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Research Scholars' Perceptions on E-Learning at the University of Rajshahi, Bangladesh: A Study

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Abstract

The internet has made education accessible to everyone, anytime and anywhere. Understanding research scholars' attitudes about e-learning and their level of satisfaction with previous e-learning experiences and technology is crucial for the success of future e-learning endeavors. Although e-learning's potential advantages for developing nations have been covered in the literature, little is known about how those nations' citizens actually use the technology. The study examined how the views of scholars regarding e-learning related to their technology availability, usage for learning, technological proficiency, and level of happiness with technology.Purposive selection was used to choose the study sample, which included 52 researchers pursuing Mphil and PhD degrees from different departments of the University of Rajshahi, Bangladesh.The primary data from respondents was gathered using a well-structured questionnaire. The results showed that the researchers had a favorable attitude toward online learning, and that their attitudes differed markedly depending on their level of experience with technology, and skill set.

Keywords: E-learning, e-education, research scholars, users' perceptions, online education, Rajshahi University, Bangladesh.

INTRODUCTION

The phrase "e-learning" describes a broad range of instructional technologies and methodologies that are continually being created to meet the needs of educators and learners alike. E-learning is a form of education in which students use laptops, desktop computers, or cellphones to access the internet while they are not in their academic institutions. There are two types of e-learning systems: synchronous and asynchronous. Synchronous learning involves direct interactions between students and teachers through online platforms such as video conferences, video classes, webinars, live chats, etc., while asynchronous learning involves indirect interactions such as written lectures, recorded classes, video tutorials, websites, blogs, etc.[1]

By providing a mode of communication that is more effective and more convenient, e-learning approaches make it possible for learners to communicate with both their instructors and their study mates. E-learning makes use of electronic

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technologies to provide access to educational curricula outside of the conventional classroom. Most of the time, it's used to describe a course, program, or degree that is only available online. Over the past 20 years, a wide range of internet based tools have helped to create electronic learning, or e-learning, on a global scale. The advent of e-learning has given students new opportunities to learn and has aided in the creation of innovative educational practices. Students who may have been previously excluded from higher education programs now have access to various alternative educational opportunities.

Examining users' perspectives on e-learning can help us understand how they will use the technology going forward. [2] By utilizing a web-based learning environment, individuals can effectively overcome physical space and time constraints, thereby establishing a highly convenient and accessible learning environment.[3] One of the most significant advantages of E-learning is its ability to adjust to suit individual learning needs and time requirements. Students who use E-learning can learn at their own pace, allowing for a more personalized learning experience.[4] There are numerous potential advantages to investing in online education, including expanded access, enhanced learning quality, better student preparation for a knowledge-based society, opportunities for "lifelong" learning, and profit generation.[5] Learning about students' goals and understanding the elements that influence their attitudes toward e-learning can help executive and academic educators create plans to encourage more students to use this style of instruction.[6] The views of learners can be influenced by a variety of factors, including their perceptions of the quality and usability of online courses, the capabilities of e-learning platforms, and their level of computer expertise.[7] Learners at universities in developing countries have a mixed but largely good opinion of e-learning. Since e-learning increases students' motivation, most of them have a positive view toward it.[8]

The emergence of e-learning technology has resulted in a significant transformation of the academic landscape in recent times. E-learning has been welcomed by universities all around the world as a useful tool for enhancing traditional courses and improving student learning. However, there is still work to be done to fully explore the potential of e-learning for researchers, a unique demographic within the academic ecosystem. Few studies have explicitly looked into the attitudes of researchers about e-learning, despite the fact that many have looked at how students and educators perceive it. The potential advantages of this pedagogical approach are hampered by this lack of understanding, which makes it difficult to properly customize e-learning efforts to match the unique needs and preferences of research scholars.

In Bangladesh, e-learning platforms are becoming more and more significant. This is due to a number of factors, including the ability to learn at any time and from any location, an affordable learning method, and closing the technology gap.[9]E-learning is a growing concept in Bangladesh's higher education sector as it allows students to access learning materials such as lecture notes, slides, and videos through Internet services. Universities are creating tools such as Google Classroom, Moodle, etc. to ensure quality education and knowledge sharing.[10]A considerable number of students in Bangladesh are interested in taking online courses and collaborating on digital platforms. However, institutional, administrative, and technical challenges hinder the successful integration of e-learning in the country.[1]E-learning has been introduced in Bangladesh's rural areas to give students, teachers, and healthcare professionals access to high-quality instruction and training.[11]Even if e-learning is having a beneficial impact on the world, Bangladesh's position is very different. When socioeconomic disparities and the digital divide are widespread, research scholars experience unequal learning benefits and opportunities. The government of Bangladesh and all other important stakeholders must act immediately to remove these impediments as soon as possible in order to ensure that educational institutions in the nation can take full advantage of the potential provided by e-Learning.[12]

The current study explores Rajshahi University research scholars' perspectives on e-learning. The primary goal is to bring attention to their distinct experiences, obstacles, and possibilities in order to eventually improve the research environment and make it more fruitful and satisfying for academics in all fields. Research scholars can benefit from customized e-learning materials and support systems that are tailored to their specific needs by having a better understanding of their attitudes, challenges, and preferred learning styles. This can help to foster a more positive and productive research environment. The results of this study can help educators design effective online lesson plans. By using contemporary teaching strategies and tools, educators can use the findings to make the necessary corrections in the classroom. This

study can also assist educators in concentrating their efforts on applying advanced learning strategies, which will benefit students and improve e-learning resources, strategies, and technology at the institutional and university levels.

The results of this study were obtained from scholars from a single institution using a convenience sample. Consequently, it is not possible to immediately extrapolate the findings to other contexts. At first, the researchers intended to compile data according to the participants' degree of e-learning experience. Data on the attitudes and experiences of scholars with technology were gathered by a structured questionnaire in this study. While there is no reason to question the sincerity of the participants' answers, a number of circumstances can affect how accurately they respond. The attitudes themselves may be complex, but the assessment instruments used to evaluate them were brief. As a result, the links raised in this study could be investigated in further detail using more advanced research techniques.

LITERATURE REVIEW

A study was carried out in 2010 by Çiftci *et al*. to determine how resistant online learners were to distant education. The purpose of the study was to determine whether age and gender disparities in resistance levels existed. Using the descriptive research method, 432 distance learners were surveyed for the study. Age did not significantly alter resistance levels to web-based learning, according to the research. Nonetheless, resistance levels varied significantly between grade levels.[13] Ogunnowo carried up a study in 2016 to examine how Nigerian computer science students approached online learning. The purpose of the study was to gauge how resistant students were to e-learning in relation to age, gender, and other variables. 120 students participated in the survey, which used both quantitative and qualitative (subjective) case study methodologies. The study found that students had a favorable perception of the e-learning strategies.[14]Abdelrahim and Al-Alawi studied how students at Jeddah, Saudi Arabia's University of Business & Technology (UBT) felt about online education in 2015. 371 students were chosen at random by the researchers, who then utilized a questionnaire to collect information. The results of the poll showed that UBT students had a favorable attitude toward online learning, and that their opinions were strongly impacted by their gender, degree of technology use, and skill set.[15] Dhamija carried out a survey in 2016 to assess the views of 300 Kurukshetra district undergraduate students who were chosen at random for the study on the utilization of e-learning for academic reasons. The majority of students had a good attitude toward online learning, according to the study's findings. The attitudes of students from various academic fields did not significantly differ from one another. Still, there were disagreements according to the student's gender and whether or not they attended an urban or rural school.[16]

Alshaeikh and Singh (2018) investigated the reasons behind female apprentices' resistance to e-learning in Saudi Higher Education in order to quantify the elements influencing e-learning acceptability. A total of 381 female students from Al Baha University were randomly selected and surveyed using the survey method. According to the study, the majority of female academics had a favorable opinion of e-learning and thought it was flexible.[17] To find out how students felt about e-learning, Rhema and Miliszewska polled 348 students at the Universities of Tripoli and Al-Jabal Al Gharbi in Libya in 2014. The questionnaire research approach was employed in the study. The results showed that students had positive attitudes and thought e-learning had several advantages.[18] In order to determine whether 120 nurses from Oman's North Batinah Region were prepared to adopt online learning, Ali *et al*. (2016) carried out a quantitative study on the subject. The findings demonstrated the students' willingness to use cutting-edge teaching methods. Nevertheless, they encountered issues with technical support, which hindered their learning.[19]Alam *et al*. carried out a study in 2023 to look into the advantages and disadvantages of e-learning in Bangladesh's higher education system. The findings showed that e-learning can boost women's education, offer tailored learning, and expand access to higher education. Inadequate infrastructure and unequal access to technology, however, continue to be major obstacles.[20] Kumar employed the questionnaire method to analyze 224 people at Kurukshetra University in 2018. Their opinions of e-learning, as well as its benefits and drawbacks, were to be investigated in this study. Though mainly encouraging, the participants' comments also brought up a few issues. The study did, however, also note a number of advantages of online education.[21]

OBJECTIVES

The following goals were particularly the focus of this study: a) to determine the benefits and viability of online learning; b) to examine the different modes

of instruction and course materials; c) to identify the hazards and obstacles associated with online learning; and to ascertain the risks and challenges associated with online learning.

RESEARCH METHOD

The participants in the research study comprise international students from Nepal and Somalia, as well as students from Bangladesh and the research team consists of 52 researchers. The participants were enrolled in various departments' MPhil and PhD programs at Rajshahi University, Bangladesh. 85.18% of responders were men and 11.11% were women overall. The survey consisted of 83 data items, broken down into eight categories. The questions were categorized using a five-point Likert scale (from high to low). Responses were gathered by asking scholars to volunteer to take part in a quick e-learning survey. The study's purpose was briefly explained to the participants, who were then given an informed consent form and a questionnaire. Only fifty-two of the one hundred scholars who were contacted over the two weeks of data collection chose to participate. The data was then entered into MS Excel for analysis.

DATA ANALYSIS AND DISCUSSION

Table 1: E-learning course visiting frequency and efficacy

Frequency and Efficacy	5	4	3	2	1	Mean	SD
E-learning courses visiting frequency	11.54	15.38	61.54	7.69	3.85	3.23	0.91
Efficacy of e-learning courses in research	15.38	7.69	38.46	23.08	15.38	2.85	1.26

N.B. **for frequency:** 1=Always, 2=Often, 3=Sometimes, 4=Rarely, 5=Never; **For efficacy**: 1=Very effective, 2=Effective, 3=Moderately effective, 4=Slightly effective, 5=Not effective. (The values in the Likert scale cell represent the percentage)

The frequency and effectiveness of e-learning course visits are shown in *Table 1*. Sixty-five percent of research scholars visit the e-learning courses sometimes. E-learning courses in research are deemed to be moderately successful by nearly forty percent of the respondents (38.46%).

Table 2: The advantages of participating in online courses

Beneficial and Improvement indicators	5	4	3	2	1	Mean	SD
Offer a variety of subjects	3.85	0.00	26.92	53.85	15.38	2.23	0.86
Figure out major subject before committing	0.00	11.54	46.15	30.77	11.54	2.58	0.86
Familiarize college/university level learning before enrolling	11.54	15.38	26.92	42.31	3.85	2.88	1.11
Prepare academically for college/University	3.85	3.85	30.77	46.15	15.38	2.35	0.94
Open to everyone	3.85	3.85	19.23	53.85	19.23	2.19	0.94
Available in native language including English	11.54	7.69	23.08	42.31	15.38	2.58	1.21
Learn a course for FREE	7.69	3.85	30.77	46.15	11.54	2.50	1.03
A platform for discussing learning materials	0.00	7.69	30.77	46.15	15.38	2.31	0.84
Gives course details and outlines the expectations of the teachers.	0.00	3.85	50.00	34.62	11.54	2.46	0.76
Help college and scholarship stand out	0.00	7.69	53.85	30.77	7.69	2.62	0.75
Boost job applications and career prospects	0.00	3.85	53.85	30.77	11.54	2.50	0.76
Increases students' performance	0.00	0.00	38.46	50.00	11.54	2.27	0.67
Permits the development of relationships between educators and students	3.85	3.85	42.31	38.46	11.54	2.50	0.91

Beneficial and Improvement indicators	5	4	3	2	1	Mean	SD
Satisfies students' need for recognizable evidence of the teachers' attention	0.00	11.54	53.85	26.92	7.69	2.69	0.79
Enhance the quality and quantity of lecture videos, notes, PowerPoint slides and additional supplementary reading materials	0.00	3.85	34.62	53.85	7.69	2.35	0.69
Need to some technical expertise to enable its optimum use	0.00	3.85	42.31	38.46	15.38	2.35	0.80
Redesigned course curriculum	0.00	7.69	34.62	50.00	7.69	2.42	0.76
Share instructors and learner's mutual expectations	0.00	0.00	46.15	46.15	7.69	2.38	0.64
Enhance learner's online engagement and interactions	0.00	7.69	34.62	42.31	15.38	2.35	0.85
Group assignment help them to develop team skills	3.85	0.00	46.15	38.46	11.54	2.46	0.86

N.B. 1=Strongly Agree, 2=Agree, 3=Moderate Agree, 4=Disagree, 5=Strongly Disagree (The values in the Likert scale cell represent the percentage)

Table 2 shows that a majority of respondents (53.85%) agree that e-learning is accessible to all and covers a wide range of disciplines. About half of the respondents (42.31%) concur that familiarizing oneself with college- and university-level coursework prior to enrollment is facilitated by e-learning. The majority of responders (50%) are somewhat in agreement that course materials and instructor expectations are outlined in online learning. Furthermore, a majority of the participants (53.85%) expressed a moderate agreement that e-learning helps them meet students' needs for tangible proof of their professors' attention, make college and scholarship applications stand out, and improve job applications and career prospects. Furthermore, a good number of the respondents (42.31%) agree to some extent that e-learning courses facilitate the development of relationships between teachers and students but require technical know-how to be used to their full potential. Based on the results of the survey, less than half of the participants (46.15%) said that online courses are helpful for students to prepare for exams, study for free, discuss course materials, and share expectations with teachers.

Table 3: Rationality in participating online courses

Rationality indicators	5	4	3	2	1	Mean	SD
Reducing the gap of institutional education	0.00	7.69	19.23	53.85	19.23	2.15	0.83
Reducing the overall cost of education	3.85	7.69	42.31	34.62	11.54	2.58	0.95
Increasing the level of expertise	0.00	0.00	38.46	50.00	11.54	2.27	0.67
To be an active people in real world	0.00	7.69	34.62	50.00	7.69	2.42	0.76
Making operational human resources	0.00	7.69	42.31	38.46	11.54	2.46	0.81
Incorporating to meet job's criteria	3.85	7.69	23.08	50.00	15.38	2.35	0.98
Can be accessible 24x7 hours to a larger audiences	0.00	3.85	26.92	38.46	30.77	2.04	0.87
Can save the time of participants for education purpose	3.85	3.85	23.08	53.85	15.38	2.27	0.92
Reaching out education to every doorstep of people	0.00	11.54	46.15	34.62	7.69	2.62	0.80
Introducing more flexibility in teaching and learning	3.85	3.85	30.77	53.85	7.69	2.42	0.86
Connect and collaborate with other researchers	3.85	3.85	34.62	46.15	11.54	2.42	0.90
To share and access scientific output, knowledge and expertise	0.00	3.85	38.46	46.15	11.54	2.35	0.75
Ask and reply to subject wise question	3.85	3.85	26.92	46.15	19.23	2.27	0.96
Get starts about downloads of the learning materials.	0.00	7.69	26.92	53.85	11.54	2.31	0.79

Rationality indicators	5	4	3	2	1	Mean	SD
Following and discussing different topics	0.00	7.69	23.08	57.69	11.54	2.27	0.78
Help to find-out right job	3.85	11.54	50.00	30.77	3.85	2.81	0.85

N.B. 1 = Strongly Agree, 2 = Agree, 3 = Moderate Agree, 4 = Disagree, 5 = Strongly Disagree (The values in the Likert scale cell represent the percentage)

Almost every learner worldwide prefers to take online courses for a variety of reasons (*Table 3*). Online courses can effectively alleviate certain constraints inherent in traditional classroom settings. By raising the level of skill at a certain level (50%), it might lessen the knowledge gap that exists between learners (53.85%). Since online courses are available to a wider audience around the clock (38.16%), e-learners have the potential to be engaged members of society (50%). By saving time for educational purposes (53.85%), e-learning can lower participation costs (34.62%). Because it reaches out to educate individuals at every doorstep (34.62%), this learning system combines more flexibility in teaching and learning (53.85%) and creates operational human resources (38.46%). Experts in the field can work together with other researchers (46.15%) by posting their scientific work online. On the other hand, the e-learning courses were developed in response to market demand (50%) so that everyone completing the online course can quickly find a suitable job (30.77%).

Table 4: Types of teaching-learning system

Types of teaching-learning system	5	4	3	2	1	Mean	SD
Detailed introduction	0.00	0.00	7.69	65.38	26.92	1.81	0.57
Welcoming lecture	0.00	15.38	15.38	57.69	11.54	2.35	0.89
Multimedia (e.g.videolectures, audio files, info-graphics)	0.00	7.69	3.85	57.69	30.77	1.88	0.82
Certificates or badges for completion of courses	3.85	11.54	15.38	50.00	19.23	2.31	1.05
Live video broadcast	0.00	19.23	30.77	42.31	7.69	2.62	0.90
Adequate quizzes, study guides and assignments	0.00	7.69	15.38	38.46	38.46	1.92	0.93
Social networking sites	3.85	7.69	26.92	30.77	30.77	2.23	1.11
Discussion boards, chat rooms	3.85	15.38	11.54	53.85	15.38	2.38	1.06
Web-based communication programs	0.00	11.54	19.23	53.85	15.38	2.27	0.87

N.B. 1=Strongly Preferred, 2=Preferred, 3=Moderate Preferred, 4=Not Preferred, 5=Not preferred at all (The values in the Likert scale cell represent the percentage)

Table 4 demonstrates that a majority of the participants (65.38%) concur that they are drawn to the learning style with a lengthy introduction. A good number of participants (42.31%) concur that they find live video broadcasts to be interesting. It is agreed upon by more than half of the respondents (57.69%) that lectures and multimedia are welcome. 50% of the respondents concur that participation badges or certificates for finishing a course draw them in. A significant portion of the participants (38.46%) agree that assignments, study guides, and exams with sufficient difficulty are intriguing. Furthermore, a significant number of participants (30.77%) concur that they are drawn to social media platforms. With a mean rating of 2.38, discussion boards and chat rooms are considered enjoyable learning systems by 53.85% of respondents.

Table 5: Types of educational content

Types of educational content	5	4	3	2	1	Mean	SD
Reading text only (e.g. pdf)	0.00	23.08	19.23	34.62	23.08	2.42	1.10
PowerPoint presentation only	3.85	19.23	38.46	30.77	7.69	2.81	0.98
Audio only (Audio recording of teaching content)	7.69	26.92	23.08	23.08	19.23	2.81	1.27

Types of educational content	5	4	3	2	1	Mean	SD
Video only (Video recording of teaching content)	7.69	7.69	38.46	23.08	23.08	2.54	1.17
PowerPoint with audio (PowerPoint with audio explanation)	3.85	7.69	34.62	38.46	15.38	2.46	0.99
PowerPoint with video (PowerPoint with video explanation)	3.85	11.54	19.23	53.85	11.54	2.42	0.99
Animated PowerPoint (e.g. Flipped PowerPoint)	3.85	11.54	30.77	38.46	15.38	2.50	1.03
Animated text (e.g. Flipped Notes/Articles)	3.85	23.08	26.92	30.77	15.38	2.69	1.12
Text with audio (Notes with audio explanation)	7.69	15.38	23.08	46.15	7.69	2.69	1.09
Text with video (Notes with video explanation)	3.85	15.38	19.23	42.31	19.23	2.42	1.10

N.B. 1= Strongly Preferred, 2=Preferred, 3=Moderate Preferred, 4=Not Preferred, 5=Not preferred at all (The values in the Likert scale cell represent the percentage)

The respondents' preferred categories of e-learning materials are shown in *Table 5*. About 35% of respondents said they preferred reading texts in PDF format, whereas only 8% said they strongly favored power point presentations alone. Compared to power point with audio explanation (38.46%), power point with video explanation (53.85%) is preferred by the respondents under survey. Equal shares of respondents (23.08%) said they preferred audio and video recordings of instructional materials. Simultaneously, Flipped Power Point was chosen by survey participants (38.46%) above Flipped notes/articles (30.77%). It's interesting to note that respondents' perceptions indicate that notes with audio explanations (46.15%) are slightly preferred above notes with video explanations (42.31%).

Table 6: Learning Tasks

Learning tasks	5	4	3	2	1	Mean	SD
Assignment submission	0.00	3.85	23.08	53.85	19.23	2.12	0.77
Checking Progress	0.00	3.85	46.15	38.46	11.54	2.42	0.76
Discussion Board	0.00	3.85	34.62	50.00	11.54	2.31	0.74
Check notice board	0.00	15.38	34.62	46.15	3.85	2.62	0.80
PowerPoint Slides	0.00	3.85	23.08	53.85	19.23	2.12	0.77
Lecture videos	0.00	11.54	19.23	46.15	23.08	2.19	0.94
Quiz question	0.00	3.85	34.62	42.31	19.23	2.23	0.82
Examination	3.85	3.85	23.08	57.69	11.54	2.31	0.88
Group discussion	3.85	3.85	19.23	53.85	19.23	2.19	0.94
Live group chat	7.69	11.54	26.92	38.46	15.38	2.58	1.14

N.B. 1=Very useful, 2=Useful, 3=Moderately useful, 4= Somewhat useful, 5=Never (The values in the Likert scale cell represent the percentage)

Table 6 demonstrates that a majority of participants (53.85%) consider group discussions, PowerPoint presentations, and assignment submissions to be beneficial. Less than half of the respondents (46.15%) think that it's helpful to examine notice boards and quiz questions. The majority of responders (57.69%) think that the exams are helpful. Less than half of the respondents (46.15%) thought that tracking progress of e-learning was quite helpful. Half of the respondents think discussion boards are helpful. A respectable amount of the participants (38.46%) said they find value in live group conversations.

Table 7: Challenges in getting e-learning

Challenges	5	4	3	2	1	Mean	SD
Incompatible of learning materials to the group of learners who are using first time e-learning courses	7.69	11.54	42.31	26.92	11.54	2.77	1.07

Challenges	5	4	3	2	1	Mean	SD
Non-interactive nature of course materials discouraged learner and instructor communication	3.85	19.23	26.92	38.46	11.54	2.65	1.06
Online materials are inadequate or didn't understand for self-study	11.54	15.38	23.08	42.31	7.69	2.81	1.17
Lack of enthusiasm, activeness and apathy of learners	11.54	7.69	34.62	34.62	11.54	2.73	1.15
Communication gap between the teachers and learners	7.69	11.54	26.92	46.15	7.69	2.65	1.06
Insufficient course materials delay in response the teachers	3.85	11.54	23.08	57.69	3.85	2.54	0.90
Lack of adequate time and effort to design course content	3.85	15.38	53.85	15.38	11.54	2.85	0.97
Without real-time interaction and questions curiously might be dismissed particularly concept are not clarified	3.85	15.38	53.85	15.38	11.54	2.85	0.97
Some learners just download learning materials and not participate in quizzes and assignments	15.38	7.69	38.46	26.92	11.54	2.88	1.21
Some learners avoid evaluation	15.38	7.69	19.23	42.31	15.38	2.65	1.29
Internet access and power failure	15.38	7.69	26.92	30.77	19.23	2.69	1.32

N.B. 1=Severe problem, 2=Problem, 3=Moderate problem, 4=Slight problem, 5=No problem at all (The values in the Likert scale cell represent the percentage)

Individuals enrolled in the first-time online course appear to be unsuitable for the course materials (26.92%). There aren't many courses that aren't interactive, which could deter new students (38.46%) and create a gulf between students and teachers (46.15%). Online resources are typically insufficient (57.69%) and inadequate (42.31%). Online course materials are rarely created in an inefficient manner (53.85%). If there's no response right away, questions could go unanswered, particularly if the ideas aren't explained clearly (53.85%). There are instances when students exhibit apathy, lack of zeal, and inactivity (34.62%). Because of this, some students only download course materials and fail to fully complete assignments and tests (26.92%). Additionally, some students consistently evade the examination procedure (42.31%).

Table 8: Risks factors associated with e-learning courses

Risk factors	5	4	3	2	1	Mean	SD
Security and authenticity issues	3.85	3.85	11.54	50.00	30.77	2.00	0.98
Lack of privacy	3.85	7.69	30.77	38.46	19.23	2.38	1.02
Unpleasant intension of service providers	3.85	7.69	38.46	34.62	15.38	2.50	0.99
Fake course and simulated service providers	3.85	11.54	42.31	26.92	15.38	2.62	1.02
Reliability and trustworthiness issues of service providers	7.69	7.69	30.77	34.62	19.23	2.50	1.14
Too much commercial nature of providers	3.85	7.69	26.92	38.46	23.08	2.31	1.05

N.B. 1= Strongly Agree, 2=Agree, 3= Undecided, 4=Disagree, 5=Strongly Disagree (The values in the Likert scale cell represent the percentage)

According to *Table 8*, half of the participants under survey (50%) concur that they had problems with authenticity and security of online course providers. More than one-third of participants (38.46%) are unsure about the malicious intent of service providers. Less than half of the respondents (42.31%) are unsure about the risk factors associated with phony courses and simulated service providers. Over one-third of participants (38.46%) concur that e-learning is excessively monetized by its suppliers and lacks privacy. Few respondents (34.62%) are worried about the reliability and trustworthiness of the e-learning service providers.

CONCLUSION

Based to the survey results, the majority of Rajshahi University research scholars occasionally

access e-learning courses. They consider online courses to be mediocrely successful. The majority of respondents concur that taking online courses makes sense and that e-learning is advantageous with many benefits. They like power point presentations and audio-recorded instructional materials, and they mostly use video broadcasting teaching-learning systems. However, respondents report difficulties obtaining e-learning across a variety of industries, with the biggest risk concern being phony courses and service providers. According to the survey, research academics have a good attitude toward e-learning, albeit these sentiments may differ greatly depending on factors such as gender, level of proficiency with technology, and usage patterns.

The primary goal of this study was to examine how academics feel about e-learning and identify some of the variables that affect it. We can draw the conclusion that Rajshahi University research academics view employing e-learning technologies favorably. It follows that having simple access to e-learning resources will lead to a more positive perception of e-learning. With an emphasis on the study's findings, the opinions of academics were investigated in relation to e-learning's advantages, tactics, and obstacles.

Certain of the limitations that come with traditional classroom settings can be efficiently mitigated by taking classes online. It might reduce the knowledge gap between learners by increasing the degree of ability at a specific level. Students can discuss course materials, communicate with teachers about expectations, study for free, and get exam preparation from online courses. The formation of relationships between instructors and pupils is facilitated by e-learning courses, but their full potential requires technological know-how. The study discovered some e-learning constraints. There aren't many interactive courses available, which may discourage prospective students and widen the barrier between them and their lecturers. Most of the time, internet resources are poor and insufficient. Seldom are online course materials produced in an ineffective way. Particular risk factors are linked to online courses, according to the current study.

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