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RESEARCH ARTICLE

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E-LEARNING UNDER THE VIEWS OF UNIVERSITY STUDENTS IN SÃO PAULO-BRAZIL

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ABSTRACT

The main objective of this article is to evaluate the opinion of the student of the Administration and Management courses by e-learning. To make this possible a study of the literature of e-learning was made. Besides, a questionnaire with 40 questions evaluated the opinion of students in the e-learning environment. This data collecting tool was applied to 450 students of a University in the São Paulo city, Brazil. The analysis of the data was done with exploratory factor analysis, presented results as: non-zero correlations, for the measure of sampling adequacy KMO medians, excluded 14 variables via factor analysis, since their commonality unsatisfactory, and did not have the appropriate adjustments. There was alignment with the model proposed by Garcia et al. (2009), referring to the scale used and tested, and the model presented in this article becomes an alternative to other proposals. The conclusion was that, in general, the students evaluated the e-learning of these University as a good choice of teaching-learning. In future studies, suggest new research with the same methodology in other universities, as well as other regions and courses that are specifically e-learning and not only in the model face or half-face.

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INTRODUCTION

Thinking about what to do to improve the world implies thinking about education, as it is what promotes development. But it is necessary to emphasize that it is not an autonomous variable. Therefore, in addition to the State's commitment, it needs the involvement of the whole society: families, non-governmental organizations, companies, among other social actors. According to Olivares & Calvosa (2006), traditional education, provided by the School, needs updates, which follow, for example, the advances of new technologies. Therefore, according to Ritzhaupt et al. (2011), stimulated by contemporary progress, information and communication technologies have been increasingly used in education, such as e-learning. The use of these technologies favors social / digital inclusion, in addition to allowing the development of a different concept in relation to the student and knowledge, since methodologies and techniques are adopted that contribute to the teaching-learning process, according to a vision of construction, exchange, participation and collaboration. According to Martínez et al. (2011), technology is a great ally in E-learning, admitting students variety and interaction in tUniversity courses, despite, increasingly decreasing the geographical barriers to entry to knowledge. One of the technological elements that favors these changes is the computer: technology, currently, potentially qualified to disseminate modern

competences and skills in education, according to the literacies required by contemporary society. For Mukhopadyay et al. (2011), instructions and information are transmitted through the computer. Therefore, with the methodology provided by e-learning, more individuals are gaining access to educational institutions and better solutions to learning problems. According to Peterson & Palmer (2011), it is necessary to investigate the probabilities of e-learning methods, based on significant social techniques and the study of day-to-day uncertainties. These methods are situated in the dialogue between students and teachers and related to the techniques of reproduction and expression of thought, access to information and the production of knowledge. According to Redondo et al. (2011), even in the face of existing barriers to the application of effective methodologies for the realization of e-learning, and of linguistic and cultural barriers, there is an accelerated expansion of the reproduction of capital in the field of education, with the use of e-learning. E-learning challenges are intrinsically linked to the challenges of the educational system, whose analysis implies understanding that education needs to be adapted to the public with whom the course will be developed, to the use of the most appropriate technologies and tools to increase the process of social inclusion of Brazilians and citizens of other countries. According to Norton & Hathaway (2008), what we know about traditional teaching, based on the transmission of knowledge, has been transformed into a new model of practice and conversations that promote changes in the old concepts and strategies

of working with and for students. Faced with this view, teachers start to play the role of facilitators and mediators of the process and not only of information providers, although they were already learning independent from e-learning. For Salas et al. (2002) apud Ritzhaupt et al. (2011), in almost all areas of knowledge there is a prerogative: society has been experiencing a great process of changes. Even in the face of numerous geographical differences, it was never made available and it has developed as much as it does today a large volume of knowledge, thus contributing to the generation of wealth for nations and university peoples. According to Rosenblit (2009), the use of e-learning generates an interactive development that modifies the inputs, processes and products of the education system, starting with daycare centers up to higher education. In view of this scenario of changes caused by the use of e-learning (Rosenblit, 2009), it is important to highlight the complexity that universities have in relation to the strong competition in the sector and the great technological and innovation changes, as well as the ability to overcome barriers to achieve them. According to Tocolini & Pereira (2004), Brazilian higher education has undergone many changes in recent years, due to the emergence of new pedagogical processes, the presence of e-learning and the adoption of new management models. In this sense, e-learning must serve the pedagogical process and the progress of education, but, at the same time, it must contribute to a more efficient management of the higher education system. Given the above, the general objective of this article is to evaluate the opinion of the student body, in the face-to-face undergraduate courses focused on Management and Administration, on e-learning offered at a University in Greater São Paulo. This article can contribute on the topic of e-learning. In particular, to evaluate the opinion of students in this teaching modality, who have experience and experience with e-learning courses, using the model with classroom and e-learning classes, users of the Moodle platform, which is a e-learning-based system in free software.

E-Learning: The term e-learning refers to several forms of study, at different levels that are under the supervision of tutors who meet with university students in a virtual environment. According to Rosenblit (2009), the evidence that is most out of step with traditional study is that in e-learning teacher and student are physically separated, at least at certain times of teaching-learning. For Hannum (2008), the main differential of e-learning is the fact that conventional education does not meet the demands of contemporary society, being even considered inefficient, without having defined objectives related to values. The loss of time is added, considering mainly the geographic dimensions, leading to the displacement of people and teachers, causing higher costs. E-learning can be understood as a link that, when teachers and students are physically separated, can use some forms of communication to overcome their limitations. According to Moran (2007), the use of conventional and modern technologies allows individual or group study, in the workplace or outside, through methods and e-learning guidance, with specific face-to-face activities, group meetings and study and evaluation. It is in this way that an important item of e-learning is the establishment of a two-way communication, as the teacher and student are not together in the same room, therefore needing means that allow communication between both. According to Moran (2007), education today has the following formats: face-to-face education, which we understand as traditional teaching or classroom teaching, in which time and place are defined by physical meetings between teachers and students; and e-learning, in which the teaching-learning process is mediated by technologies and teachers and students are spatially and / or temporally separated. For this author, e-learning can be carried out, with face-to-face meetings or not.

According to Moraes (2010), e-learning is an answer to current challenges and needs. The first is universal access to higher education. The second is related to young people between 18 and 24 years old who want education that they did not have and / or those who seek to complement and update university initial training. Thus, it is noted that e-learning is an adequate education tool that meets the educational demands of today's society. Thus, it should be revised in view of this new communication standard originating from

the internet, which has been increasingly used for teaching purposes, both face-to-face, as well as e-learning, allowing a globalization in the updating and renewal of professional qualification. There are innumerable types of courses both in Brazil and abroad - which are offered essentially at a distance, under the name of e-learning (graduation, post, extension, extension courses, among others). In these types of courses, learning takes place based on technology, in which teaching materials arrive electronically to students. For Larrucia (2008), the increase in interest in e-learning arises due to the appearance of new ICTs that foster this form of teaching. With the upward development of ICT, many semi-face-to-face e-learning courses (partly face-to-face and partly attended essentially at a e-learning) began to appear. According to Nascimento (2007), the growth of ICT has been an important learning mechanism to the expansion of opportunities for combining technological and human resources. Moore & Kearsley (1996) present three generations in the development of e-learning. The first corresponds to studies by correspondence, using traditional mail. Many technologies were used in e-learning during its development in the following generations. In the 20th century, e-learning courses added new technologies developed to university teaching processes, such as: audio recordings, transmitted via radio, video recordings, via television sets, multimedia materials - CD-ROM - that send instructions by computer, as well as telephone and fax machines. According to Salas et al. (2002), in the second generation of e-learning, the first open universities appeared that used technological resources as a mechanism for making teaching material available.

And, fundamentally, it is based on the third generation internet, on computer conferencing networks and on multimedia workstations. With the development of teaching materials for the internet, e-learning showed an advance in the quantitative number of courses that use this methodology. Moura (2005) adds online teaching in a fourth generation related only to the Internet. It happens, however, that the term e-learning is very comprehensive, and the idea of teaching through computers or social networks should not be reduced. It includes numerous ways to motivate and stimulate individual education. E-learning transmits news about the following items: a) teaching and learning time; b) classroom, laboratory; c) class, class; d) teacher; e) materials; f) didactic procedures (MORAES, 2010). Thus, the challenges of e-learning are intrinsic to the challenges of the education system, whose analysis suggests verifying the education that is intended to be carried out, for whom it is addressed with whom it will be developed, with the use of which technological instruments and which are the most common ways to increase the process of social inclusion. In Brazil, e-learning makes it possible to approach education for those who could not have contact with conventional education, for the following reasons: 1) geographic location; 2) social situation; 3) lack of courses offered in the region where some people live and 4) personal, family or economic issues (CASAGRANDE, KLERING & KRUEL, 2008). The first steps of e-learning in Brazil date back to 1904, with correspondence teaching, in which private institutions offered courses in technical professional areas. The Monitor Institute was created in 1939 and, after two years, the Universal Brazilian Institute was created, which until the year 2000 served approximately 03 million students (VIANNEY et al., 2003).

For Moran (2007), in the early years, the focus of the modality was the training of teachers in service. Subsequently, general degrees came. The fastest growing courses are specialization courses, which have a more mature, motivated and prepared student. Therefore, e-learning indicates an unprecedented market with ever greater contours (BACKES et al., 2008). However, e-learning needs, for its success, modern systems and programs, prepared people, appropriate didactic material and, essentially, adequate elements to take the teaching of the production centers to the student, as well as help to guide the students. at the poles (MAIA, 2003). According to Larrucia (2008), this meeting of mechanisms allows positive results, in addition to the wide analysis of the needs, both of the potential student, as well as the area where he is living and during the extension of the courses and the evaluation. Therefore, e-learning is

considered a teaching instrument with specific forms, which contributes to the construction of knowledge, through the division of work, production of quality didactic-pedagogical material and the possibility of reaching a large number of people. It refers to a model that provides unconventional learning. Thus, it is possible to observe the importance given the potential of e-learning in Brazil. Institutions, even those traditional in classroom teaching, will have to adapt to this modality.

METHODOLOGY

It is an exploratory research with a quantitative approach, whose data were collected in a survey, based on a scale of attitudes of the Likert type (1976). An exploratory research aims to describe the characteristics of a given population, the phenomenon or the establishment of relationships between variables. It involves the use of standardized data collection techniques: questionnaire and systematic observation. It generally takes the form of a survey (GIL, 2002). The research instrument consisted of a questionnaire with a total of 40 questions. The first 35 questions or statements covered all the important data collected on e-learning. It should be noted that the research instrument used in this research was based on Garcia et al. (2009). This instrument by Garcia et al. (2009), presented, elaborated and validated, is an alternative to the international proposals of Harroff and Valentine (2006); Chaney et al. (2007) and Husson & Waterman (2008). It stands out for being a study related to the aspects of the opinion that students have of e-learning and its repercussions, which is the general objective of this present article. Table 1 shows the statements of the research instrument:

ANALYSIS AND DISCUSSION OF RESULTS

The sample of data collected to carry out this research was 450 undergraduate students in Administration and Management (Technological Courses - Marketing, Human Resources and Financial Management), students who study subjects by e-learning. Classes were selected for convenience, as they met the criterion of having experience in e-learning, as they use the Moodle platform and being students of these courses and studying by-learning for at least 06 (six) months, students from the 1st. to the 8th. semesters for the Business Administration Course and the 1st. to the 3rd. semesters for Technological Courses. University that did not allow name to be divulged, however, have been working with the Moodle platform since 2010, and the University in question has 12,000 students, has existed for 60 years and about 20% of its students study subjects by e-learning. The questionnaires were applied between 05/02/2011 and 05/31/2011. The number of valid questionnaires meets the technical characteristics used in this methodology. As the research instrument has 35 statements, the sample exceeded more than 10 cases per statement, as suggested by Hair et al. (2005). It is possible to identify that of the total 450 respondents, there is a greater presence of women among the participants, that is, 286 women, or 63.6% of the total. Men represented 36.4% of the participants, or 164 men. The largest concentration of students in this research is in the age group between 21 and 30 years. Of the 450 survey respondents, 232 students, that is, 51.6% of the total are part of this range. For other age groups, the survey showed that 23.3% or 105 students are up to 20 years old. Between 31 and 40 years of age, 101 students, or 22.4% of the total, were identified.

Table 1. Statements of the Research Instrument

1 - The low interactivity of e-learning impairs the teaching method.
2 - The freedom to choose a schedule encourages you to choose an e-learning course.
3 - E-learning is attractive since its activities, via internet, are more stimulating.
4 - As far as I know, E-learning is accepted by the job market.
5 - Ease of attending face-to-face classes in different locations is a strength of e-learning
6 - E-learning makes the student more disciplined to study.
7 - The debates, via internet, demanded by e-learning are more interesting due to the greater interaction from the students.
8 - In e-learning the teacher makes better use of the time of his class.
9 - From the information I have, the concept of e-learning broke the negative barriers that it had.
10 - My preference for e-learning is only due to the low cost.
11 - The technological resources used by e-learning meet all the needs of the disciplines
12 - Classes at e-learning, when they are filmed, emphasize the appearance of the teacher, stimulating the apprenticeship.
13 - The amount of e-learning content is greater than in Traditional Education.
14 - The enormous difficulty of locomotion in urban centers facilitates the option for e-learning.
15 - E-learning's image is considered second-rate and compromises its credibility.
16 - As e-learning is fully programmed, the material available is easy to understand.
17 - The capacity limitations of the internet compromise the functioning of a program of e-learning.
18 - As far as I know, there are well-defined pedagogical models for e-learning.
19 - E-learning has serious limitations to achieve goals in the affective area.
20 - E-learning has serious limitations to achieve socialization goals.
21 - E-learning is a methodology that should be used only for training.
22 - E-learning is a methodology that should be used only for improvement.
23 - E-learning, because it is standardized, is a big deal for educational institutions.
24 - E-learning assessment systems are less reliable, negatively affecting tUniversityr credibility.
25 - E-learning does not respect the students' different levels of learning.
26 - Since the control of the Ministry of Education and Culture in E-LEARNING is precarious, it allows many adventurers.
27 - Chats, when carried out, stimulate learning.
28 - In E-learning, teachers are as qualified as in traditional education.
29 - The certificate of completion at E-learning has the same value as the certificate of completion of education traditional.
30 - E-learning has been an important alternative to achieve, increasingly, a greater number of students.
31 - In E-learning, learning depends only on the student. This is discouraging.
32 - In E-learning the student has an easier time to learn because he can study at any time.
33 - Flexibility to study is the only advantage in e-learning
34 - Only students who are unable to take a course are interested in e-learning presental.
35 - In the medium and long term, E-learning will replace face-to-face teaching

Source: Garcia et al. (2009)

For the age group above 40 years of age, 12 respondents fit this profile, or just 2.7%. Assertive number 38 of the research instrument asked: "Have you ever participated in a course entirely in e-learning?" It is noted that 181 students responded that they had already participated in a course entirely in e-learning, which could be any e-learning course, for example, with 4 hours of class, 40.2% of the sample. However, 269 students, or 59.8%, never fully participated in e-learning, however, they have some experience with e-learning, as previously described, as the University in question has classroom and e-learning classes. It can be noted that 200 of the respondents, or 44.4%, stated that the parents or guardians have only the 1st. incomplete degree (elementary school I and II). Second, with 17.3% or 78 students, they said that parents or guardians have completed high school (high school). With 48 responses, or 10.7% of participants, parents have completed primary school. It is noteworthy the number of students who answered question 39 of the research instrument: "What is the education level of your father or guardian?", Informed that the parents or guardians have completed the third degree (higher education), with 56 answers or 12, 4% of the total. It is also noted that 8.7% of students, or 39 respondents, mentioned that University parents did not complete high school. To conclude, some of the students' responsible persons arrived at higher education, but they did not conclude, according to this research a total of 20 persons responsible for these students, or 4.4%, and in postgraduate studies the number is even lower, in which only 9 parents or guardians or 2% of the sample have specialization. The old terminology had been used to describe schooling, as it is better understood by the target audience.

The last statement of the research instrument, question number 40, asked: "What is the course doing at the Institution?". According to the answers, 64% of students or 288 study Business Administration, 162 students or 36% Technological Course. The survey of the results was carried out by means of Exploratory Factor Analysis, using the SPSS-15 software. For Hair et al. (2005), factor analysis, or multivariate data analysis, analyzes a structure of the correlations between a large number of variables, defining a set of dimensions called factors. In Exploratory Factor Analysis, all variables are considered at the same time, each related to the others, using the linear composition of variables, and this technique is an interdependence technique. The use of Exploratory Factor Analysis is justified by the need to reduce the structure of the variables evaluated, in order to find underlying or latent characteristics of the interviewees' opinion. According to Prearo (2008), for the multivariate statistical technique, some mathematical premises are used, which may invalidate the results, if these premises are not satisfied. Still, for the same author, it should be noted that such premises are integral to the process of theoretical construction of the technique, and without University assistance, it cannot be guaranteed that the algorithm inherent to the technique, may have the expected behavior. These premises are defined as follows: 1) standardization of data; 2) sample size; 3) multicollinearity and 4) multivariate normality. For the present article, the first premise, as the grades varied in the type scale Likert (1976), between 1 and 7, such a premise was not necessary. Regarding the second premise, according to Hair et al. (2005) had been reached, exceeding the number of cases per assertion, since the recommended is 5 cases per assertion. In view of multicollinearity, the linear relationship to group similar statements was met.

In view of the fourth and last premise, according to Hair et al. (2005), the probabilistic values about the variable or assertion are grouped around an average in a symmetrical pattern. However, the presence of variables or assertions with multivariate normal distribution is unlikely to occur (JOHNSON; WICHERN, 1998). When there are samples greater than 50 units (450 for this article), the Kolmogorov-Smirnov adherence test is used (PREARO, 2008). The Bartlett sphericity test and the Kaiser-Meyer-Olkin (KMO) sample adequacy measure were applied for the correlation test for the entire matrix. For Hair et al. (2005), two ways to determine the adequacy of a factor analysis is to analyze the correlation of the entire matrix or the partial correlations of each variable. The following results were presented:

significance equal to 0, 000, that is, demonstrates non-zero correlations, the range of this variation, is understood to be between 0.00 and 5%. For the measure of adequacy of the KMO sample, it shows a value of 0.774. According to Hair et al. (2005), values below 0, 500 are unacceptable, from 0, 500 to 0,600 bad, from 0, 600 to 0, 700, acceptable, above are medians and from 0, 800 admirable, that is, for this study they are medians. There is another way to search for values of this measure above 0, 500. This is the MSA - Measures of Sampling Adequacy, working as a single KMO for each of the statements or variables. The results of the MSA test ranged from 0.623 to 0.853. It is important to highlight an assessment of the variances shared between the assertions or variables. For this evaluation, the Community Test is used. According to Hair et al. (2005), acceptable communalities are those greater than 0, 500. This indicator represents how much of the variations of the variables is being explained by the set of constructs or factors. Based on this principle, the variables were excluded via factor analysis: 19, 12, 13, 35 and 25, as they had commonality below 0, 500. It should be noted that after a more detailed analysis, variables 6, 9, 11, 15, 16, 17, 26, 28 and 31 were excluded, as they have a factor load below 0, 500. Therefore, the best model presented 21 assertions or variables, since 14 ended up eliminated, as they did not present the appropriate adjustments.

There is another criterion for the extraction of factors (Hair ET al., 2005), called the percentage variance criterion. To be considered a satisfactory variance, it must be from 60%, as they are less accurate, compared to the natural sciences. For this article, there was an explained variance of 55%, considered ideal, as it is close to 60%. In view of the above, the extraction of values using the latent root criterion and the percentage of variance, presented 06 factors or constructs, for the non-rotated matrix of the principal component analysis. As the instrument in this article has 35 assertions, the extraction of factors using the eigenvalue is reliable, as it must be in a set of 20 to 50 units. For Hair et al. (2005), each individual factor or construct must explain the variance of at least one variable, thus, each variable contributes with value 1 of the total eigenvalue and eigenvalues below 1 are discarded. The method used for the Rotated Component Matrix was Varimax. According to Hair et al. (2005), this procedure focuses on simplifying the columns of the correlation matrix, giving subsidies to the researcher to have the fewest possible factors to be able to explain the group of variables studied. The rotated nomenclature refers to the rotation used in the technique's application algorithm. As previously discussed, the Varimax orthogonal rotation method was chosen. According to the Exploratory Factor Analysis, the responses of respondents 06 and 270 were excluded, because after refinement (atypical data), also called outliers, they had dispersion of the scores, being out of curve -2 and -2. It is important that when variables or assertions are excluded, this does not characterize a problem of understanding or construction of the variable or assertion, but that it has little or no connection with the others (PREARO, 2008). Based on the model proposed by Garcia et al. (2009) and in the literature consulted, it is possible to name the constructs, seeking a differentiation between them, since from the naming, University understanding becomes better. There is a subjectivity in the naming of one of the constructs, however the other 05, remained via a validated and tested model by Garcia et al (2009). It is ratified that the grouping of the statements is the result of the methodology of the present study and the SPSS-15 software, used as a tool to tabulate the data of the interviewees. It is recalled that, via factor analysis the variables were excluded: 19, 12, 13, 35 and 25, as they had commonality below 0, 500, and after a more detailed analysis, variables 6, 9, 11 were excluded, , 15, 16, 17, 26, 28 and 31, as they have a factor load below 0, 500. Thus, the 06 constructs and their respective 21 questions follow:

Construct 1 – Differentials

- 14 - The enormous difficulty of locomotion in urban centers facilitates the option for e-learning.
- 23 - E-learning, because it is standardized, is a big deal for educational institutions.

- 27 - Chats, when carried out, stimulate learning.
- 30 - E- learning has been an important alternative to reach, more and more, a larger number of students.
- 7 - The debates, via internet, required by E- learning are more interesting due to the greater interaction of students.

Construct 2 – Advantages

- 32 - In E- learning the student has an easier time to learn because he can study at any time.
- 18 - As far as I know, there are well-defined pedagogical models for e-learning.
- 5 - Ease of attending face-to-face classes in different locations is a strength of E- learning.
- 3 - E- learning is attractive since its activities, via internet, are more stimulating.
- 2 - The freedom to choose a schedule encourages you to choose an e- learning course.

Construct 3 – Flexibility

- 33 - Flexibility to study is the only advantage in e-learning.
- 10 - My preference for e- learning is only due to the low cost.
- 21- E-learning is a methodology that should be used only for training.
- 22- E-learning is a methodology that should only be used for improvement.

Construct 4 – Limitations

- 4 - As far as I know, E-learning is accepted by the job market.
- 29 - The certificate of completion at e-learning has the same value as the certificate of completion of traditional education.

Construct 5 – Evaluation

- 8 - In e-learning the teacher makes better use of the time of his class.
- 24 - Evaluation systems at e-learning are less reliable, negatively affecting their credibility.

Construct 6 – Relationship

- 1 - The low interactivity of e-learning impairs the teaching method.
- 34 - Only students who are not able to take a face-to-face course are interested in e-learning.
- 20 - E- learning has serious limitations to achieve socialization goals.

In view of the above, construct 1 has 05 variables or statements (14, 23, 27, 30 and 7) and received, respectively, the following marks attributed by the respondents: 5.3; 4.4; 4.1; 5.1; 3.8. It is understood, therefore, that the number 14 statement, which has an average of 5.3, confirms the profile of the interviewees of this research. They are students of Management and Administration courses, residents of Greater São Paulo, who depend on tUniversity own or collective transport to travel from tUniversity homes to work and studies. With the problems faced today, such as chaos in the streets, due to congestion and mobility, a favorable opinion is created for the choice of e-learning. According to Kanuka, Rourke & Laflamme (2007), the main challenge for universities is to evolve from a teacher-centered model to an approach that emphasizes learning productivity and therefore attracts a larger number of students. In the second construct, there are 05 variables or assertions (32, 18, 5, 3 and 2) and respondents assigned the following grades: 3.6; 4.3; 2.6; 3.9; 5.5; respectively. It can be noted that the opportunity given to the student to choose the study time is undoubtedly a major stimulus factor. This average confirms what had been presented, as advantages of e-learning, by Vieira & Noronha (2002).

By making learning possible at any time, e-learning is a powerful tool to stimulate lifelong learning. E- learning is the creation of a new education system that eliminates geographical barriers and time, integrating academic and real world concerns and allowing students more extensive and accessible choices. For construct number 3, there are 04 statements (33, 10, 21 and 22) and the respondents assigned the following marks for each of the statements, respectively: 4.8; 4.0; 4.2 and 4.8. It is noted in this construct that e-learning is much more than the teacher interacting with students and students interacting more among peers (PALLOFF & PRATT, 2004). In short, the idea is for a space in which students and teachers can connect as equals in a learning process, in which they can connect as human beings. Therefore, they begin to accept and feel that they are together in something, working towards a common end. The teacher's role becomes more important, as the teacher has to le-learn students to organize activities, to interpret and bring them closer to knowledge, working with groups or individuals, that is, no technology will replace the teacher's role. Therefore, in this relationship between Student and Teacher, both begin to work together not only in class, but also at a distance, in homes in the period between one class and another talking, researching, one questioning and the other responding. In construct 4, two statements are presented, those of numbers 4 and 29, which received scores of 3.3 and 3.6, in this sequence. It is emphasized for this construct the limitations, however according to Ulmer (2007), as treated this theme during the review of the bibliography, it is noted that through e-learning it is possible to maintain the quality of classroom teaching. The student is asked for a different attitude towards learning. The exchange between teacher and student is different, through a new teaching concept.

According to Nakayama, Azambuja & Pila (2000), e-learning has confirmed an extraordinary performance in Brazil and companies have already changed their way of accepting students from e-learning courses. Construct 5 has 02 statements that deal with e-learning assessment, being the number 8 and 24 of the questionnaire and received both average scores 4.2. But it is important to emphasize that the success of e-learning depends on well-defined rules and systems, people prepared to work with e-learning, appropriate teaching material and, basically, adequate mechanisms to conduct teaching, from production centers to the student, as well as, methods of help for the direction of the students, in the regional centers (MCQUAID, 2010). This combination of techniques allows positive balances, identifying the needs of the student, the region where the course takes place, the improvement of these courses and subsequently the evaluation of the teaching-learning process (MAIA; MEIRELLES, 2004). For the last construct, there are 03 statements, being 1, 34 and 20 and having the following averages, via the respondents' response: 4.4; 4.7 and 4.3, in that order. It deals with the relationship issue. It is worth mentioning that we can find, in the Teaching Institutions, the system that is configured by face-to-face and e-learning classes. According to Carvalho, Campanho & Zwicker (2006), what is available today in face-to-face education will also be available in e-learning. Thus, e-learning will cause profound changes in the market. Therefore, in general, the results presented indicate favorable opinions from students in relation to e-learning. However, there is a possibility of improving these results. The challenges of e-learning are linked to the challenges of the education system, the focus of which is to evaluate the education to be carried out, which audience, which technological instruments and the most common ways to increase the process of social inclusion.

FINAL CONSIDERATIONS

This article was carried out with the objective of evaluating the opinion of the students of the face-to-face courses in Management (Technological) and Administration about E-learning in a Higher Education Institution in Greater São Paulo. The e-learning service emerges, in which teacher and student relate in a virtual way (ROSENBLIT, 2009), bringing opportunities for universities to see this trend. It is important to note that currently the following formats are identified: face-to-face or traditional education with teaching in

the classroom, with physical meetings between teachers and students at a defined time and place and e-learning, in which teaching-learning occurs through technologies, such as the internet, in which teachers and students are separated by time and space (KANUKA, ROURKE & LAFLAMME, 2007), remembering that e-learning can occur with face-to-face meetings or not. Thus, e-learning is a response to current challenges and needs, confirming the following characteristics: flexibility of time and place of study; use of the internet and new media, research on virtual networks, as a means of the learning process. The other stage of this article was carried out through the elaboration of an exploratory research. The technique for collecting data was the application of a questionnaire with 40 statements, based on the model proposed by GARCIA ET AL. (2009).

The instrument of these authors had been validated, being an alternative to the international proposals of Harroff and Valentine (2006); Chaney et al. (2007) and Husson & Waterman (2008). The research data collection instrument was applied to 450 students from previously mentioned courses at an university in Greater São Paulo. Data analysis was performed through exploratory factor analysis that showed the following results: non-null correlations, for the measure of adequacy of the KMO sample are medians, 14 variables were excluded via factor analysis, as they presented unsatisfactory commonality, in addition to did not present the appropriate adjustments. Therefore, the best model presented 21 statements or variables. The results achieved in this article according to the averages presented through descriptive statistics or even from exploratory factor analysis cannot be generalized, as it is an exploratory study, thus limiting itself to the context of the research carried out. Based on the model proposed by Garcia et al. (2009) and in the literature consulted, it is possible to name the constructs, seeking a differentiation between them, since from the naming, university understanding becomes better. There is a subjectivity in the naming of one of the constructs, however the other 05, remained via a validated model and tested by Garcia et al. (2009). Another factor that can be highlighted is the constitution of the sample, which is not representative of the universe of e-learning students, students who have experience with the Moodle platform. Another limitation is the subjectivity of the exploratory factor analysis technique, since it was based on the interpretations of the author of this work. It can be assessed that, in general, it corresponds numerically to the general opinions expressed in the questionnaires, that is, there was consistency between the averages obtained and the general objective of this work, identifying the opinion of the students of classroom courses about e-learning.

Considering the results achieved from the exploratory factor analysis carried out, the following considerations can be made: a) with the highest average among the assertions of the research questionnaire, is variable 2, "The freedom to choose hours encourages you to choose a e-learning course. This opinion ratifies the universal concept of e-learning, studying anytime and anywhere (VIANEY ET AL., 2003); b) As the lowest average among the assertions, the number 05 appears "The ease in attending the face-to-face classes in different locations is a strength of e-learning. This opinion corroborates the profile of the interviewees, students of a large metropolis who have mobility difficulties to move to the study centers. However, in view of the possible limitations presented, the research carried out brought important collaborations for the knowledge of the opinion of the students of classroom courses on e-learning. These collaborations can be used as a starting point for other future verifications, including the application of more refined quantitative research techniques. Other research of the same nature may also be carried out using assertions, which may allow for other discoveries and conclusions. It is suggested that other markets and institutions of higher education at e-learning, semi-face-to-face or face-to-face be researched, to check the students' opinion about e-learning, in addition to exploring and identifying other constructs, capable of evaluating the opinion of the student body about e-learning. It is worth mentioning that there was an alignment with the model proposed by Garcia et al. (2009), referring to the scale used and tested, and the model presented in this

article becomes an alternative to the proposals previously presented and tested that evaluate the opinion of students from the perspective of e-learning. In this sense, this article sought to be a support as to evaluate the opinion of students of classroom courses on e-learning, allowing public and private Higher Education Institutions, which work in e-learning, to have information that allows to improve the educational services provided through this new paradigm that is e-learning of fundamental importance for the development of the country and universal education.

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