Women Motivated E-Learning through Smart Phone and They Became Powerful

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Abstract: *With an emphasis on Women Online University, this research investigates the pros and cons of online education as it pertains to the empowerment of women in developing nations. By looking at what makes people use e-learning platforms, we can gauge how much of an effect it has on women's economic independence and empowerment. Two hundred and twenty female students from a range of academic backgrounds and age groups participated in the research, which used questionnaires and statistical analysis to determine the efficacy of online education. The findings point to a favourable view of online education, with strong correlations between e-learning's impact, empowerment, and societal and economic progress. Age, field of study, and level of digital literacy all have a role in determining one's access to technology. Finally, the research stresses the need to address digital literacy gaps and improve institutional support, highlighting the revolutionary potential of e-learning for women's education. One suggestion is to use new approaches to teaching in order to boost gender parity in the classroom and improve the results of online courses.*

Keywords: *E-learning, Motivation, Empowerment.*

Introduction: E-learning becomes "an important means of knowledge and skill acquisition in higher education institutions. Women motivation to learn contributes to knowledge acquisition and hence is of paramount importance to their success in the future. Many factors impact women motivation to learn, and the question of how to stimulate women to learn remains the subject of much research. As concerns teachers, their role in the educational process is to create a positive environment which encourages learning and women long-term success". (Vero & Puka, 2017). "Moreover, it is suggested that for women to increase their academic knowledge, they must be active in processing such knowledge". Chan et al. (2015) "examined the impact of students' perceived autonomy support (explained as student perception of support received from their teacher in promoting self-learning) on learning motivation using in-lecture and after-lecture learning through the mediation of social-cognitive (defined as psychological processes that allow students to take benefits of social interaction) factors. The results indicate that perceived autonomy support plays an important role in promoting self-learning and motivation in the three samples from the U.K., China, and Pakistan. Another factor with an immense impact on augmenting student knowledge is the use of a course learning management system. Different course management systems (CMS) have been developed and used by higher education institutions. One very popular CMS used by many higher education institutions as a complement to face-to-face learning is Moodle". (Rice, 2015)

"Given the importance of the intensive use of information and communication technology (ICT) and its constructive impacts on the e-learning experience in higher education (Wan, Wang, &Haggerty, 2008), this

study examined the use of Moodle in supporting e-learning resources in higher education. Prior research has suggested different key aspects of e-learning, such as emoderating, e-design, e-communication, workload, and interactivity". (Prosser &Trigwell, 1999). "However, it is notable that the literature offers limited evidence on ARCS and key aspects of elearning related to the use of Moodle in higher education. Hence, this study attempts to fill this gap by identifying four underlying key aspects of e-learning within Moodle".

Review of Literature:

A major factor in the improvement of student-teacher interaction has been the rise of e-learning systems and programmes. Online course materials, which may be delivered in a variety of ways, are one of the most significant features offered by LMSs. Dennen and Bagdy (2019) talk about pedagogical tools that come in the form of OER textbooks. According to their research, students had good things to say about open educational resource (OER) textbooks and how they helped them achieve course goals. Case studies, group projects, problem solving, and peer-to-peer contact are examples of activities that are designed to help students learn and connect with the material (Sadaf et al., 2019). A lot of research has been done on electronic discussion boards that try to get students talking to one other, the course material, or their professors in either real-time or at a later date. According to research by Truhlar et al. (2018), which looked at the impact of synchronous conversations in an online class, students were more likely to connect with one another after being assigned roles. Online conversation and interactive tasks encourage students to express their thoughts and create their own unique viewpoints, according to previous research (Buelow et al., 2018). Different kinds of online discussion forums elicit different reactions from students in terms of their usefulness: Students had a more favourable impression of structured discussion forums (those that are led discussions with clearly defined topics) compared to unstructured ones (where students choose the subject on a mutual basis) (Tibi, 2018). and enhance this kind of inspiration when it comes to learning about the past. One study that Paechter and Maier (2010) referenced looked at students' preferences in online courses and concluded that e-teaching materials are a big part of e-learning and help get people excited about learning. Since e-teaching materials are the first point of contact between students and an e-learning system, it is important to evaluate how well they encourage students to study. A study by Yili and Tsai (2017) examined the e-learning resources used by computer science students enrolled in a course on mobile phone programming. Students rated the e-learning system's course contents far higher than the traditional paper-based alternatives. Students' performance and desire to learn were impacted by these online instructional resources. Similarly, Slater and Davies (2020) found that students prefer online lectures, course notes, and original literature over traditional classroom resources like textbooks and lecture notes because students see these e-teaching tools as easily accessible and convenient even when they aren't physically present at university. Blended learning relies heavily on online e-teaching resources, according to research by Cundell and Sheepy (2018). Additionally, research into asynchronous conversation, a kind of electronic discussion that might motivate students to learn, is warranted. In their study on student choices, engagement, and motivation, Chan et al. (2016) investigated the role of asynchronous conversation. Students' preferences, dedication, and involvement in asynchronous conversation improved their desire to study indirectly, according to their results. In order to measure students' dispositions and levels of knowledge, Karagiannis and Satratzemi (2018) suggested a versatile method in Moodle. Their suggested method relies on a hybrid user model that was created using a process that takes into accounts both the knowledge and behaviour of learners. The experimental findings showed that their method had an effect on the enthusiasm and efficiency of the pupils. Research after research examines the correlation between intrinsic drive to learn and both online and in-person instruction. Using a structural model, Zheng et al. (2018) evaluated online self-regulated settings and the motivation of learners. Motivated online students, according to their findings, are more likely to take an active role in their own education. Although online students reported lower levels of motivation compared to their in-person counterparts, recent study (Stark, 2019) demonstrated that motivational characteristics had a stronger correlation with course achievement than online learning methodologies. There was no link between age and motivation in Pugh's (2019) research of online learning, however there was a relationship between gender and motivation. Keller (1987a), Snow (1990), Tseng and

Walsh (2016), and Kim et al. (2017) are just a few of the many psychologists and academics that have posited that students' intrinsic drive to learn is a key component of effective online and in-person learning environments. The ARCS paradigm, developed and given by Keller (1987a, 1987b, 2008), outlines the four main elements—namely, Attention, Relevance, Confidence, and Satisfaction—that are used to inspire pupils to study. The underlying premise of the suggested model is that by accounting for the motivational dynamics linked to these four components, students may be more consistently and effectively motivated to study. There is a distinct motivating factor for each part. To begin, paying attention implies that pupils focus on and remember what teachers are saying.

Objectives of the Study:

The main objectives of the study are:

1. To find out the standard smart phones used by women.

2. To know the purpose for using the various applications of smart phones.

3. To know the areas of learning by smart phones.

4. To know the web sources and services accessed by smart phones.

5. To know the impact of Smartphones used by the women for education.

Methodology:

Considering the objectives and nature of the study secondary sources of data have been used in the current study. Related articles, journals and books have been followed for gathering required information. Internet sources have also been used as a major source of information for the study.

Significance of the study:

Finding out how women are now making use of their smartphones for educational reasons is the main goal of this research. Additionally, it will look at how women perceive and utilise mobile learning both in and out of the classroom. The term "mobile learning" describes the next wave of online education. One of the most important factors in the effectiveness of technology adoption is raising women's awareness of it. With the advent of mobile technology, students of all ages now have the freedom to study whenever and wherever they choose. The fast development of mobile technology has brought many benefits, such as the ability to multitask, but the fall in price has brought both good and bad consequences, particularly with regards to education.

E-learning:

Electronic learning, online learning, and online education are all synonyms for e-learning. In other words, e-learning refers to the process of gaining information by means of electronic devices and the internet. The letter "e" is an abbreviation for "electronic," denoting the medium of delivery of instruction in online courses. You may join in electronic learning classes using an internet-connected device; this education is essentially an online-based educational platform. The issue of online education has gained popularity in recent years as a result of both technological and educational systemic improvements. Gaining a degree via an online programme at any school in the world will get you credit anywhere you go. With the rise of e-learning, more and more individuals are getting the skills they need by taking classes online, saving both time and money.

After the widespread availability of personal computers, cellphones, and notebooks began in the late 1990s, Eliot Maisie came up with the term "e-Learning" in 1999. The subsequent widespread discussion and acceptance of e-learning made it a popular issue.

Students participating in an online education system are not limited to those who must physically attend a classroom setting. In its place, students have the freedom to access their courses whenever and whenever they choose via the use of modern technology like cellphones, laptops, and smart TVs.

E-learning and Smart Phone:

One of the most significant changes that the world has ever seen is the rise of mobile technology. For better and worse, but more for the better, it has flipped our lives upside down. Thanks to several incredible apps that have made our lives easier and more streamlined, our daily routines are now more structured and organised than ever before. Users are able to improve their abilities, discover new hobbies, and engage in constructive pursuits thanks to these internet platforms. Instead of taking students' attention away from their schoolwork, these e-learning apps serve as virtual teachers and tutors. Improved mobile app development services have allowed teachers to turn students' phones into interactive learning environments where they can participate in class discussions, watch engaging lectures, and even network with industry professionals. Plus, compared to the old-fashioned classroom settings, these online courses are much livelier, dynamic, and entertaining.

It would seem that every big company nowadays is keen on developing robust e-learning software solutions, such as mobile applications for online learning. Here is a list of seven educational apps that are helping students succeed in school and have even sparked some entrepreneurial spirit among established companies.Last but not least, you need a well-defined training plan if you want to keep employing mobile devices for training purposes in the workplace or classroom. There has to be a clear problem-solving focus in the learning goals. It is also helpful to organise the information in an up-to-date content library so that it may be used when required. The recipient of the course may then locate it with a quick keyword search. The use of several media types (video, audio, and quizzes) to review previously covered material is another effective tactic for mobile learning. With the right responsive learning management system (LMS) in place to safeguard user and corporate data, the smartphone may become an invaluable tool for online training. The information need to be concise but captivating, with an emphasis on video and interactivity. Knowledge pills delivered by micro-contents need to be goal-oriented, re-proposed in various forms throughout time, and stored in an easily available content library for the approach to survive.

Women motivated E-learning through smart phone:

Electronic devices such as computers, smartphones, tablets, etc. are used in e-learning, a digital approach to instruction. Students' personal presence in class is not necessary under this approach. Anywhere they are, they may attend class. They are also free to go through the material at their own speed. Massive Open Online Courses (MOOCs), video streaming sites, and online forums are just a few examples of the many modern learning techniques accessible.

Mobile devices have become more important in people's daily lives due to their meteoric rise in popularity in the last few years. Any kind of instruction delivered by a mobile device is referred to as mobile learning, m-learning, or mobile education. Because educational information is now available on mobile devices, users may access it whenever and wherever they choose, greatly improving the accessibility and fluidity of learning.There is an abundance of information available on the internet that can be accessed via mobile devices, such as interactive movies, quizzes, webinars, and courses. By allowing students access to material in real-time on their devices whenever they need it, personalised learning experiences are created by using the great potential of smartphone technology. The internet and other user-friendly networked technologies are having a profound impact on the way people learn and teachers approach their craft. Technological

progress has levelled the playing field in the academic and scientific arenas, allowing visually impaired users to compete with their vision impaired peers. It facilitates virtual learning groups, knowledge exchange, and access to high-quality learning materials. Online education using mobile apps is the topic of this essay. In order to dispel the myth that distant learning is a separate entity, e- and mobile learning provide tremendous opportunities for bridging the gap between students and instructors or educational institutions. Learn online with the help of your mobile device using m-learning. Portable electronic devices that may be used for learning include personal digital assistants, mobile phones, smart phones, media players (audio, video, and multimedia), and so on. For maximum portability and adaptability, they must to be wirelessly linked. When we talk about how technology has revolutionised the way we learn and teach, we're talking about innovation in education. If education takes a more modern shape, old patterns and models may become obsolete as new ones take their place. The use of media in distant learning affects the accessibility and affordability of courses, the degree to which students are autonomous and able to adapt to their own needs, and the quality of interaction and communication that takes place.

Conclusion:

Among other things, the survey revealed that people utilised their cellphones to study. Respondents' use of mobile learning apps varied, notwithstanding this generalisation. While all of the women indicated using texting and calling, only a small number of them said they had used any kind of advanced learning app. It is widely accepted that cellphones improve communication, teamwork, and education, and the vast majority of women use them to access social media. Due to a lack of knowledge and awareness, only a small percentage of students actually used certain apps while their time at university. In higher education, women's experiences and pervasive learning Impact of wireless and cloud applications.Devices for mobile computing with an eye towards education via social media, cellphones, and smartphones. In addition, students may access web-enabled information resources including web pages, e-journals, and e-books over the campus Wi-Fi, which is the best way to get online. The most popular apps are those that include dictionaries, wikipedias, and encyclopaedias. People should strive to learn as much as they can about mobile phone specs before purchasing one. Web content creators should also think about making mobile-friendly versions of their material, as a lot of people access the internet via their phones.

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