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STUDENTS' PERCEPTIONS ABOUT E-LEARNING IN BUSINESS MANAGEMENT CLASSROOMS AT HIGHER EDUCATION IN PAKISTAN

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ABSTRACT

The approach of teachers and students in Business Management Classrooms to new innovations (technologies) is the fundamental aspect that will enable them to position themselves quickly and easily on e-Learning. The use of personal computers, networks, computer simulations and portable devices (iPads, tablets and mobile devices) has captivated the enthusiasm of the various students who benefit as an educational tool. Given the growing size and variety of in Business Management at Higher Education zone, specifically in terms of value chains, control, and geographic coverage, it has emerged as essential to develop a strong database on higher education. This study highlights the current state and prospects of e-learning in Business Management Classrooms at Higher Education level. Online learning has an important role to play in complementing traditional classroom learning and students expect that the use of technology will make their learning experience more practical and improve the value of their learning. The

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methodology used in this study consisted of a systematic random sampling for students in traditional study mode and a reasoned sampling to identify students in electronic learning mode by using SPSS. The results show that face-to-face education remains the best course for the method of delivery for students. They also showed that in face-to-face practice they had better results in reading. Blended learning and e-learning support face-to-face learning in order to meet students' different needs.

Keywords: *Traditional learning, Business Management Classroom, e-Learning, Educational technology, Distance learning, Blended learning, Face-to-Face learning*

INTRODUCTION

This research is intended to explore the potential of e-learning in Business Management Classrooms. It is growing speedily as an important means of education and learning in a flexible online environment. It provides diverse learning opportunities for traditional and nontraditional education, which indicates that the transitional and developmental periods of education. Thus, the number of studies examining the relationships between digital technologies and learning has been growing as well. Online studying plays a vital role in the increase of education in all countries. It additionally offers developing countries the opportunity to enhance their academic development at Business Studies Majors. It may also play an important role in the education of a new era of instructors, as well as in enhancing the capabilities of the teaching profession for the use of tools and pedagogy of the 21st century. This is the evolution of the academic trend, current technologies, particularly the internet, have intended that education is no longer restricted to the four walls of the lecture room. electronic learning encompasses all forms of electronically assisted learning and teaching. ICTs and e-learning provide more resources for both students and teachers to adapt learning and teaching to the needs of individuals. At Business Management Classes, the more technology progresses, the more advantages it brings to the academic field, and the greater the value of using it.

With the emergence of e-Learning technologies, the quality of Business Management Classrooms has increased to a great level. The most effectively used e-Learning mode is in the Higher Education sector (Pham et al, 2018). Today cannot give presentation without using Power-point presentations (PPT) or cannot find research material without the help of computers, laptops, Internet and so on. Virtual classes and smart classes have become the reality of Business Management Classrooms (Hwang et al, 2018). With the facilities of laboratories and the various modes present in the laboratory our knowledge has expanded and the time has also been saved. E-Learning is becoming increasingly prominent in tertiary education, with increasing universities provisions and more students signing up (Mahmodi, 2017). The importance of e-Learning is greatly felt in Business Management Classrooms as e-learning acts as a facilitator for the Business Management Classroom's students, providing the students, scholars with correct information through the help of internet services, Wi-Fi's, and even the dissertation and thesis work cannot be done without the use of e-technologies. It has become impossible for scholars to do their work without using e-technologies, not only the students but teachers as well cannot complete their work without using e-Learning modes. With the help of various e-Learning modes we are able to successfully conduct seminars, workshops (Moghavvemi et al, 2018).

Although e-learning looks exciting for the future of higher education, it still faces immense challenges. There are many obstacles to open learning, and many arise from faculty issues that are manifestations of organizational and financial systems built up at the height of traditional educational paradigms (Arasaratnam et al, 2017). Faculty members, in general, may be reluctant to take e-learning courses if they think that face-to-face communication will replace the Online conversation. In other words, most members of the faculty are reluctant to be able to replace themselves, and this apprehension is an obstacle to e-learning. Second, education in e-learning can be expensive. Although institutions are building technological infrastructure, considerable investment is needed to develop and maintain an effective e-learning education program. (Aristovnik et al, 2017) human resources can be another significant challenge for Business Management Institutions that choose to implement an e-learning program. For the e-learning environment, fair remuneration for qualified professionals is expected. In other words, educational institutions wishing to follow an e-learning model must change their approaches, policies, and regulations. (Ghavifek et al, 2017) this work provides additional insight into technology-enhanced learning

environments for school decision-makers, educational counselors, teachers, and students. Empirical data collected in e-learning environments on student satisfaction expectations can be used to recognize the benefits and disadvantages needed to make informed decisions about e-learning programs and approaches to course design. The greater the probability that e-learning software courses will meet students' needs and demands, thereby increasing the amount and quality of educational experience, the more knowledge administrators, teachers, learners, and technical support staff have on e-learning learning styles and desires.

Literature Review

According to Naveed et al, (2017), the purpose of this study was to analyze the attitudes of teachers towards e-learning at Business Management Classrooms in Saudi Arabia and the factors that affect their attitudes. This work was confined to two universities in the KSA situated at various locations. In this analysis, a survey questionnaire was used to gather the data. The results showed that Online learning rates vary based on different components of identity. The views of gender were the first markers of disparities, with expectations of women being more optimistic than men. There are also variations in age among people under 44 who understand e-learning better than people over 45 years of age. The academic level is also influenced by e-learning's highest expectations relative to university graduates. The results showed that there was a greater view for faculty members with less teaching experience than those who had been teaching for over 10 years. Members of the faculty had a positive overall view of e-learning, convinced it was a tool to enhance learning. Participants revealed in answering questions about e-learning obstacles and barriers that the lack of tools and knowledge poses barriers to teaching e-learning courses. (Thai et al, 2017) the study focused on the challenges facing Kenyan public universities to implement e-learning and recommended possible solutions. Solutions for successful implementations. The research presented the results of a survey of 148 staff members from three public universities in Kenya who currently use Online learning in mixed mode. The study's goal is to study the obstacles that prevent e-learning from being implemented in Kenya's public universities. Using questionnaires, in-depth interviews, and record analysis, information is collected. The study results revealed that Online learning poses problems that need to be addressed by public universities in Kenya before they can be implemented successfully. Nonetheless, e-learning's strengths and prospects greatly outweigh the obstacles. Finally, the paper recommends some of the possible solutions that could be adopted by

public universities to implement e-learning successfully. (Yilmaz, 2017) research called e-learning student expectations was performed. The purpose of this study was to find out what students think about e-learning, an alternative to traditional classroom teaching and learning and find out what students think about the idea of e-learning, as it is the goal and the main beneficiaries of this technology that has enabled learning. The research data was obtained with 80 questionnaires at Ho Polytechnic University, Ghana. The study results revealed that most students assume e-learning is an innovative idea to be promoted. Few problems have been uncovered, however, such as the fear of employers discriminating against those studying online. He also noticed that blended learning is the preferred learning style for respondents, integrating e-learning with face-to-face learning.

According to Naveed et al., (2017) e-Learning, as part of the development of distance learning, has evolved significantly. Its attractive features, such as being self-paced, using rich media, eliminating geographical barriers, and reducing costs, have been globally recognized and adopted by universities to meet student demand. Among its various practical features, the most significant one is that it can be student-centered, meaning that the educational process has been turned into a self- paced, self-directed, and on-demand form of learning accessible by students. Additionally, e-Learning offers the possibility to deliver Business Management Classrooms regardless of geographical barriers. e-Learning is supported by electronic devices and the Internet. It enables self- paced learning, in which learners access pre-designed learning resources any time, from any place. At the stage known as e-Learning, although the teaching and learning have taken place via an internet system, they occur in the same way as some traditional face-to-face classes. Teachers are the core of the process of learning and teaching. Ali et al., (2018) learning materials are directly delivered from the instructor to the learners using a direct transfer computer-based learning system, which is sometimes called web-based training first emerged in business and it gradually moved to higher education. The concept of online learning and e-learning is similar but with a different emphasis on either electronic devices or internet technology. e-Learning is the broader concept of applying digital and internet technology in education. Uppal et al., (2018) Business Management Institutions typically have a systematically designed and developed curriculum system. In a face-to-face class, the students may receive more direct instruction and immediate feedback from the instructor than in asynchronous online learning and face-to-face learning, learners can make synchronous or asynchronous

e-learning components. Samarraie et al., (2018) traditional learning controls the learning processes and combined learning offers dynamic learning opportunities. Educational online learning technology helps traditional classroom instruction. Technological applications enrich the delivery of learning content. Online learning offers learning opportunities that meet the needs of students. Technology is an alternative tool in higher education. Online learning has improved and elevated traditional learning, but cannot be designed to replace it. Online learning can be adapted to the styles and preferences of some students, but others may be involved in the traditional classroom learning environment. Media and engineering are increase education inside and outside the classroom. (Chaka & Govender, 2017) the focus of e-Learning is not on the technology, but to use technology as a medium to create a personalized, customized, and interactive learning environment to help learners learn. Reasonable and appropriate adoption of digital technologies may give impetus to the development of the existing traditional learning method. Moghavvemi et al., (2018) in other words, does the use of an ICT-based e-learning system improve the quality of learning? Quality training initiatives are still unclear and often problematic according to a review of the literature. The lack of clear criteria for evaluating the performance of the training highlights the challenges that the e-learning approach faces. It presents two ways to improve the quality of reading. The first is to achieve higher-level learning goals for more students. The second idea is to allow students in the classroom to learn differently from traditional teaching. (Ghavifekr & Mahmood, 2017) e-Learning teachers should carry out most realistic tasks. Realistic duties include referring students to technical support facilities, resolving technical issues, diagnosing and clarifying existing issues, and providing the student with enough time to learn new programs. The aim of these exercises is to ensure that the participant is acquainted with the curriculum and the technologies they use. If the teacher can encourage the seamless use of technology, the learner can concentrate on the academic challenge. (Salloum & Shaalan, 2018) since the pedagogical aspect was one of e-learning's key drivers, the question facing this study is whether e-learning provides a better learning quality. Most of the studies focused on determining how students perform well in online classes. As a result, comparisons of online and traditional lecture formats show that students perform on average at least as well in online component classes.

Problem Statement

The massive proliferation of computer equipment and the rapid growth of

internet bandwidth has changed the Business Management Classrooms character. Business Management Institutions must address changing expectations related to the quality of learning experience and students expect the surge of technological innovations to provide relevant and engaging learning experience. In order to establish an effective working relationship with students, instructors have to enhance their familiarity with digital teaching methods and try to facilitate teaching by using up-to-date technologies. E-Learning involves hardware technology, a course management system and course delivery methods. Educators implement technologies to assist teachings, such as using D2L (Desire2Learn) to organize course materials, manage quizzes, facilitate discussions, host synchronous online meetings and more.

Research Questions

The question of how to employ new educational technologies to support students' learning in Business Management Classrooms contexts has always required educators' serious attention.

(i) How will students benefit in Business Management Classrooms through e-learning?

(ii) What is the current state of e-Learning at the university level from the students' perspective?

(iii) What are the students' expectations with regard to e-Learning?

Research Objectives

(i) Exploring the scope for e-learning in Business Management Classrooms in Pakistan.

(ii) Analysis of the factors affecting Business Management Classrooms' e-Learning.

(iii) To study the students' perception of e-Learning.

METHODOLOGY

This study used a descriptive design using survey methodology. The researcher reviewed the literature of many scholars on the potential of e-learning in Business Management Classrooms with interest in e-learning and higher education. Based on the literature review, a survey was created with respect to aspects of the topics in this study. To gather data for the analysis, randomly selected university students from Sindh, Pakistan through online google questioner survey form. The

collected data were analyzed in relation to the research questions. Based on the data analysis in SPSS, the research resulted in a descriptive discussion about university students' expectations of e-Learning.

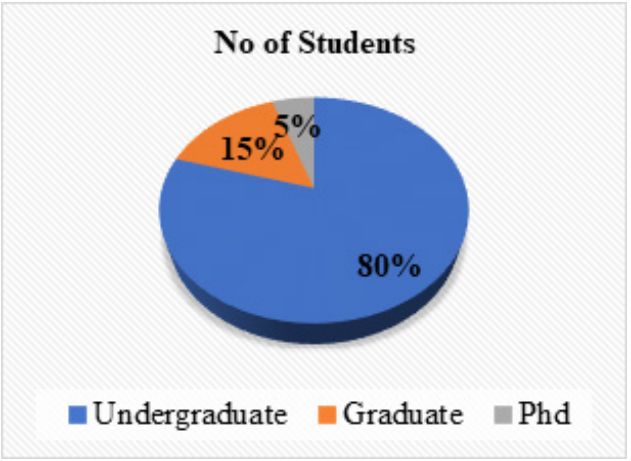
RESULTS AND DISCUSSION

This study is a single-shot internet survey using a self-report questionnaire. Descriptive statistics, and to present the results to the research questions, frequency tables, and cross-tabulation tables were created.

Table 1: No of respondents (Degree program)

Degree Program	No of Students	Percentage
Undergraduate	210	79.55
Graduate	40	15.15
PhD	14	5.30
Total Students	264	100.00

Figure 1: Type of degree programs



The survey includes seven subgroups of questions, which relate to definitions of terms, background information, e-Learning, the future expectations of e-Learning with traditional learning, digital devices, learning management systems. There were 300 responses to the online survey including 36 responses

with missing data. The first stage was to clean the data. By excluding those 36 responses, 264 the answers were simply used to analyze the data. The majority of participants in this study are undergraduate students (210 students, 79.55% of 264 participants), followed by postgraduate students (40 students, 15.15% of 264 participants) and Ph.D. (14 students, 5.30% of 264 participants).

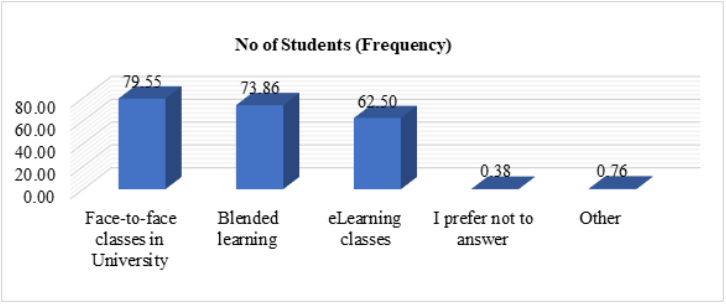
E-Learning

The responses to the survey questions "Which types of classes have you taken" including overlap responses because of "Check all that apply". As shown in table 2 frequency, among the 264 responses, 80% (210 responses) received for face-to-face on university classes with no Learning Management System (D2L) usage. 74% (195 responses) received for Blended learning (A mix of e-Learning including D2L usage with onsite classroom education) and 63% (165 responses) received for e-Learning classes (Completely online learning has no required synchronous meetings, or with synchronous components).

Table 2: Level of frequency (Classes taken)

Description	No of Students (Frequency)	Percentage
Face-to-face classes in University	210	79.55
Blended learning	195	73.86
E-Learning classes	165	62.50
I prefer not to answer	1	0.38
Other	2	0.76

Figure 2. Level of frequency (Classes are taken)

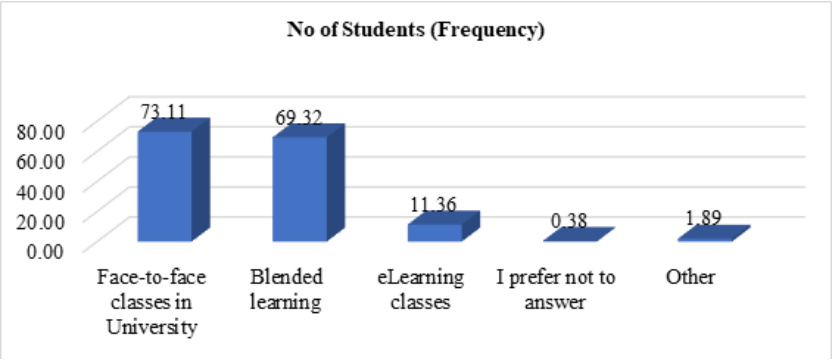


The responses to the survey questions "Which types of courses do you prefer to attend" including overlap responses because of "Check all that apply". As shown in figure 3 and frequency table 3, among the 264 responses, 73% (193 responses) received for face-to-face on-campus classes 49% (130 responses) received for blended learning; and 31% (83 responses) received for e-Learning classes.

Table 3: Which types of courses do you prefer to attend?

Description	No of Students (Frequency)	Percentage
Face-to-face classes in University	193	73.11
Blended learning	183	69.32
eLearning classes	30	11.36
I prefer not to answer	1	0.38
Other	5	1.89

Figure 3. Types of courses prefer to attend



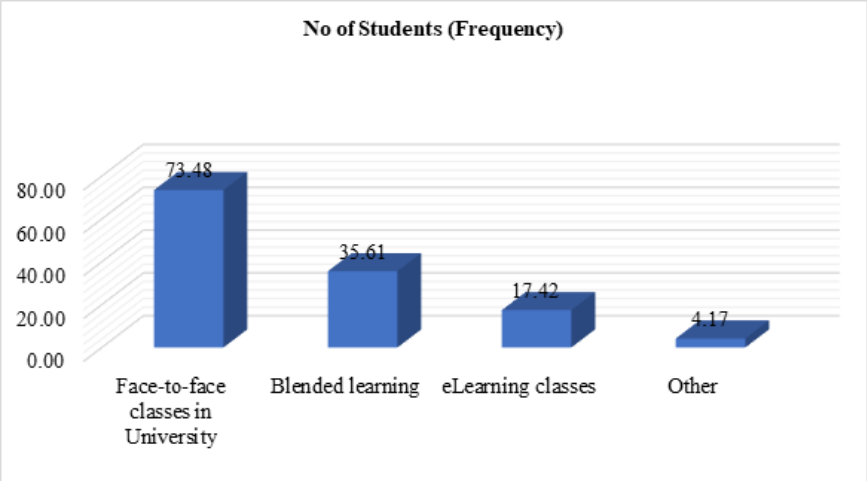
The responses to the survey questions "From which type, of course, do you feel you have better learning outcomes" including overlap responses because of "Check all that apply". As shown in figure 4 and frequency table 4, among the 264 responses, 73% (194 responses) received for face-to-face on-campus classes, 36% (94 responses) received for blended learning, 17% (46 responses) received for e-Learning classes, 4.2% (11 people) responded in the other category, such as depending on the learning subjects, instructors, and students' prior knowledge

for the courses.

Table 4. From which type, of course, do you feel you have better learning outcomes

Description	No of Students (Frequency)	Percentage
Face-to-face classes in University	194	73.48
Blended learning	94	35.61
e-Learning classes	46	17.42
Other	11	4.17

Figure 4. Type, of course, have better learning outcomes

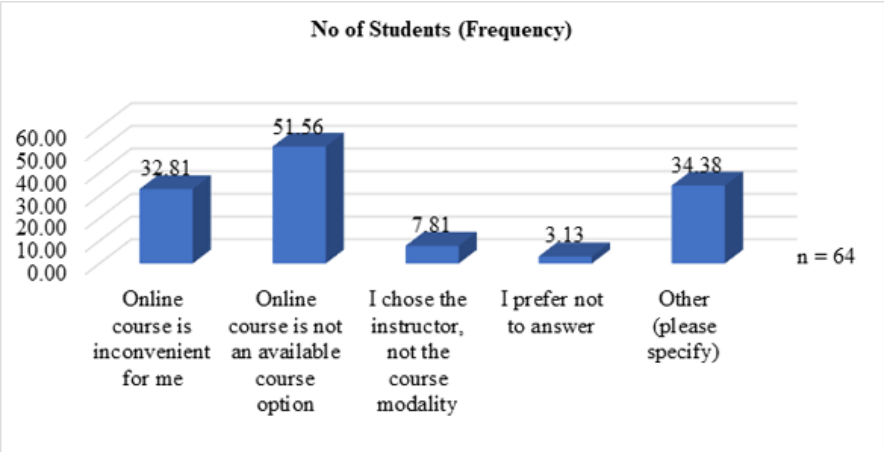


The responses to the survey questions "What is/are your reason(s) for NOT choosing an online course" including overlap responses because of "Check all that apply". As shown in figure 5 and frequency table 5, among the 64 responses, 33% (21 responses) received for "Online course is inconvenient for me (example: access to the course content / internet, communication with instructor/classmate)" 52% (33 responses) received for "online course is not an available course option" 8% (5 responses) received for "I chose the instructor, not the course modality" 34% (22 people) responded in the "Other" category. The Students' comments for the "Other" category mostly are "not doing well with an online course, do not like online course, and online course is more expensive".

Table 5: What is/are your reason(s) for NOT choosing an Online course? (Check all that apply)

Description	No of Students (Frequency)	Percentage
An Online course is inconvenient for me	21	32.81
An Online course is not an available course option	33	51.56
I chose the instructor, not the course modality	5	7.81
I prefer not to answer	2	3.13
Other (please specify)	22	34.38

Figure 5. Reason(s) for NOT choosing an online course

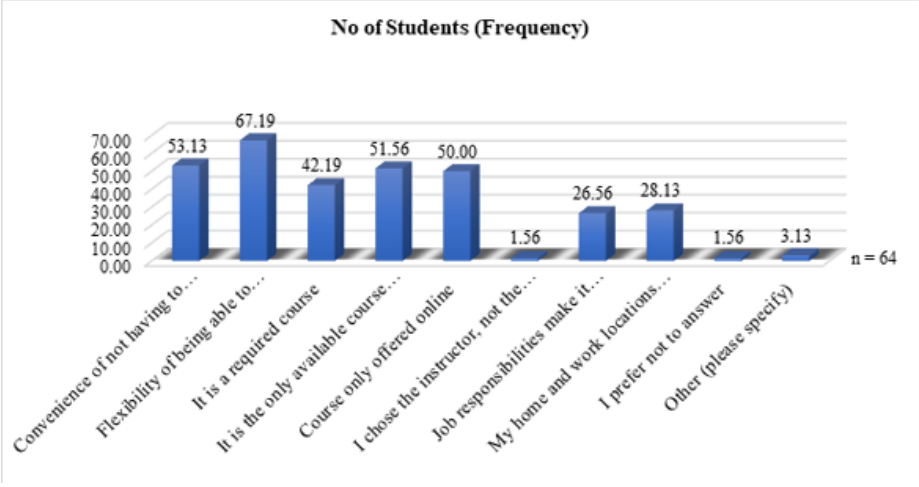


The responses to the survey questions "What will be the reason(s) for you to choose an online course" including overlap responses because of "Check all that apply". As shown in figure 6 and frequency table 6, among the 64 responses, the top responses received for "Flexibility of being able to complete lessons or assignments anyplace/anytime" (67%, 43 responses) "Convenience of not having to come to campus" (53%, 34 responses). "It is the only available course option that fit into my timetable" (52%, 33 responses) and "Course only offered online" (50%, 32 responses).

Table 6: What will be the reason(s) for you to choose an online course? (Check all that apply)

Description	No of Students (Frequency)	Percentage
The convenience of not having to come to campus	34	53.13
The flexibility of being able to complete lessons or assignments anyplace/anytime	43	67.19
It is a required course	27	42.19
It is the only available course option that fit into my timetable	33	51.56
The course only offered Online	32	50.00
I chose the instructor, not the course modality	1	1.56
Job responsibilities make it difficult for me to attend face-to-face classes	17	26.56
My home and work locations make it difficult for me to attend face-to-face classes	18	28.13
I prefer not to answer	1	1.56
Other (please specify)	2	3.13

Figure 6. Reason(s) for you to choose an online course



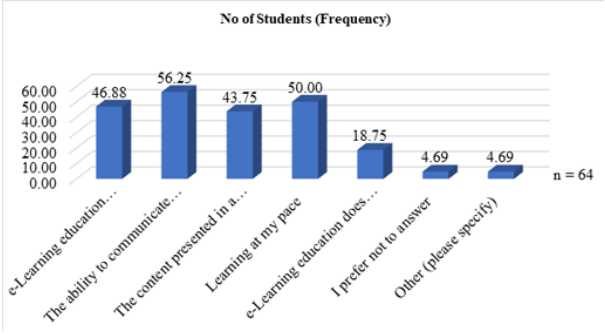
The responses to the survey questions "What is/are the factor(s) that will help improve your e-Learning experience" including overlap responses because of "Check all that apply". As shown in figure 7 and frequency table 7, among

the 64 responses, the most important factors are: "The ability to communicate and collaborate with instructors and classmates" (56%, 36 responses) "Learning at my pace" (50%, 32 responses). "e-Learning education technology" (47%, 30 responses) and "The content presented in a way that made it easier to learn" (44%, 28 responses). The Students' comments for the "Other" category include: "learning resources" and "if there were more practice quizzes on the e-Learning sites".

Table 7. What is/are the factor(s) that will help improve your E-Learning experience? (Check all that apply)

Description	No of Students (Frequency)	Percentage
E-Learning education technology	30	46.88
The ability to communicate and collaborate with instructors	36	56.25
The content presented in a way that made it easier to learn	28	43.75
Learning at my pace	32	50.00
e-Learning education does not help me to learn	12	18.75
I prefer not to answer	3	4.69
Other (please specify)	3	4.69

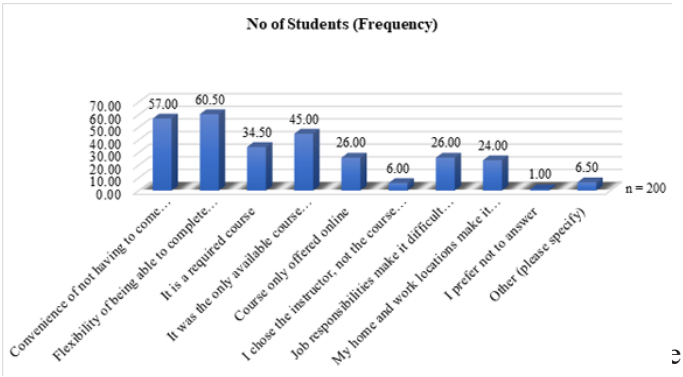
Figure 7. Factor(s) that will help improve your e-Learning experience



The responses to the survey questions "What is (are) your reason(s) for choosing an online course" including overlap responses because of "Check all that apply". As shown in figure 8 and frequency Table 8, among the 200 responses, the reasons with top response rates are: 60.5% (121 responses) received for "Flexibility of being able to complete lessons or assignments anyplace/anytime" 57.0% (114 responses) received for "Convenience of not having to come to campus" 45.0% (90 responses) received for "It is the only available course option that fit into my timetable" and 34.5% (69 responses) received for "It is a required course".

Table 8: What is/are your reason(s) for choosing an online course? (Check all that apply)

Description	No of Students (Frequency)	Percentage
The convenience of not having to come to campus	114	57.00
The flexibility of being able to complete lessons or assignments anyplace/anytime	121	60.50
It is a required course	69	34.50
It was the only available course option that fit into my timetable	90	45.00
The course only offered online	52	26.00
I chose the instructor, not the course modality	12	6.00
Job responsibilities make it difficult for me to attend face-to-face classes	52	26.00
My home and work locations make it difficult for me to attend face-to-face classes	48	24.00
I prefer not to answer	2	1.00
Other (please specify)	13	6.50



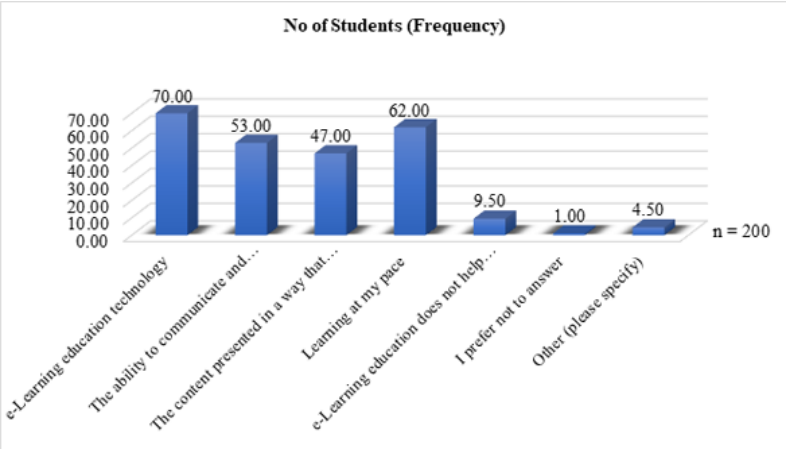
The responses to the survey questions "What is/are the factor(s) that help improve your eLearning experience" including overlap responses because of "Check all that apply". As shown in figure 9 and frequency table 9, among the 200 responses, the most selected factors are: 70.0% (140 responses) received for "e-Learning education technology" 62.0% (124 responses) received for "Learning at my pace" 53.0% (106 responses) received for "The ability to communicate and collaborate with instructors and classmates"; and 47.0% (94 responses) received for "The content presented in a way that made it easier to learn". Students' comments in the "Other" category also include "self-motivation and self-study" and "challenging but organized content".

Table 9: What is/are the factor(s) that help improve your e-Learning experience? (Check all that apply)

Description	No of Students (Frequency)	Percentage
E-Learning education technology	140	70.00
The ability to communicate and collaborate with instructors and classmates	106	53.00
The content presented in a way that made it easier to learn	94	47.00
Learning at my pace	124	62.00
E-Learning education does not help me to learn	19	9.50

I prefer not to answer	2	1.00
Other (please specify)	9	4.50

Figure 9. Factor(s) that help improve your e-Learning experience? (Check all that apply)



The Future Expectation of e-Learning with Traditional Learning

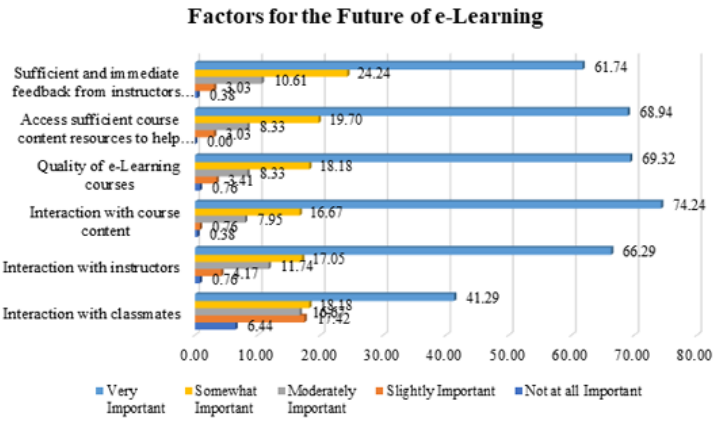
The descriptive statistics in figure 10 and frequency table 10 represents the 264 students' responses to the survey question. Generally speaking, how do you rate the importance of the following factors for the future of e-Learning. As shown in Table 10, significant response rates received for "Very Important", "Interaction with instructors" (66.3%, 175 responses), "Interaction with course content" (74.2%, 196 responses), "Quality of e-Learning courses" (69.3%, 183 responses), "Access sufficient course content resources to help me learn" (68.9%, 182 responses), and "Sufficient and immediate feedback from instructors and classmates" (61.7%, 163 responses).

Table 10 : Generally speaking, how do you rate the importance of the following factors for the future of e-Learning?

Description	Not at all Important		Slightly Important		Moderately Important		Somewhat Important		Very Important	
	F	%	F	%	F	%	F	%	F	%

Interaction with classmates	1	6.44	46	17.42	44	16.67	48	18.18	109	41.29
Interaction with instructors	2	0.76	11	4.17	31	11.74	45	17.05	175	66.29
Interaction with course content	1	0.38	2	0.76	21	7.95	44	16.67	196	74.24
Quality of e-Learning courses	2	0.76	9	3.41	22	8.33	48	18.18	183	69.32
Access sufficient course content resources to help me learn	0	0.00	8	3.03	22	8.33	52	19.70	182	68.94
Sufficient and immediate feedback from instructors and classmates	1	0.38	8	3.03	28	10.61	64	24.24	163	61.74

Figure. 10 Factors for the future of e-Learning



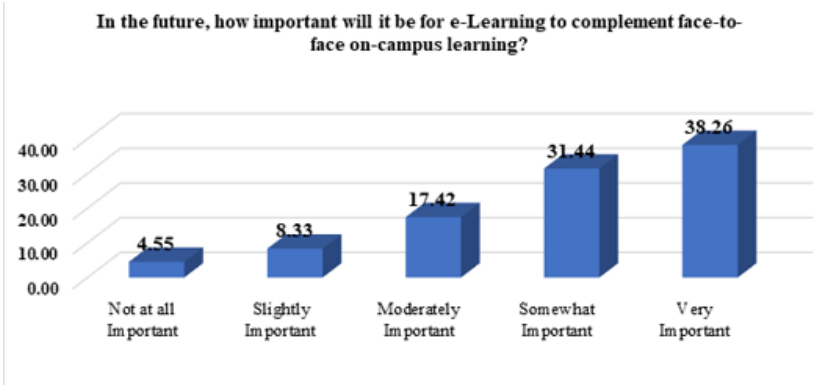
The descriptive statistics in figure 11 and Frequency table 11 represents the 264

students' responses to the survey question "In the future, how important will it be for e-Learning to complement face-to-face on-campus learning", 31.4% (83 responses) received for "Somewhat Important" and 38.3% (101 responses) received for "Very Important". Students' comments in the "Other" category include: "face-to-face learning is always better", "It depends on the content being studied, for example, science courses are always better to be taught in labs, while liberal arts and social science subjects are more suitable for Online learning".

Table 11: In the future, how important will it be for eLearning to complement face-to-face on-campus learning?

Description	Not at all Important		Slightly Important		Moderately Important		Somewhat Important		Very Important	
	F	%	F	%	F	%	F	%	F	%
In the future, how important will it be for e-Learning to complement face-to-face on-campus learning?	12	4.55	22	8.33	46	17.42	83	31.44	101	38.26

Figure 11. E-Learning to complement face-to-face on-campus learning



Digital Device

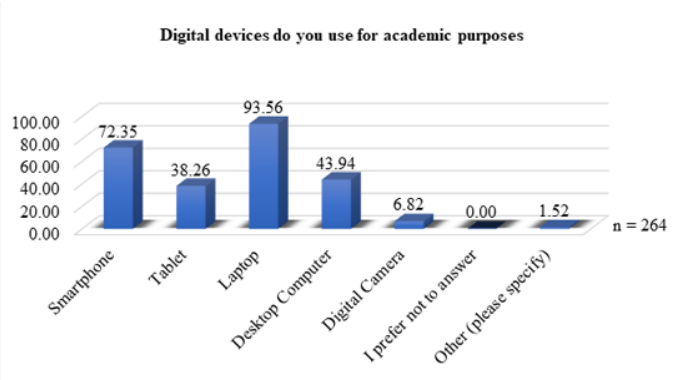
The descriptive statistics in figure 12 and frequency table 12 represent the 264 students' responses to the survey question "What digital devices do you use for academic purposes? (Check all that apply)". The responses to the survey question including overlap responses because of "Check all that apply". As shown in table

12, the top responses received for the current status of using digital devices for academic purposes among the 264 responses are 94% (247 responses) for "Laptop" and 72% (191 responses) for "Smartphone".

Table 12: What digital devices do you use for academic purposes?

Description	No of Students (Frequency)	Percentage
Smartphone	191	72.35
Tablet	101	38.26
Laptop	247	93.56
Desktop Computer	116	43.94
Digital Camera	18	6.82
I prefer not to answer	0	0.00
Other (please specify)	4	1.52

Figure 12. Digital devices do you use for academic purposes



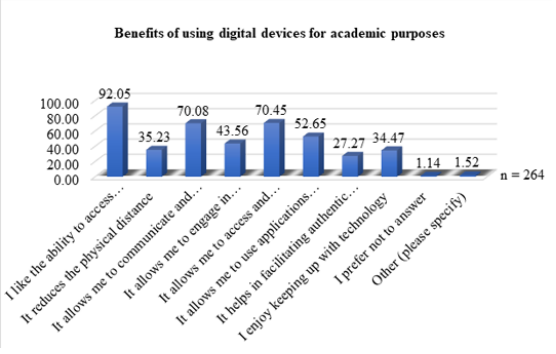
The descriptive statistics in figure 13 and frequency table 13 represent the 264 students' responses to the survey question "What are the benefits of using digital devices for academic purposes? (Check all that apply)". The responses to the survey question including overlap responses because of "Check all that apply". As shown Table 13, the most responses received from the 264 participants are 92% (243 responses) for "I like the ability to access information anytime, anyplace" 70% (185 responses) for "It allows me to communicate and collaborate more easily" 70% (186 responses) for "It allows me to access and connect to data sources and research".

Students mentioned that digital devices can help and remind them to keep track of learning and learn comfortably.

Table 13: *What are the benefits of using digital devices for academic purposes?*

Description	No of Students (Frequency)	Percentage
I like the ability to access information anytime, any place	243	92.05
It reduces the physical distance	93	35.23
It allows me to communicate and collaborate more easily	185	70.08
It allows me to engage in learning by using digital devices	115	43.56
It allows me to access and connect to data sources and research	186	70.45
It allows me to use applications and storage	139	52.65
It helps in facilitating authentic learning	72	27.27
I enjoy keeping up with technology	91	34.47
I prefer not to answer	3	1.14
Other (please specify)	4	1.52

Figure 13. Benefits of using digital devices for academic purposes



CONCLUSION

This research found that students in teaching and learning have a positive attitude towards using the Internet. The graphs and tables in the preceding sections represent the survey results, which indicate some valuable findings in this study. Students with different gender, degree levels, age groups, majors, and other background information seem to have very similar responses to the survey questions regarding current states and future expectations of e-Learning. Face-to-face on-campus classes are preferred the most, while blended learning and e-Learning technologies are complements to provide more options and flexible learning opportunities. Since the e-Learning attitude has been found to be very strong for all classes, it is predicted that during their university studies the undergraduate student will support the implementation of the e-learning strategy for learning. Generally speaking, attitude towards technology suggests the potential to follow those habits to a certain degree. Studying in the traditional classroom environment, most of them are willing to study in the future through any of the e-Learning modes and not to continue their studies through full-scale learning as they all do now. The findings in this study provide evidence to confirm some scholars' previous research findings. More efforts need to be made in order to improve the quality of e-Learning courses in this, and perhaps other Business Management Institutions. Educators need to conduct further research on learning behaviors and consider students' learning needs to improve the effectiveness of e-learning, grow in Business Management Institutions.

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