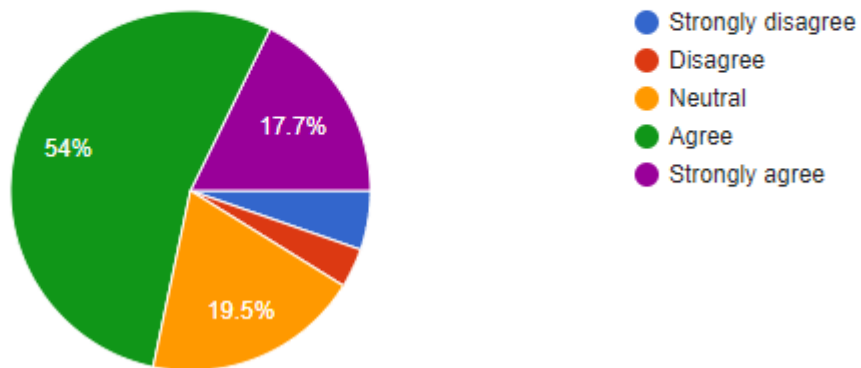
Studying through e-learning mode provides the flexibility to the study and convenient to the learner

113 responses



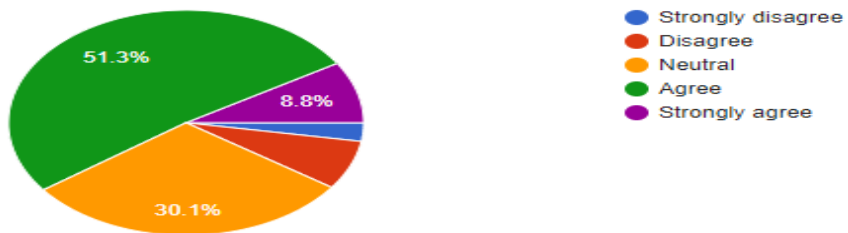
E-learning can enable people to study irrespective of where they are located in the world.

113 responses



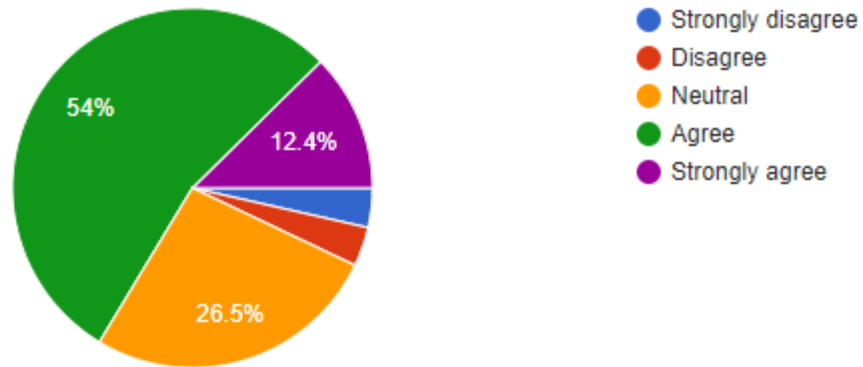
E-learning platform enables interactive communication between instructor and student without meeting face-to-face

113 responses



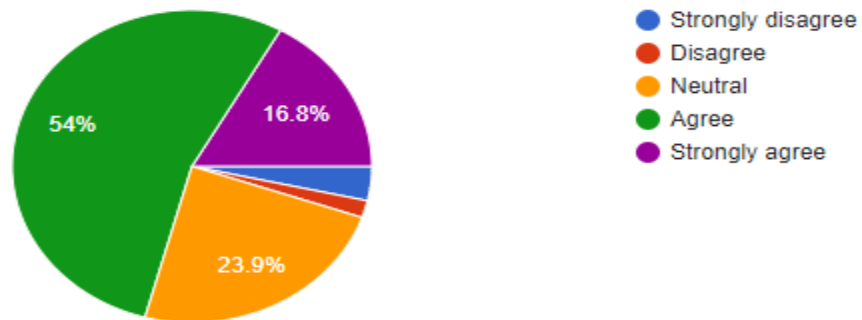
I believe e-learning platforms are user friendly

113 responses



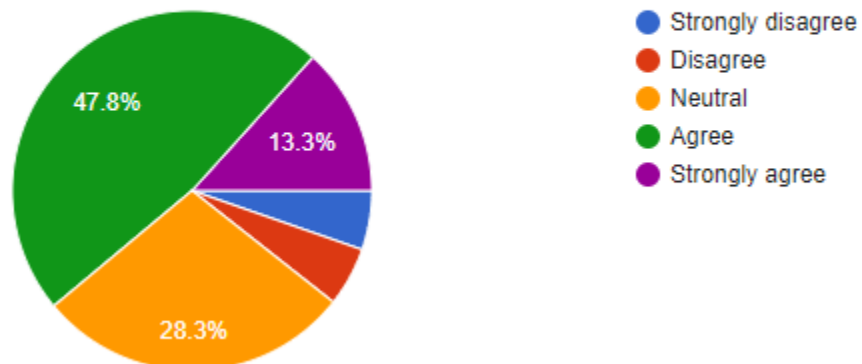
It is easy for me to find necessary information when using an e-learning platform

113 responses



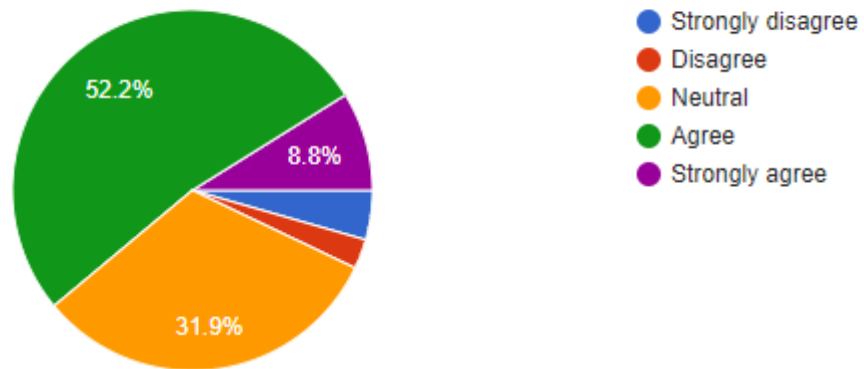
I believe that using e-learning can simplify the learning process

113 responses



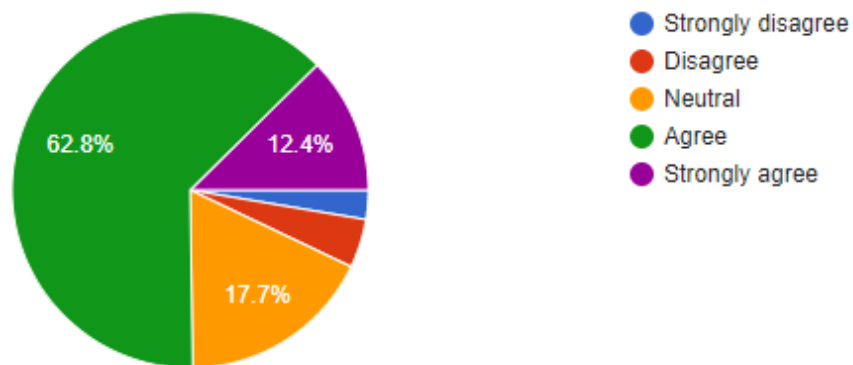
The set-up of the e-learning service is compatible with the way I learn

113 responses



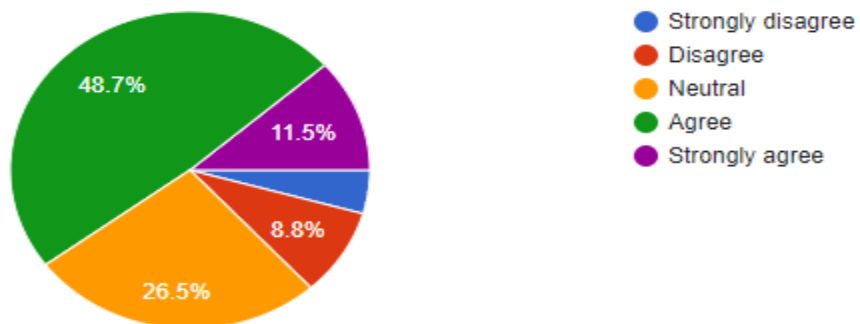
I intend to use e-learning to get updated in my subject knowledge with the latest amendments.

113 responses



I find it easy to study through e-learning

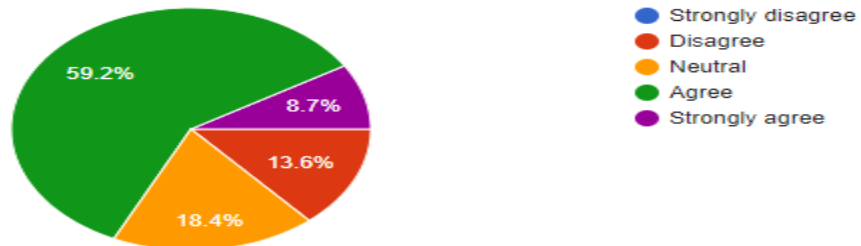
113 responses



## 12.2 Below are the responses received on teachers perception towards e-learning

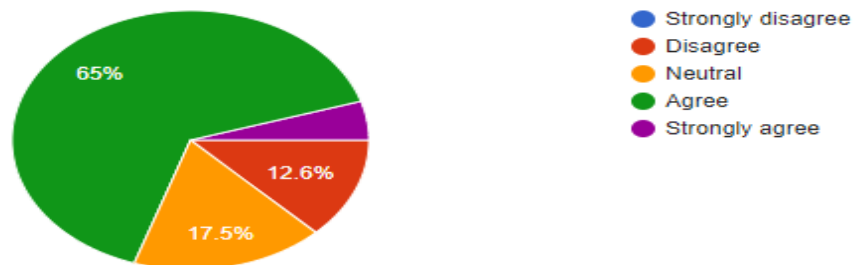
Online learning system makes teaching effective

103 responses



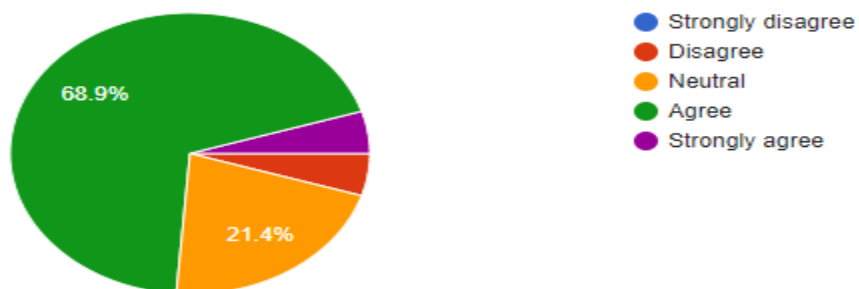
Online learning system makes teaching becomes easier

103 responses



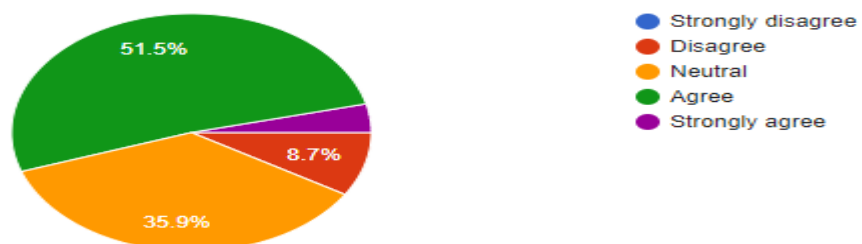
Online learning system is useful for teaching

103 responses



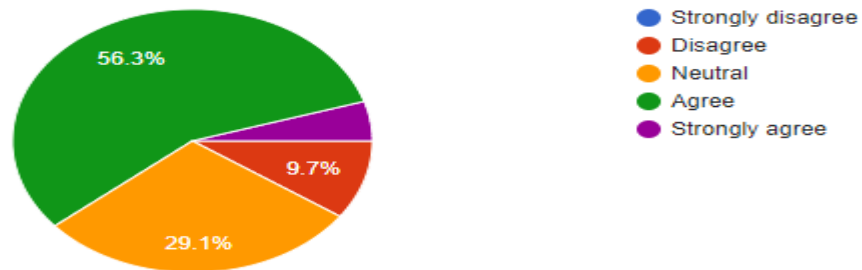
The online learning system makes me convenient in teaching

103 responses



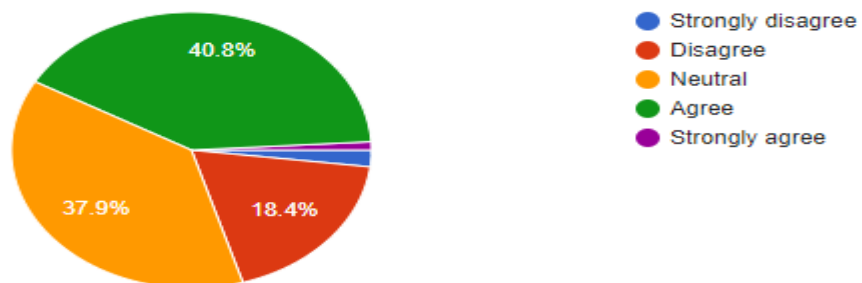
It is easy to operate an online learning system.

103 responses



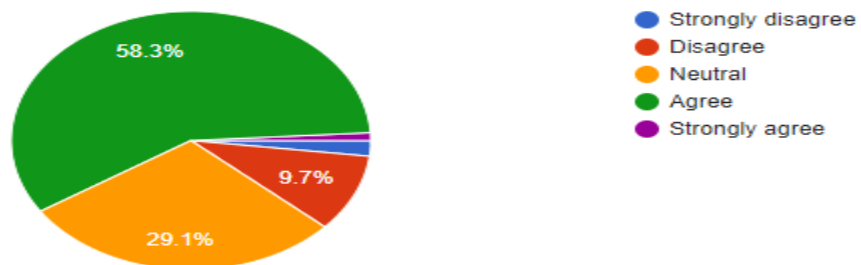
The interaction with the online learning system is clear and understandable.

103 responses



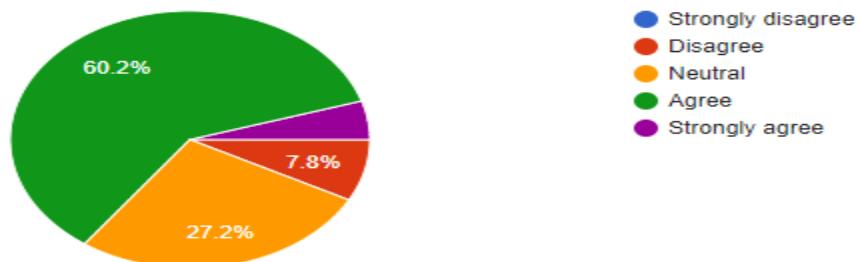
The online learning system is flexible to interact with students

103 responses



I consider that online learning system is easy to use

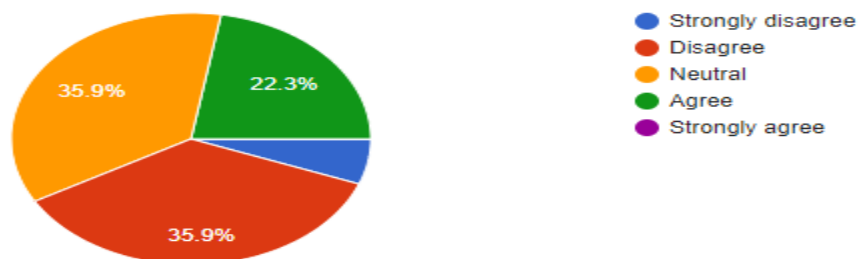
103 responses





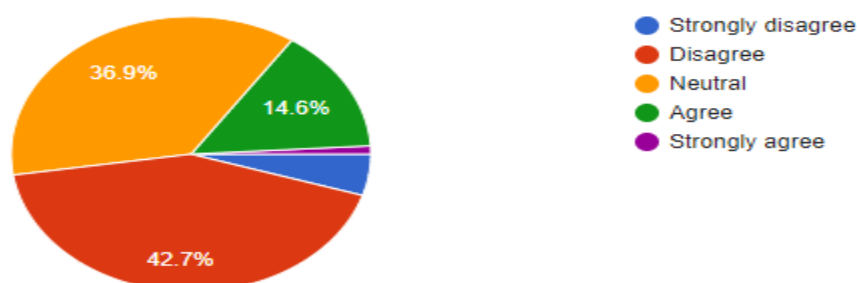
I will use the online learning system even after the covid-19 pandemic

103 responses



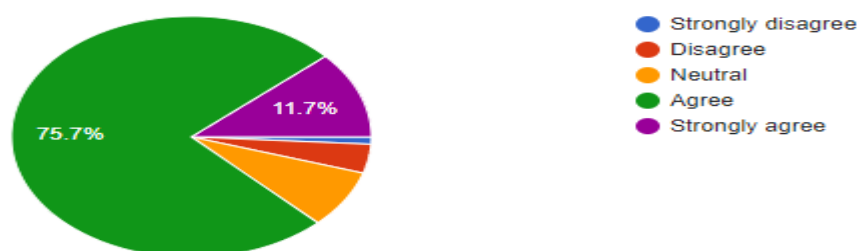
It is important to use the online learning system and I would recommend to use

103 responses



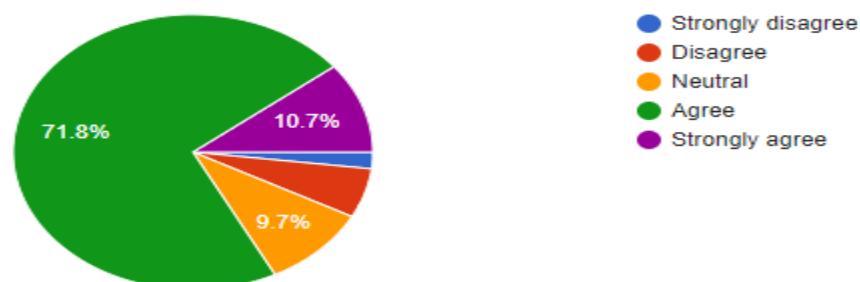
I will modify the teaching activities of my subjects to take advantage of the capabilities of the online learning system.

103 responses



I will encourage my students in the online learning system.

103 responses



### 13. DATA INTERPRETATION

Using data collection tool questionnaire collected data from both teachers and students using Likert scale also performed pilot testing on sample data using SPSS software

Reliability analysis on students perception questionnaires

**Scale: ALL**

**Case Processing Summary**

		N	%
Cases	Valid	15	100.0
	Excluded <sup>a</sup>	0	.0
	Total	15	100.0

a. Listwise deletion based on all variables in the procedure.

**Reliability Statistics**

Cronbach's Alpha	N of Items
.009	9

**ANOVA with Cochran's Test**

		Sum of Squares	df	Mean Square	Cochran's Q	Sig
Between People		3.511	14	.251	24.306	.002
Within People	Between Items	7.067	8	.883		
	Residual	27.822	112	.248		
	Total	34.889	120	.291		
Total		38.400	134	.287		

Grand Mean = 3.93

Reliability analysis on teachers perception questionnaires

**Scale: ALL**

**Case Processing Summary**

		N	%
Cases	Valid	15	100.0
	Excluded <sup>a</sup>	0	.0
	Total	15	100.0

a. Listwise deletion based on all variables in the procedure.

**Reliability Statistics**

Cronbach's Alpha	N of Items
.138	12

**ANOVA with Cochran's Test**

		Sum of Squares	df	Mean Square	Cochran's Q	Sig
Between People		2.644	14	.189	78.906	.000
Within People	Between Items	22.994	11	2.090		
	Residual	25.089	154	.163		
	Total	48.083	165	.291		
Total		50.728	179	.283		

Grand Mean = 4.04

Teachers Perception - Perceived usefulness and perceived ease of use are considered as independent variables whereas Behavior intention of teachers is dependent variable.

### Hypothesis Statement

H0 – There is no relation between the Perceived usefulness and teachers e-learning behavior

H1- There is a relation between Perceived usefulness and teachers e-learning behavior

**Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.364 <sup>a</sup>	.133	.124	1.925	.133	15.444	1	101	.000

a. Predictors: (Constant), PU

**ANOVA<sup>b</sup>**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	57.232	1	57.232	15.444	.000 <sup>a</sup>
	Residual	374.282	101	3.706		
	Total	431.515	102			

a. Predictors: (Constant), PU

b. Dependent Variable: BI

**Coefficients<sup>a</sup>**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	8.190	1.278		6.410	.000
	PU	.343	.087	.364	3.930	.000

a. Dependent Variable: BI

R squared value – 13 percent which implies there is no relation between perceived usefulness and behavior intention of teachers towards e-learning

### Hypothesis statement

To analyze perceived ease of use has relationship with behavior intention of teachers

- ▶ HO – There is no relation between the Perceived ease of use and teachers e-learning behavior
- ▶ HA- There is a relation between Perceived ease of use and teachers e-learning behavior

**Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.294 <sup>a</sup>	.086	.077	1.976	.086	9.547	1	101	.003

a. Predictors: (Constant), PE

**ANOVA<sup>b</sup>**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	37.267	1	37.267	9.547	.003 <sup>a</sup>
	Residual	394.248	101	3.903		
	Total	431.515	102			

a. Predictors: (Constant), PE

b. Dependent Variable: BI

**Coefficients<sup>a</sup>**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	9.224	1.287		7.166	.000
	PE	.284	.092	.294	3.090	.003

a. Dependent Variable: BI

R squared value – 86 percent which implies there is a relation between perceived ease of use and behavior intention of teachers

Students Perception- Perceived usefulness and perceived ease of use are considered as independent variables whereas Behavior intention of teachers is dependent variable.

### Hypothesis Statement

- ▶ HO – There is no relation between the Perceived usefulness and students e-learning behavior
- ▶ HA- There is a relation between Perceived usefulness and students e-learning behavior

R squared value – 47.4 percent implies that there is neutral relationship between perceived usefulness and behavioral intention of the students

**Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.688 <sup>a</sup>	.474	.469	1.170	.474	99.100	1	110	.000

a. Predictors: (Constant), PUE

**ANOVA<sup>b</sup>**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	135.576	1	135.576	99.100	.000 <sup>a</sup>
	Residual	150.487	110	1.368		
	Total	286.062	111			

a. Predictors: (Constant), PUE

b. Dependent Variable: BIU

**Coefficients<sup>a</sup>**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.275	.616		2.068	.041
	PUE	.549	.055	.688	9.955	.000

a. Dependent Variable: BIU

- ▶ HO – There is no relation between the Perceived ease of use and students e-learning behavior
- ▶ HA- There is a relation between Perceived ease of use and students e-learning behavior

**Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.809 <sup>a</sup>	.655	.652	.947	.655	209.041	1	110	.000

a. Predictors: (Constant), PEU

**ANOVA<sup>b</sup>**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	187.433	1	187.433	209.041	.000 <sup>a</sup>
	Residual	98.629	110	.897		
	Total	286.062	111			

a. Predictors: (Constant), PEU

b. Dependent Variable: BIU

**Coefficients<sup>a</sup>**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.033	.443		2.330	.022
	PEU	.429	.030	.809	14.458	.000

a. Dependent Variable: BIU

R square – 65.5 percent implies there is relationship between perceived ease of use and behavioral intention of students

## 14. LIMITATION

This Research study focuses on students and teachers perception towards e-learning with the help of data collection tool using questionnaire surveyed among engineering and management students within Karnataka state.

## 15. FINDINGS

Research study focuses on students and teachers perception towards e-learning platform and depicts influence of factors perceived usefulness perceived ease towards e-learning behavior. On analyzing data using SPSS software identified R squared value as 13 percent which implies there is less relation between perceived usefulness and teachers e-learning behavior followed by R squared value 86 percent concludes that there is relationship between perceived ease of use and teachers e-learning behavior, whereas R squared value 47.4 percent implies there is relation between perceived usefulness and students e-learning behavior followed by R squared value 65.5 percent implies there is relation between perceived ease of use and students e-learning behavior.

## 16. CONCLUSION

Skilled students play a significant role in the development of our nation but during the time of crisis students and teachers moved from offline traditional learning to online learning, online has merits as well as demerits in the backdrop of this research is undertaken to understand perception of students and teachers towards e-learning in Karnataka state. On the basis of analysis using SPSS software concludes that there is no relation between perceived usefulness and teachers e-learning behavior as R squared value received is 13 percent whereas there is a strong relation between perceived ease of use and teachers e-learning behavior as R squared value received is 86 percent Also for students perception received R squared value as 47.4 percent which implies there is neutral relation between perceived usefulness and students e-learning behavior also received R squared value as 65.5 percent which implies there is a relation between perceived ease of use and students e-learning behavior.

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