3.4.2.1 *Item-Total Correlation:* The item-total correlations were computed for each instrument.

For Faculty: All the 84 statements included in the instrument were subjected to item-total correlation. In the first iteration, 5 statements were found to have insignificant correlation with the total score and were dropped. In the second iteration, 2 statements were found to have insignificant correlation with the total score and were dropped. In the third iteration, 1 statement was found to have insignificant correlation with the total score and was dropped. In the fourth iteration, 1 statement was found to have insignificant correlation with the total score and hence was dropped. In the fifth iteration, all statements were found to have significant correlation with the total score. Thus, final number of items left in the scale were 75 (Appendix–I).

For Students: All the 80 statements included in the instrument were subjected to item-total correlation. In the first iteration, 1 statement was found to have insignificant correlation with the total score and hence was dropped. In the second iteration, all statements were found to have significant correlation with the total score. Thus, final number of items left in the scale were 79 (Appendix–II).

3.4.2.2 *Factor Analysis:* Factor analysis was carried out to cluster the factors separately for both the categories of respondents. A total of 23 factors emerged for faculty and 18 factors emerged for students. The need for second order factor analysis was felt as the number of factors was large.

In the second order factor analysis, 10 dimensions were identified for the faculty and 8 dimensions were identified for the students

3.4.2.3 *“Z” test:* A total of 241 “Z” tests were computed to assess the difference in the means of 23 factors and 10 dimensions for faculty (33), and 18 factors and 8 dimensions for students (208) on various demographic variables.

**CHAPTER 4**

**THE RESULTS**
4.1 LAYOUT OF THE EXPERIMENTS

4.1.1 Experiment 01

4.1.2 Experiment 02

4.2 GRAND SUMMARY OF THE RESULTS
4.1 LAYOUT OF THE EXPERIMENTS

The exploratory study undertaken for identifying the factors and dimensions of e-Learning based on the perception of faculty and students had two experiments. The first experiment was designed to identify the factors and dimensions of e-Learning in the case of faculty, whereas the second experiment was aimed at exploring the factors and dimensions of e-Learning in the case of students.

4.1.1 Experiment 01

In order to explore the suitability of the data for factor analysis, the Kaiser-Meyer Olkin (KMO) measure of sample adequacy and Bartlett’s test of sphericity were computed. KMO index of 0.50 and above and a significant Bartlett’s test are indicators that the data is fit for factor analysis (Hair et al, 1989). In this research, a KMO value of 0.698 was obtained for faculty which indicates adequacy of sample size for factor analysis.

Similarly, Bartlett’s test of sphericity is an indication of correlation between variables. The null hypothesis is that variables are not correlated with each other and the Chi-square value is low. On the other hand, a high Chi-square value indicates that the variables are correlated with each other and thus it is justified to use factor analysis. In the case of faculty, the Chi-square value of 6584.407 was obtained, which is very high and thus it is an indication of appropriateness of factor analysis.

After meeting the suitability criteria, factor analysis was undertaken using principal component method. The initial factor structure was further subjected to orthogonal rotation using varimax method. The factor analysis resulted in the identification of 23 factors for faculty. The factors were selected after considering Eigen value of one and above. Since the number of factors was large, the need for second order factor analysis arose. The second order factor analysis resulted in the identification of 10 dimensions. The composition of each factor of e-Learning is as under:

**Factor 1. e-Learning efficacy:** This factor is constituted of Confident usage of digital file (0.904), Confident computer usage (0.894), Integration in teaching (0.891), Integration in all departments (0.879) and Flexible content organization (0.495) with a total factor load of 4.063. The percentage of variance explained by this factor is 6.001.

**Factor 2. Flexibility:** This factor is constituted of No travel (0.912), Improves performance (0.908), Enhances practical part (0.895) and Enhances theoretical part
(0.879) with a total factor load of 3.594. The percentage of variance explained by this factor is 5.777.

**Factor 3. Valuable tool:** This factor is constituted of Useful (0.808), Variety in perspectives (0.704), Interactive (0.700), Connected (0.623) and Motivation (0.581) with a total factor load of 3.416. The percentage of variance explained by this factor is 5.517.

**Factor 4. Empowering:** This factor is constituted of Technical support (0.881), Software (0.863), Hardware (0.859), Learning (0.391) and Attention (0.308) with a total factor load of 3.302. The percentage of variance explained by this factor is 4.410.

**Factor 5. Culturally fair:** This factor is constituted of Cultural barriers (0.907), Part time study (0.893) and Managing time (0.886) with a total factor load of 2.686. The percentage of variance explained by this factor is 4.375.

**Factor 6. Easy to learn:** This factor is constituted of Training not needed for faculty (0.846), Training not needed for students (0.842), Practice (0.408) and Selection of contents by choice (0.395) with a total factor load of 2.491. The percentage of variance explained by this factor is 3.954.

**Factor 7. Enabling:** This factor is constituted of Training (0.866) and Comfortable (0.850) with a total factor load of 1.716. The percentage of variance explained by this factor is 3.657.

**Factor 8. Contemporary:** This factor is constituted of Relevant material (0.920), Useful material (0.844) and Internet access at home (0.496) with a total factor load of 2.26. The percentage of variance explained by this factor is 3.541.

**Factor 9. Outlook dependence:** This factor is constituted of Learning attitude (0.780), Satisfactory learning experience (0.504), Easier interaction (0.467) and Easy to comprehend (0.440) with a total factor load of 2.191. The percentage of variance explained by this factor is 3.432.
**Factor 10. Interactive:** This factor is constituted of Interaction (0.836), Challenging (0.560), Tech savvy (0.487) and Develop initiatives (0.343) with a total factor load of 2.226. The percentage of variance explained by this factor is 3.294.

**Factor 11. Autonomous:** This factor is constituted of Autonomous (0.611), Review concepts (0.605), Impact on instructional practices (0.582), Learn at own pace (0.448) and Cost effective (0.428) with a total factor load of 2.674. The percentage of variance explained by this factor is 3.076.

**Factor 12. Exciting:** This factor is constituted of Monotony removal (0.761), Institute internet access (0.623) and Develops soft skills (0.348) with a total factor load of 1.732. The percentage of variance explained by this factor is 3.057.

**Factor 13. Participative:** This factor is constituted of Participation (0.761), Useful feedback (0.523), System quality (0.488) and Interesting (0.461) with a total factor load of 2.233. The percentage of variance explained by this factor is 2.790.

**Factor 14. Appealing:** This factor is constituted of Appealing (0.733), Facilitates learning (0.563), Gain knowledge (0.471) and Learning efficiency (0.330) with a total factor load of 2.097. The percentage of variance explained by this factor is 2.681.

**Factor 15. Proficient:** This factor is constituted of Usage (0.739), timely feedback (0.595) and Access to knowledge (0.378) with a total factor load of 1.712. The percentage of variance explained by this factor is 2.679.

**Factor 16. Effective:** This factor is constituted of Effective teaching (0.684), More gain (0.534) and Knowledge of teacher (0.476) with a total factor load of 1.678. The percentage of variance explained by this factor is 2.497.

**Factor 17. Stimulating:** This factor is constituted of Stimulates (0.731), Top level administration support (0.498) and Teaching quality (0.473) with a total factor load of 1.702. The percentage of variance explained by this factor is 2.375.

**Factor 18. Insightful:** This factor is constituted of Satisfactory contents (0.670), Infancy (0.452) and Technical requirement (0.422) with a total factor load of 1.544. The percentage of variance explained by this factor is 2.284.
Factor 19. Efficient: This factor is constituted of Accelerates learning (0.703) and Varied activities (0.412) with a total factor load of 1.115. The percentage of variance explained by this factor is 2.239.

Factor 20. Reliable: This factor is constituted of Self-reliance (0.724) and Skills of teachers (0.384) with a total factor load of 1.108. The percentage of variance explained by this factor is 2.178.

Factor 21. Lucid: This factor is constituted of Voice media instructions (0.624) and Clearly defined objectives and span (0.610) with a total factor load of 1.234. The percentage of variance explained by this factor is 2.139.

Factor 22. Simple: This factor is constituted of Prior technical knowledge not required (0.786) with a total factor load of 0.786. The percentage of variance explained by this factor is 2.056.

Factor 23. Capturing: This factor is constituted of Videos (0.781) with a total factor load of 0.781. The percentage of variance explained by this factor is 1.993.

The 23 factors were subjected to second order factor analysis, and the composition of each dimension of e-Learning is as under:

Dimension 1. Reflective: This dimension is constituted of Factor 9- Outlook dependence (0.670), Factor 11- Autonomous (0.593), Factor 2- Flexibility (0.564), Factor 14- Appealing (0.531) and Factor 6- Easy to learn (0.495) with a total dimension load of 2.853 and 8.740 percent of variance.

Dimension 2. Exquisite: This dimension is constituted of Factor 3- Valuable tool (0.714), Factor 21- Lucid (0.502) and Factor 17- Stimulating (0.452) with a total dimension load of 1.668 and 6.728 percent of variance.

Dimension 3. Meticulous: This dimension is constituted of Factor 19- Efficient (0.782) and Factor 10- Interactive (0.546) with a total dimension load of 1.328 and 6.394 percent of variance.
**Dimension 4. Facilitating:** This dimension is constituted of Factor 7- Enabling (0.800) and Factor 4- Empowering (0.567) with a total dimension load of 1.367 and 6.349 percent of variance.

**Dimension 5. Responsive:** This dimension is constituted of Factor 15- Proficient (0.688), Factor 13- Participative (0.648) and Factor 1- e-Learning Efficacy (0.489) with a total dimension load of 1.825 and 5.945 percent of variance.

**Dimension 6. Perceptive:** This dimension is constituted of Factor 18- Insightful (0.821) and Factor 8- Contemporary (0.467) with a total dimension load of 1.288 and 5.860 percent of variance.

**Dimension 7. Equitable:** This dimension is constituted of Factor 5- Culturally Fair (0.744) and Factor 12- Exciting (0.477) with a total dimension load of 1.22 and 5.792 percent of variance.

**Dimension 8. Absorbing:** This dimension is constituted of Factor 23- Capturing (0.797) and Factor 16- Effective (0.609) with a total dimension load of 1.406 and 5.725 percent of variance.

**Dimension 9. Simple:** This dimension is constituted of Factor 22- Simple (0.821) with a total dimension load of 0.821 and 5.403 percent of variance.

**Dimension 10. Reliable:** This dimension is constituted of Factor 20- Reliable (0.865) with a total dimension load of 0.865 and 5.199 percentage of variance.

4.1.1.1 Hypotheses Testing

The z-test was used to assess the difference between means on 23 factors based on the response of faculty working in traditional and professional streams of education. The details of 23 null hypotheses tested through z-test are as under:

**Factor 1: e-Learning efficacy**

\[ H_{0.001} \text{ Perception of faculty working in traditional and professional streams of education does not differ in terms of e-Learning efficacy factor.} \]
A comparison of two groups on e-Learning efficacy factor indicated that the mean score for the faculty of traditional stream was 17.19, whereas mean score for the faculty of professional stream was 17.11. The results of “z” test indicate that this variation in mean scores is statistically insignificant at 0.05 level of significance.

\( H_{0.001} \) stands accepted.

**Factor 2: Flexibility**

\( H_{0.002} \) Perception of faculty working in traditional and professional streams of education does not differ in terms of Flexibility factor.

A comparison of two groups on Flexibility factor indicated that the mean score for the faculty of traditional stream was found to be 15.47, whereas mean score for the faculty of professional stream was 14.76. The results of “z” test indicate that this variation in mean scores is statistically insignificant at 0.05 level of significance.

\( H_{0.002} \) stands accepted.

**Factor 3: Valuable tool**

\( H_{0.003} \) Perception of faculty working in traditional and professional streams of education does not differ in terms of Valuable tool factor.

A comparison of two groups on Valuable tool factor indicated that the mean score for the faculty of traditional stream was 13.45, whereas mean score for the faculty of professional stream was 13.43. The results of “z” test indicate that this variation in mean scores is statistically insignificant at 0.05 level of significance.

\( H_{0.003} \) stands accepted.

**Factor 4: Empowering**

\( H_{0.004} \) Perception of faculty working in traditional and professional streams of education does not differ in terms of Empowering factor.
A comparison of two groups on **Empowering** factor indicated that the mean score for the faculty of traditional stream was 16.95, whereas mean score for the faculty of professional stream was 17.32. The results of “z” test indicate that this variation in mean scores is statistically *insignificant* at 0.05 level of significance.

\( H_{0.004} \) stands accepted.

**Factor 5: Culturally fair**

\( H_{0.005} \)  *Perception of faculty working in traditional and professional streams of education does not differ in terms of Culturally fair factor.*

A comparison of two groups on **Culturally fair** factor indicated that the mean score for the faculty of traditional stream was found 10.85, whereas mean score for the faculty of professional stream was 10.72. The results of “z” test indicate that this variation in mean scores is statistically *insignificant* at 0.05 level of significance.

\( H_{0.005} \) stands accepted.

**Factor 6: Easy to learn**

\( H_{0.006} \)  *Perception of faculty working in traditional and professional streams of education does not differ in terms of Easy to learn factor.*

A comparison of two groups on **Easy to learn** factor indicated that the mean score for the faculty of traditional stream was found 14.83, whereas mean score for the faculty of professional stream was 14.47. The results of “z” test indicate that this variation in mean scores is statistically *insignificant* at 0.05 level of significance.

\( H_{0.006} \) stands accepted.
Factor 7: Enabling

$H_{0.007}$ Perception of faculty working in traditional and professional streams of education does not differ in terms of Enabling factor.

A comparison of two groups on Enabling factor indicated that the mean score for the faculty of traditional stream was 5.83, whereas mean score for the faculty of professional stream was 5.74. The results of “z” test indicate that this variation in mean scores is statistically insignificant at 0.05 level of significance.

$H_{0.007}$ stands accepted.

Factor 8: Contemporary

$H_{0.008}$ Perception of the faculty working in traditional and professional streams of education does not differ in terms of Contemporary factor.

A comparison of two groups on Contemporary factor indicated that the mean score for the faculty of traditional stream was 10.81, whereas mean score for the faculty of professional stream was 10.56. The results of “z” test indicate that this variation in mean scores is statistically insignificant at 0.05 level of significance.

$H_{0.008}$ stands accepted.

Factor 9: Outlook dependence

$H_{0.009}$ Perception of the faculty working in traditional and professional streams of education does not differ in terms of Outlook dependence factor.

A comparison of two groups on Outlook dependence factor indicated that the mean score for the faculty of traditional stream was 13.10, whereas mean score for the faculty of professional stream was 13.56. The results of “z” test indicate that this variation in mean scores is statistically insignificant at 0.05 level of significance.
Factor 10: Interactive

$H_{0.010}$ Perception of faculty working in traditional and professional streams of education does not differ in terms of Interactive factor.

A comparison of two groups on Interactive factor indicated that the mean score for the faculty of traditional stream was 14.62, whereas mean score for the faculty of professional stream was 13.67. The results of “z” test indicate that this variation in mean scores is statistically significant at 0.05 level of significance.

| Traditional (Mean=14.62) | Traditional >0.05 (Z= -2.233) | Professional (Mean=13.67) |

$H_{0.010}$ stands rejected.

Faculty members of traditional stream perceive e-Learning to be more Interactive than the faculty members of professional stream.

Factor 11: Autonomous

$H_{0.011}$ Perception of faculty working in traditional and professional streams of education does not differ in terms of Autonomous factor.

A comparison of two groups on Autonomous factor indicated that the mean score for the faculty of traditional stream was 17.95, whereas mean score for the faculty of
professional stream was 17.56. The results of “z” test indicate that this variation in mean scores is statistically insignificant at 0.05 level of significance.

\[ H_{0.011} \text{ stands accepted.} \]

**Factor 12: Exciting**

\[ H_{0.012} \text{ Perception of the faculty working in traditional and professional streams of education does not differ in terms of Exciting factor.} \]

A comparison of two groups on Exciting factor indicated that the mean score for the faculty of traditional stream was 10.19, whereas mean score for the faculty of professional stream was 10.42. The results of “z” test indicate that this variation in mean scores is statistically insignificant at 0.05 level of significance.

\[ H_{0.012} \text{ stands accepted.} \]

**Factor 13: Participative**

\[ H_{0.013} \text{ Perception of faculty working in traditional and professional streams of education does not differ in terms of Participative factor.} \]

A comparison of two groups on Participative factor indicated that the mean score for traditional group was found to be 13.19, whereas mean score for professional group was found to be 13.22. The results of “z” test indicate that this variation in mean scores is statistically insignificant at 0.05 level of significance.

\[ H_{0.013} \text{ stands accepted.} \]

**Factor 14: Appealing**

\[ H_{0.014} \text{ Perception of faculty working in traditional and professional streams of education does not differ in terms of Appealing factor.} \]
A comparison of two groups on Appealing factor indicated that the mean score for the faculty of traditional stream was 14.91, whereas mean score for the faculty of professional stream was 14.27. The results of “z” test indicate that this variation in mean scores is statistically insignificant at 0.05 level of significance.

\( H_{0.014} \text{ stands accepted.} \)
Factor 15: Proficient

\(H_{0.015}\) Perception of faculty working in traditional and professional streams of education does not differ in terms of Proficient factor.

A comparison of two groups on Proficient factor indicated that the mean score for traditional group was found to be 10.50, whereas mean score for professional group was found to be 10.54. The results of “z” test indicate that this variation in mean scores is statistically insignificant at 0.05 level of significance.

\(H_{0.015}\) stands accepted.

Factor 16: Effective

\(H_{0.016}\) Perception of faculty working in traditional and professional streams of education does not differ in terms of Effective factor.

A comparison of two groups on Effective factor indicated that the mean score for the faculty of traditional stream was 10.70, whereas mean score for the faculty of professional stream was 10.45. The results of “z” test indicate that this variation in mean scores is statistically insignificant at 0.05 level of significance.

\(H_{0.016}\) stands accepted.

Factor 17: Stimulating

\(H_{0.017}\) Perception of faculty working in traditional and professional streams of education does not differ in terms of Stimulating factor.

A comparison of two groups on Stimulating factor indicated that the mean score for the faculty of traditional stream was 10.63, whereas mean score for the faculty of professional stream was 10.81. The results of “z” test indicate that this variation in mean scores is statistically insignificant at 0.05 level of significance.
Factor 18: Insightful

Perception of faculty working in traditional and professional streams of education does not differ in terms of Insightful factor.

A comparison of two groups on Insightful factor indicated that the mean score for the faculty of traditional stream was 10.40, whereas mean score for the faculty of professional stream was 10.06. The results of “z” test indicate that this variation in mean scores is statistically insignificant at 0.05 level of significance.

Factor 19: Efficient

Perception of the faculty working in traditional and professional streams of education does not differ in terms of Efficient factor.

A comparison of two groups on Efficient factor indicated that the mean score for the faculty of traditional stream was 6.85, whereas mean score for the faculty of professional stream was 6.74. The results of “z” test indicate that this variation in mean scores is statistically insignificant at 0.05 level of significance.

Factor 20: Reliable

Perception of the faculty working in traditional and professional streams of education does not differ in terms of Reliable factor.

A comparison of two groups on Reliable factor indicated that the mean score for the faculty of traditional stream was 6.83, whereas mean score for the faculty of
professional stream was 6.87. The results of “z” test indicate that this variation in mean scores is statistically insignificant at 0.05 level of significance.

\[ H_{0.020} \text{ stands accepted.} \]

**Factor 21: Lucid**

\[ H_{0.021} \text{ Perception of faculty working in traditional and professional streams of education does not differ in terms of Lucid factor.} \]

A comparison of two groups on **Lucid** factor indicated that the mean score for the faculty of traditional stream was 6.98, whereas mean score for the faculty of professional stream was 7.12. The results of “z” test indicate that this variation in mean scores is statistically insignificant at 0.05 level of significance.

\[ H_{0.021} \text{ stands accepted.} \]

**Factor 22: Simple**

\[ H_{0.022} \text{ Perception of faculty working in traditional and professional streams of education does not differ in terms of Simple factor.} \]

A comparison of two groups on **Simple** factor indicated that the mean score for the faculty of traditional stream was 3.37, whereas mean score for the faculty of professional stream was 3.25. The results of “z” test indicate that this variation in mean scores is statistically insignificant at 0.05 level of significance.

\[ H_{0.022} \text{ stands accepted.} \]
Factor 23: Capturing

$H_{0.023}$ Perception of faculty working in traditional and professional streams of education does not differ in terms of Capturing factor.

A comparison of two groups on Capturing factor indicated that the mean score for the faculty of traditional stream was 3.57, whereas mean score for the faculty of professional stream was found to be 3.03. The results of “z” test indicate that this variation in mean scores is statistically significant at 0.01 level of significance.

<table>
<thead>
<tr>
<th>Traditional (Mean= 3.57)</th>
<th>Traditional&gt;0.01 (Z= -3.804)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Professional (Mean= 3.03)</td>
</tr>
</tbody>
</table>

$H_{0.023}$ stands rejected.

Faculty members of traditional stream perceive e-Learning to be more Capturing than the faculty members of professional stream.

The $z$-test was used to assess the difference between means on 10 dimensions based on the responses of faculty working in traditional and professional streams of education. The details of 10 null hypotheses tested through $z$-test are as under:

**Dimension 1: Reflective**

$H_{0.024}$ Perception of faculty working in traditional and professional streams of education does not differ in terms of Reflective dimension.

A comparison of two groups on Reflective dimension indicated that the mean score for the faculty of traditional stream was 76.26, whereas mean score for the faculty of
professional stream was 74.62. The results of “z” test indicate that this variation in mean scores is statistically insignificant at 0.05 level of significance.

\( H_{0.024} \text{ stands accepted.} \)

**Dimension 2: Exquisite**

\( H_{0.025} \)  

Perception of faculty working in traditional and professional streams of education does not differ in terms of Exquisite dimension.

A comparison of two groups on Exquisite dimension indicated that the mean score for the faculty of traditional stream was 31.06, whereas mean score for the faculty of professional stream was 31.36. The results of “z” test indicate that this variation in mean scores is statistically insignificant at 0.05 level of significance.

\( H_{0.025} \text{ stands accepted.} \)

**Dimension 3: Meticulous**

\( H_{0.026} \)  

Perception of faculty working in traditional and professional streams of education does not differ in terms of Meticulous dimension.

<table>
<thead>
<tr>
<th>Traditional</th>
<th>Traditional&gt;0.05</th>
</tr>
</thead>
<tbody>
<tr>
<td>(21.47)</td>
<td>(Z= -2.007)</td>
</tr>
</tbody>
</table>

Professional  

(20.41)

A comparison of two groups on Meticulous dimension indicated that the mean score for the faculty of traditional stream was 21.47, whereas mean score for the faculty of professional stream was 20.41. The results of “z” test indicate that this variation in mean scores is statistically significant at 0.05 level of significance.

\( H_{0.026} \text{ stands rejected.} \)
Faculty members of traditional stream perceive e-Learning to be more Meticulous than faculty members of professional stream.

**Dimension 4: Facilitating**

\( H_{0.027} \)  Perception of faculty working in traditional and professional streams of education does not differ in terms of Facilitating dimension.

A comparison of two groups on Facilitating dimension indicated that the mean score for the faculty of traditional stream was 22.78, whereas mean score for the faculty of professional stream was 23.06. The results of “z” test indicate that this variation in mean scores is statistically insignificant at 0.05 level of significance.

\( H_{0.027} \) stands accepted.

**Dimension 5: Responsive**

\( H_{0.028} \)  Perception of faculty working in traditional and professional streams of education does not differ in terms of Responsive dimension.

A comparison of two groups on Responsive dimension indicated that the mean score for the faculty of traditional stream was 40.88, whereas mean score for the faculty of professional stream was 40.87. The results of “z” test indicate that this variation in mean scores is statistically insignificant at 0.05 level of significance.

\( H_{0.028} \) stands accepted.

**Dimension 6: Perceptive**
$H_{0.029}$ Perception of faculty working in traditional and professional streams of education does not differ in terms of Perceptive dimension.

A comparison of two groups on Perceptive dimension indicated that the mean score for the faculty of traditional stream was 21.21, whereas mean score for the faculty of professional stream was 20.62. The results of “z” test indicate that this variation in mean scores is statistically insignificant at 0.05 level of significance.

$H_{0.029}$ stands accepted.

**Dimension 7: Equitable**

$H_{0.030}$ Perception of faculty working in traditional and professional streams of education does not differ in terms of Equitable dimension.

A comparison of two groups on Equitable dimension indicated that the mean score for the faculty of traditional stream was 21.04, whereas mean score for the faculty of professional stream was 21.14. The results of “z” test indicate that this variation in mean scores is statistically insignificant at 0.05 level of significance.

$H_{0.030}$ stands accepted.

**Dimension 8: Absorbing**

$H_{0.031}$ Perception of faculty working in traditional and professional streams of education does not differ in terms of Absorbing dimension.

<table>
<thead>
<tr>
<th></th>
<th>Traditional</th>
<th>Professional</th>
</tr>
</thead>
<tbody>
<tr>
<td>Traditional</td>
<td>14.27</td>
<td>13.48</td>
</tr>
<tr>
<td>Professional</td>
<td>Traditional $&gt; 0.05$</td>
<td>$(Z = -2.369)$</td>
</tr>
</tbody>
</table>

A comparison of two groups on Absorbing dimension indicated that the mean score for the faculty of traditional stream was 14.27, whereas mean score for the faculty of
professional stream was 13.48. The results of “z” test indicate that this variation in mean scores is statistically significant at 0.05 level of significance.

$H_{0.031}$ stands rejected.

Faculty members of traditional stream perceive e-Learning to be more Absorbing than the faculty members of professional stream.

**Dimension 9: Simple**

$H_{0.032}$ Perception of faculty working in traditional and professional streams of education does not differ in terms of Simple dimension.

A comparison of two groups on Simple dimension indicated that the mean score for the faculty of traditional stream was 3.37, whereas mean score for the faculty of professional stream was 3.25. The results of “z” test indicate that this variation in mean scores is statistically insignificant at 0.05 level of significance.

$H_{0.032}$ stands accepted.

**Dimension 10: Reliable**

$H_{0.033}$ Perception of faculty working in traditional and professional streams of education does not differ in terms of Reliable dimension.

A comparison of two groups on Reliable dimension indicated that the mean score for the faculty of traditional stream was 6.83, whereas mean score for the faculty of professional stream was 6.87. The results of “z” test indicate that this variation in mean scores is statistically insignificant at 0.05 level of significance.

$H_{0.033}$ stands accepted.

**Summary of Results**
1. Factor analysis revealed that faculty members perceive that e-Learning has 23 factors i.e., E-Learning efficacy, Flexibility, Valuable tool, Empowering, Culturally fair, Easy to learn, Enabling, Contemporary, Outlook dependence, Interactive, Autonomous, Exciting, Participative, Appealing, Proficient, Effective, Stimulating, Insightful, Efficient, Reliable, Lucid, Simple and Capturing.

2. Second order factor analysis revealed that 23 factors can be classified into 10 dimensions i.e., Reflective, Exquisite, Meticulous, Facilitating, Responsive, Perceptive, Equitable, Absorbing, Simple and Reliable.

3. Faculty members of traditional stream perceive e-Learning to be higher in terms of Interactive and Capturing factors than the faculty members of professional stream.

4. Faculty members of traditional stream perceive e-Learning to be higher in terms of Meticulous and Absorbing dimensions than the faculty members of professional stream.

4.1.2 Experiment 02

In order to explore the suitability of the data for factor analysis, the Kaiser-Meyer Olkin (KMO) measure of sample adequacy and Bartlett’s test of sphericity were computed. KMO index of 0.50 and above and a significant Bartlett’s test are indicators that the data is fit for factor analysis (Hair et al, 1989). In this research, a KMO value of 0.907 was obtained for students which indicates adequacy of sample size for factor analysis.

Similarly, Bartlett’s test of sphericity is an indication of correlation between variables. The null hypothesis is that variables are not correlated with each other and the Chi-square value is low. On the other hand, a high Chi-square value indicates that the variables are correlated with each other and thus it is justified to use factor analysis. In the case of students, the Chi-square value of 21999.633 was obtained, which is very high and thus it is an indication of appropriateness of factor analysis.

After meeting the suitability criteria, factor analysis was undertaken using principal component method. The initial factor structure was further subjected to orthogonal
rotation using varimax method. The factor analysis resulted in the identification of 18 factors for students. The factors were selected after considering Eigen value of one and above. Since the number of factors was large, the need for second order factor analysis arose. The second order factor analysis resulted in the identification of 8 dimensions. The composition of each factor of e-Learning is as under:

**Factor 1. Comprehensive:** This factor is constituted of Enhances practical part (0.833), No travel (0.833), Enhances theoretical part (0.816), Autonomous (0.804), Review concepts (0.788) and Contents play well (0.393) with a total factor load of 4.467. The percentage of variance explained by this factor is 7.315.

**Factor 2. Flexibility:** This factor is constituted of Learn at own pace (0.89), Useful tool (0.878), Interactive learning (0.866), Increases motivation (0.858) and Learn by videos (0.368) with a total factor load of 3.86. The percentage of variance explained by this factor is 6.699.

**Factor 3. Engaging:** This factor is constituted of Appealing (0.686), Better learning (0.667), Self-reliant (0.64), Learning attitude (0.608), Connected (0.558), Efficient (0.55), Select previous contents (0.514), Attention span (0.479), User friendly (0.406), Gain knowledge (0.399) and Improves performance (0.387) with a total factor load of 5.894. The percentage of variance explained by this factor is 6.680.

**Factor 4. Empowering:** This factor is constituted of Hardware resources (0.816), Software resources (0.807), Technical support (0.792), Accelerates learning (0.497), Satisfactory learning (0.467), Collaborative (0.453), Peer interaction (0.444) and Facilitates learning (0.393) with a total factor load of 4.669. The percentage of variance explained by this factor is 6.644.

**Factor 5. User friendly:** This factor is constituted of Useful feedback (0.770), Timely feedback (0.759), Flexible organisation of contents (0.622), Knowledge access (0.507) and Subject usage (0.459) with a total factor load of 3.117. The percentage of variance explained by this factor is 5.265.

**Factor 6. Suitable:** This factor is constituted of Useful material (0.662), Voice media (0.643), Internet access at home (0.640), Cost effective (0.595) and Learner-learner interaction (0.371) with a total factor load of 2.911. The percentage of variance explained by this factor is 4.330.
**Factor 7. Culturally fair:** This factor is constituted of Cultural barriers (0.753), Managing time (0.745) and Part time study (0.737) with a total factor load of 2.235. The percentage of variance explained by this factor is 4.168.

**Factor 8. Feasible:** This factor is constituted of Fits into busy schedule (0.729), Technical requirements (0.620), Curiosity (0.592), Rich contents (0.439) and Defined objectives (0.383) with a total factor load of 2.763. The percentage of variance explained by this factor is 4.012.

**Factor 9. Worthwhile:** This factor is constituted of Friends motivation (0.630), Teachers motivation (0.55), Comprehend (0.418), System quality (0.377) and Integration in all departments (0.339) with a total factor load of 2.314. The percentage of variance explained by this factor is 3.136.

**Factor 10. E-Learning efficacy:** This factor is constituted of Confident use of computers (0.687), Easy (0.504), Confident use of digital file management tools (0.395) and Stimulates (0.363) with a total factor load of 1.949. The percentage of variance explained by this factor is 3.023.

**Factor 11. Interactive:** This factor is constituted of Teacher-learner interaction (0.753), Easier interaction (0.404) and Develops initiatives (0.404) with a total factor load of 1.561. The percentage of variance explained by this factor is 2.909.

**Factor 12. Effective:** This factor is constituted of Face-to-face learning (0.659), Technical knowledge (0.577), Infancy stage (0.463), Variety of perspectives (0.417), Develops soft skills (0.401) with a total factor load of 2.517. The percentage of variance explained by this factor is 2.812.

**Factor 13. Accessible:** This factor is constituted of Internet access at Institute (0.615), Student participation (0.421) and Gain (0.411) with a total factor load of 1.447. The percentage of variance explained by this factor is 2.801.

**Factor 14. Challenging:** This factor is constituted of Challenging (0.726), Parental encouragement (0.616) and Training for using electronic media (0.374) with a total factor load of 1.716. The percentage of variance explained by this factor is 2.543.
Factor 15. Easy to learn: This factor is constituted of Students training (0.780) and Faculty training (0.383) with a total factor load of 1.163. The percentage of variance explained by this factor is 2.361.

Factor 16. Technical competence: This factor is constituted of Tech savvy (0.811) with a total factor load of .811. The percentage of variance explained by this factor is 2.246.

Factor 17. Workable: This factor is constituted of Practice (0.546) and Contemporary (0.448) with a total factor load of 0.994. The percentage of variance explained by this factor is 1.892.

Factor 18. Convenient: This factor is constituted of Comfortable (0.505), Technical assistance (0.487) and Interesting (0.457) with a total factor load of 1.449. The percentage of variance explained by this factor is 1.747.

The 18 factors were subjected to second order factor analysis, and the composition of each dimension of e-Learning is as under:

Dimension 1. Viable: This dimension is constituted of Factor 8- Feasible (0.654), Factor 3- Engaging (0.561), Factor 11- Interactive (0.535) and Factor 13- Accessible (0.449) with a total dimension load of 2.199 and 8.721 percent of variance.

Dimension 2. Dependable: This dimension is constituted of Factor 10- e-Learning efficacy (0.713), Factor 5- User friendly (0.668) and Factor 18- Convenient (0.420) with a total dimension load of 1.801 and 8.666 percent of variance.

Dimension 3. Flexibility: This dimension is constituted of Factor 2- Flexibility (0.685) and Factor 9- Worthwhile (0.613) with a total dimension load of 1.298 and 8.299 percent of variance.

Dimension 4. Inclusive: This dimension is constituted of Factor 1- Comprehensive (0.827) and Factor 17- Workable (0.454) with a total dimension load of 1.21 and 7.470 percent of variance.

Dimension 5. Power: This dimension is constituted of Factor 4- Empowering (0.709) and Factor 16- Technical competence (0.605) with a total dimension load of 1.314 and 7.317 percent of variance.
**Dimension 6. Pertinent**: This dimension is constituted of Factor 6- Suitable (0.847) and Factor 12- Effective (0.491) with a total dimension load of 1.338 and 7.301 percent of variance.

**Dimension 7. Challenging**: This dimension is constituted of Factor 14- Challenging (0.84) with a total dimension load of 0.84 and 7.014 percent of variance.

**Dimension 8. Equitable**: This dimension is constituted of Factor 7- Culturally fair (0.853) and Factor 15- Easy to learn (0.525) with a total dimension load of 1.378 and 7.001 percent of variance.

4.1.2.1 Hypotheses Testing

The z-test was used to assess the difference between means on 18 factors based on the response of students studying in traditional and professional streams of education. The details of 144 null hypotheses tested through z-test are as under:

**Factor 1: Comprehensive**

\[ H_{0.034} \text{ Perception of students studying in traditional and professional streams of education does not differ in terms of Comprehensive factor.} \]

<table>
<thead>
<tr>
<th>Traditional</th>
<th>Traditional &gt; 0.01</th>
</tr>
</thead>
<tbody>
<tr>
<td>(25.74)</td>
<td>(Z=8.869)</td>
</tr>
</tbody>
</table>

Professional (21.59)

A comparison of two groups on **Comprehensive** factor indicated that the mean score for the students of traditional stream was 25.74, whereas mean score for the students of professional stream was 21.59. The results of “z” test indicate that this variation in mean scores is statistically **significant** at 0.01 level of significance.
H$_{0.034}$ stands rejected.

Students of traditional stream perceive e-Learning to be more Comprehensive than the students of professional stream.

$H_{0.035}$ Perception of students studying in under-graduate and post graduate programmes does not differ in terms of Comprehensive factor.

<table>
<thead>
<tr>
<th>Under graduate (Mean=22.77)</th>
<th>Post graduate $&gt;$ 0.01 (Z=3.465)</th>
</tr>
</thead>
</table>

Post graduate
(Mean=24.53)

A comparison of two groups on Comprehensive factor indicated that the mean score for the students of under graduate programmes was 22.77, whereas mean score for the students of post graduate programmes was 24.53. The results of “z” test indicate that this variation in mean scores is statistically significant at 0.01 level of significance.

H$_{0.035}$ stands rejected.

Students of Post graduate programmes perceive e-Learning to be more Comprehensive than the students of under graduate programmes.

$H_{0.036}$ Perception of students studying in traditional under graduate and traditional post graduate programmes does not differ in terms of Comprehensive factor.

A comparison of two groups on Comprehensive factor indicated that the mean score for the students of traditional under graduate programmes was 25.40, whereas mean score for students of traditional post graduate programmes was 26.00. The results of “z” test indicate that this variation in mean scores is statistically insignificant at 0.01 level of significance.
H$_{0.036}$ stands accepted.

$H_{0.037}$ Perception of students studying in traditional under graduate and professional under graduate programmes does not differ in terms of Comprehensive factor.

<table>
<thead>
<tr>
<th>Traditional under graduate (Mean=25.40)</th>
<th>Traditional under graduate $&gt;$ 0.01</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(Z=7.678)</td>
</tr>
</tbody>
</table>

A comparison of two groups on Comprehensive factor indicated that the mean score for the students of traditional under graduate programmes was 25.40, whereas mean score for the students of professional under graduate programmes was 20.01. The results of “z” test indicate that this variation in mean scores is statistically significant at 0.01 level of significance.

H$_{0.037}$ stands rejected.

Students of traditional under graduate programmes perceive e-Learning to be more Comprehensive than the students of professional under graduate programmes.

$H_{0.038}$ Perception of students studying in traditional under graduate and professional post graduate programmes does not differ in terms of Comprehensive factor.

<table>
<thead>
<tr>
<th>Traditional under graduate (Mean=25.40)</th>
<th>Traditional under graduate $&gt;$ 0.01</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(Z=4.054)</td>
</tr>
</tbody>
</table>

Traditional under graduate $>$ 0.01 (Z=4.054)

Professional post graduate (Mean=23.10)
A comparison of two groups on Comprehensive factor indicated that the mean score for the students of traditional undergraduate programmes was 25.40, whereas mean score for the students of professional post graduate programmes was 23.10. The results of “z” test indicate that this variation in mean scores is statistically significant at 0.01 level of significance.

H\textsubscript{0.038} stands rejected.

Students of traditional undergraduate programmes perceive e-Learning to be more Comprehensive than the students of professional post graduate programmes.

\textit{H\textsubscript{0.039}}  \textit{Perception of students studying in traditional post graduate and professional post graduate programmes does not differ in terms of Comprehensive factor.}

\begin{tabular}{|c|c|}
\hline
Traditional post graduate & Traditional post graduate\textgreater{}0.01 \textit{(Z=4.801)} \\
(Mean=26.00) &  \\
\hline
Professional post graduate &  \\
(Mean=23.10) &  \\
\hline
\end{tabular}

A comparison of two groups on Comprehensive factor indicated that the mean score for the students of traditional post graduate programmes was 26.00, whereas mean score for the students of professional post graduate programmes was 23.10. The results of “z” test indicate that this variation in mean scores is statistically significant at 0.01 level of significance.

H\textsubscript{0.039} stands rejected.

Students of traditional post graduate programmes perceive e-Learning to be more Comprehensive than students of professional post graduate programmes.

\textit{H\textsubscript{0.040}}  \textit{Perception of students studying in professional under graduate and traditional post graduate programmes does not differ in terms of Comprehensive factor.}
A comparison of two groups on **Comprehensive** factor indicated that the mean score for the students of professional under graduate programmes was 20.10, whereas mean score for the students of traditional post graduate programmes was 26.00. The results of “z” test indicate that this variation in mean scores is statistically *significant* at 0.01 level of significance. $H_{0.040}$ stands rejected.

Students of traditional post graduate programmes perceive e-Learning to be more **Comprehensive** than the students of professional under graduate programmes.

$H_{0.041}$ *Perception of students studying in professional under graduate and professional post graduate programmes does not differ in terms of Comprehensive factor.*

A comparison of two groups on **Comprehensive** factor indicated that the mean score for the students of professional under graduate programmes was 20.10, whereas mean score for the students of professional post graduate programmes was 23.10. The results of “z” test indicate that this variation in mean scores is statistically *significant* at 0.01 level of significance. $H_{0.041}$ stands rejected.
Students of professional post graduate programmes perceive e-Learning to be more Comprehensive than the students of professional under graduate programmes.

**Factor 2: Flexibility**

\( H_{0.042} \)  Perception of students studying in traditional and professional streams of education does not differ in terms of Flexibility factor.

<table>
<thead>
<tr>
<th></th>
<th>Traditional</th>
<th>Professional</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean</td>
<td>19.62</td>
<td>18.10</td>
</tr>
<tr>
<td></td>
<td>Traditional(&gt;0.01)</td>
<td>Professional(&gt;0.01)</td>
</tr>
<tr>
<td>((Z=3.052))</td>
<td>((Z=2.663))</td>
<td></td>
</tr>
</tbody>
</table>

A comparison of two groups on **Flexibility** factor indicated that the mean score for the students of traditional stream was 19.62, whereas mean score for students of professional stream was 18.10. The results of “z” test indicate that this variation in mean scores is statistically significant at 0.01 level of significance.

\( H_{0.042} \) stands rejected.

Students of traditional stream perceive e-Learning to be more **Flexible** than the students of professional stream.

\( H_{0.043} \) Perception of the students studying in under graduate and post graduate programmes does not differ in terms of Flexibility factor.

<table>
<thead>
<tr>
<th></th>
<th>Under graduate</th>
<th>Post graduate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean</td>
<td>18.19</td>
<td>18.09</td>
</tr>
<tr>
<td></td>
<td>Under graduate(&gt;0.01)</td>
<td>Post graduate(&gt;0.01)</td>
</tr>
<tr>
<td>((Z=2.663))</td>
<td>((Z=2.352))</td>
<td></td>
</tr>
</tbody>
</table>
Post graduate
(Mean=19.52)

A comparison of two groups on **Flexibility** factor indicated that the mean score for the students of under graduate programmes was 18.19, whereas mean score for the students of post graduate programmes was 19.52. The results of “z” test indicate that this variation in mean scores is statistically **significant** at 0.01 level of significance.

$H_{0.043}$ stands rejected.

Students of post graduate programmes perceive e-Learning to be more **Flexible** than the students of under graduate programmes.

$H_{0.044}$  **Perception of students studying in traditional under graduate and traditional post graduate programmes does not differ in terms of Flexibility factor.**

A comparison of two groups on **Flexibility** factor indicated that the mean score for the students of traditional under graduate programmes was 19.20, whereas mean score for the students of traditional post graduate programmes was 20.00. The results of “z” test indicate that this variation in mean scores is statistically **insignificant** at 0.05 level of significance.

$H_{0.044}$ stands accepted.

$H_{0.045}$  **Perception of students studying in traditional under graduate and professional under graduate programmes does not differ in terms of Flexibility factor.**

<table>
<thead>
<tr>
<th>Traditional under graduate (Mean=19.20)</th>
<th>Traditional under graduate $&gt;0.01$ (Z=2.895)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Professional under graduate (Mean=17.20)</td>
</tr>
</tbody>
</table>

A comparison of two groups on **Flexibility** factor indicated that the mean score for the students of traditional under graduate programmes was 19.20, whereas mean score
for the students of professional under graduate programmes was 17.20. The results of “z” test indicate that this variation in mean scores is statistically significant at 0.01 level of significance.

H$_{0.045}$ stands rejected.

Students of traditional under graduate programmes perceive e-Learning to be more Flexible than the students of professional under graduate programmes.

$H_{0.046}$ *Perception of students studying in traditional under graduate and professional post graduate programmes does not differ in terms of Flexibility factor.*

A comparison of two groups on Flexibility factor indicated that the mean score for the students of traditional under graduate programmes was 19.20, whereas mean score for the students of professional post graduate programmes was 19.00. The results of “z” test indicate that this variation in mean scores is statistically insignificant at 0.05 level of significance.

H$_{0.046}$ stands accepted.

$H_{0.047}$ *Perception of students studying in traditional post graduate and professional post graduate programmes does not differ in terms of Flexibility factor.*

A comparison of two groups on Flexibility factor indicated that the mean score for the students of traditional post graduate programmes was 20.00, whereas mean score for the students of professional post graduate programmes was 19.00. The results of “z” test indicate that this variation in mean scores is statistically insignificant at 0.05 level of significance.

H$_{0.047}$ stands accepted.

$H_{0.048}$ *Perception of students studying in professional under graduate and traditional post graduate programmes does not differ in terms of Flexibility factor.*
A comparison of two groups on **Flexibility** factor indicated that the mean score for the students of professional under graduate programmes was 17.20, whereas mean score for the students of traditional post graduate programmes was 20.00. The results of “z” test indicate that this variation in mean scores is statistically **significant** at 0.01 level of significance.

\( H_{0.048} \) stands rejected.

Students of traditional post graduate programmes perceive e-Learning to be more **Flexible** than the students of professional under graduate programmes.

\( H_{0.049} \) **Perception of students studying in professional under graduate and professional post graduate programmes does not differ in terms of Flexibility factor.**

A comparison of two groups on **Flexibility** factor indicated that the mean score for the students of professional under graduate programmes was 17.20, whereas mean score for the students of professional post graduate programmes was 19.00. The
results of “z” test indicate that this variation in mean scores is statistically significant at 0.01 level of significance.

H_0.049 stands rejected.

Students of professional post graduate programmes perceive e-Learning to be more Flexible than the students of professional under graduate programmes.

**Factor 3: Engaging**

\[ H_{0.050} \text{ Perception of students studying in traditional and professional streams of education does not differ in terms of Engaging factor.} \]

<table>
<thead>
<tr>
<th>Traditional</th>
<th>Traditional &gt; 0.01</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean = 43.75</td>
<td>(Z = 5.02)</td>
</tr>
</tbody>
</table>

Professional

(Mean = 39.74)

A comparison of two groups on Engaging factor indicated that the mean score for the students of traditional stream was 43.75, whereas mean score for the students of professional stream was 39.74. The results of “z” test indicate that this variation in mean scores is statistically significant at 0.01 level of significance.

H_0.050 stands rejected.

Students of traditional stream perceive e-Learning to be more Engaging than the students of professional stream.

\[ H_{0.051} \text{ Perception of students studying in under graduate and post graduate programmes does not differ in terms of Engaging factor.} \]
A comparison of two groups on Engaging factor indicated that the mean score for the students of under graduate programmes was 39.90, whereas mean score for the students of post graduate programmes was 43.59. The results of “z” test indicate that this variation in mean scores is statistically significant at 0.01 level of significance.

$H_{0.051}$ stands rejected.

Students of post graduate programmes perceive e-Learning to be more Engaging than the students of under graduate programmes.

$H_{0.052}$  *Perception of students studying in traditional under graduate and traditional post graduate programmes does not differ in terms of Engaging factor.*

A comparison of two groups on Engaging factor indicated that the mean score for the students of traditional under graduate programmes was 42.50, whereas mean score for the students of traditional post graduate programmes was 45.00. The results of “z” test indicate that this variation in mean scores is statistically significant at 0.05 level of significance.

$H_{0.052}$ stands rejected.
Students of traditional post graduate programmes perceive e-Learning to be more **Engaging** than the students of traditional under graduate programmes.

**H$_{0.053}$**  
Perception of students studying in traditional under graduate and professional under graduate programmes does not differ in terms of Engaging factor.

<table>
<thead>
<tr>
<th>Traditional under graduate (Mean=42.50)</th>
<th>Professional under graduate (Mean=37.30)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Traditional under graduate &gt; 0.01</td>
<td>(Z=4.68)</td>
</tr>
</tbody>
</table>

A comparison of two groups on **Engaging** factor indicated that the mean score for the students of traditional under graduate programmes was 42.50, whereas mean score for the students of professional under graduate programmes was 37.30. The results of “z” test indicate that this variation in mean scores is statistically **significant** at 0.01 level of significance.

H$_{0.053}$ stands rejected.

Students of traditional under graduate programmes perceive e-Learning to be more **Engaging** than the students of professional under graduate programmes.

**H$_{0.054}$**  
Perception of students studying in traditional under graduate and professional post graduate programmes does not differ in terms of Engaging factor.

A comparison of two groups on **Engaging** factor indicated that the mean score for the students of traditional under graduate programmes was 42.50, whereas mean score for the students of professional post graduate programmes was 42.20. The results of “z” test indicate that this variation in mean scores is statistically **insignificant** at 0.05 level of significance.
H₀₀₅₄ stands accepted.

H₀₀₅₅  Perception of students studying in traditional post graduate and professional post graduate programmes does not differ in terms of Engaging factor.

<table>
<thead>
<tr>
<th>Traditional post graduate (Mean=45.00)</th>
<th>Professional post graduate (Mean=42.20)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Traditional post graduate&gt;0.01 (Z=2.58)</td>
<td></td>
</tr>
</tbody>
</table>

A comparison of two groups on Engaging factor indicated that the mean score for the students of traditional post graduate programmes was 45.00, whereas mean score for the students of professional post graduate programmes was 42.20. The results of “z” test indicate that this variation in mean scores is statistically significant at 0.01 level of significance.

H₀₀₅₅ stands rejected.

Students of traditional post graduate programmes perceive e-Learning to be more Engaging than the students of professional post graduate programmes.

H₀₀₅₆  Perception of students studying in professional under graduate and traditional post graduate programmes does not differ in terms of Engaging factor.

<table>
<thead>
<tr>
<th>Professional under graduate (Mean=37.30)</th>
<th>Traditional post graduate&gt;0.01 (Z=6.65)</th>
</tr>
</thead>
</table>

Traditional post graduate
A comparison of two groups on Engaging factor indicated that the mean score for the students of professional under graduate programmes was 37.30, whereas mean score for the students of traditional post graduate programmes was 45.00. The results of “z” test indicate that this variation in mean scores is statistically significant at 0.01 level of significance.

$H_{0.056}$ stands rejected.

Students of traditional post graduate programmes perceive e-Learning to be more Engaging than the students of professional under graduate programmes.

$H_{0.057}$ Perception of students studying in professional under graduate and professional post graduate programmes does not differ in terms of Engaging factor.

<table>
<thead>
<tr>
<th>Professional under graduate</th>
<th>Professional post graduate</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Mean=37.30)</td>
<td>(Mean=42.20)</td>
</tr>
</tbody>
</table>

A comparison of two groups on Engaging factor indicated that the mean score for the students of professional under graduate programmes was 37.30, whereas mean score for the students of professional post graduate programmes was 42.20. The results of “z” test indicate that this variation in mean scores is statistically significant at 0.01 level of significance.

$H_{0.057}$ stands rejected.

Students of professional post graduate programmes perceive e-Learning to be more Engaging than the students of professional under graduate programmes.

**Factor 4: Empowering**

$H_{0.058}$ Perception of students studying in traditional and professional streams of education does not differ in terms of Empowering factor.
A comparison of two groups on **Empowering** factor indicated that the mean score for the students of traditional stream was 30.95, whereas mean score for the students of professional stream was 28.55. The results of “z” test indicate that this variation in mean scores is statistically **significant** at 0.01 level of significance.

H$_{0.058}$ stands rejected.

Students of traditional stream perceive e-Learning to be more **Empowering** than the students of professional stream.

H$_{0.059}$ *Perception of students studying in under graduate and post graduate programmes does not differ in terms of Empowering factor.*

A comparison of two groups on **Empowering** factor indicated that the mean score for the students of under graduate programmes was 28.43, whereas mean score for the students of post graduate programmes was 31.07. The results of “z” test indicate that this variation in mean scores is statistically **significant** at 0.01 level of significance.

H$_{0.059}$ stands rejected.
Students of post graduate programmes perceive e-Learning to be more **Empowering** than the students of under graduate programmes.

**H_{0.060}**  *Perception of students studying in traditional under graduate and traditional post graduate programmes does not differ in terms of Empowering factor.*

<table>
<thead>
<tr>
<th>Traditional under graduate (Mean=30.10)</th>
<th>Traditional post graduate &gt;0.05 (Z=2.04)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Traditional post graduate (Mean=31.80)</td>
</tr>
</tbody>
</table>

A comparison of two groups on **Empowering** factor indicated that the mean score for the students of traditional under graduate programmes was 30.10, whereas mean score for the students of traditional post graduate programmes was 31.80. The results of “z” test indicate that this variation in mean scores is statistically **significant** at 0.05 level of significance.

**H_{0.060} stands rejected.**

Students of traditional post graduate programmes perceive e-Learning to be more **Empowering** than the students of traditional under graduate programmes.

**H_{0.061}**  *Perception of students studying in traditional under graduate and professional under graduate programmes does not differ in terms of Empowering factor.*

<table>
<thead>
<tr>
<th>Traditional under graduate (Mean=30.10)</th>
<th>Traditional under graduate &gt;0.01 (Z=6.54)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Professional under graduate (Mean=26.70)</td>
</tr>
</tbody>
</table>
A comparison of two groups on Empowering factor indicated that the mean score for the students of traditional under graduate programmes was 30.10, whereas mean score for the students of professional under graduate programmes was 26.70. The results of “z” test indicate that this variation in mean scores is statistically significant at 0.01 level of significance.

H\(_{0.061}\) stands rejected.

Students of traditional under graduate programmes perceive e-Learning to be more Empowering than the students of professional under graduate programmes.

\(H_{0.062}\) Perception of students studying in traditional under graduate and professional post graduate programmes does not differ in terms of Empowering factor.

A comparison of two groups on Empowering factor indicated that the mean score for the students of traditional under graduate programmes was 30.10, whereas mean score for the students of professional post graduate programmes was 30.40. The results of “z” test indicate that this variation in mean scores is statistically insignificant at 0.05 level of significance.

H\(_{0.062}\) stands accepted.

\(H_{0.063}\) Perception of students studying in traditional post graduate and professional post graduate programmes does not differ in terms of Empowering factor.

A comparison of two groups on Empowering factor indicated that the mean score for the students of traditional post graduate programmes was 31.80, whereas mean score for the students of professional post graduate programmes was 30.40. The results of “z” test indicate that this variation in mean scores is statistically insignificant at 0.05 level of significance.

H\(_{0.063}\) stands accepted.

\(H_{0.064}\) Perception of students studying in professional under graduate and traditional post graduate programmes does not differ in terms of Empowering factor.
A comparison of two groups on Empowering factor indicated that the mean score for the students of professional under graduate programmes was 26.70, whereas mean score for the students of traditional post graduate programmes was 31.80. The results of “z” test indicate that this variation in mean scores is statistically significant at 0.01 level of significance.

H<sub>0.064</sub> stands rejected.

Students of traditional post graduate programmes perceive e-Learning to be more Empowering than the students of professional under graduate programmes.

H<sub>0.065</sub> Perception of students studying in professional under graduate and professional post graduate programmes does not differ in terms of Empowering factor.

A comparison of two groups on Empowering factor indicated that the mean score for the students of professional under graduate programmes was 26.70, whereas mean score for the students of professional post graduate programmes was 30.40. The
results of “z” test indicate that this variation in mean scores is statistically significant at 0.01 level of significance.

$H_{0.065}$ stands rejected.

Students of professional post graduate programmes perceive e-Learning to be more **Empowering** than the students of professional under graduate programmes.

**Factor 5: User friendly**

$H_{0.066}$ Perception of students studying in traditional and professional streams of education does not differ in terms of User friendly factor.

<table>
<thead>
<tr>
<th>Traditional (Mean=20.36)</th>
<th>Traditional $&gt;$ 0.01 (Z=6.27)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Professional (Mean=17.94)</td>
</tr>
</tbody>
</table>

A comparison of two groups on **User friendly** factor indicated that the mean score for the students of traditional stream was 20.36, whereas mean score for the students of professional stream was 17.94. The results of “z” test indicate that this variation in mean scores is statistically significant at 0.01 level of significance.

$H_{0.066}$ stands rejected.

Students of traditional stream perceive e-Learning to be more **User friendly** than students of professional stream.

$H_{0.067}$ Perception of students studying in under graduate and post graduate programmes does not differ in terms of User friendly factor.

<table>
<thead>
<tr>
<th>Under graduate (Mean=18.26)</th>
<th>Post graduate $&gt;$ 0.01 (Z=4.50)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Post graduate</td>
</tr>
</tbody>
</table>

A comparison of two groups on User friendly factor indicated that the mean score for the students of under graduate programmes was 18.26, whereas mean score for the students of post graduate programmes was 20.04. The results of “z” test indicate that this variation in mean scores is statistically significant at 0.01 level of significance.

H\textsubscript{0.067} stands rejected.

Students of post graduate programmes perceive e-Learning to be more User friendly than the students of under graduate programmes.

\textit{H\textsubscript{0.068}} Perception of students studying in traditional under graduate and traditional post graduate programmes does not differ in terms of User friendly factor.

<table>
<thead>
<tr>
<th>Traditional Under graduate (Mean=19.90)</th>
<th>Traditional Post graduate (Mean=20.80)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Traditional Under graduate (Mean=19.90)</td>
<td>Traditional Post graduate&gt;0.05 (Z=1.97)</td>
</tr>
</tbody>
</table>

A comparison of two groups on User friendly factor indicated that the mean score for the students of traditional under-graduate programmes was 19.90, whereas mean score for the students of traditional post-graduate programmes was 20.80. The results of “z” test indicate that this variation in mean scores is statistically significant at 0.05 level of significance.

H\textsubscript{0.068} stands rejected.

Students of traditional post graduate programmes perceive e-Learning to be more User friendly than the students of traditional under graduate programmes.
$H_{0.069}$  Perception of students studying in traditional under graduate and professional under graduate programmes does not differ in terms of User friendly factor.

<table>
<thead>
<tr>
<th>Traditional under graduate</th>
<th>Traditional under graduate $&gt;$ 0.01</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Mean=19.90)</td>
<td>(Z=6.02)</td>
</tr>
<tr>
<td>Professional under graduate</td>
<td>(Mean=16.60)</td>
</tr>
</tbody>
</table>

A comparison of two groups on User friendly factor indicated that the mean score for the students of traditional under graduate programmes was 19.90, whereas mean score for the students of professional under graduate programmes was 16.60. The results of “z” test indicate that this variation in mean scores is statistically significant at 0.01 level of significance.

$H_{0.069}$ stands rejected.

Students of traditional under graduate programmes perceive e-Learning to be more User friendly than the students of professional under graduate programmes.

$H_{0.070}$  Perception of students studying in traditional under graduate and professional post graduate programmes does not differ in terms of User friendly factor.

A comparison of two groups on User friendly factor indicated that the mean score for the students of traditional under graduate programmes was 19.90, whereas mean score for the students of professional post graduate programmes was 19.30. The results of “z” test indicate that this variation in mean scores is statistically insignificant at 0.05 level of significance.

$H_{0.070}$ stands accepted.
Perception of students studying in traditional post graduate and professional post graduate programmes does not differ in terms of User friendly factor.

A comparison of two groups on User friendly factor indicated that the mean score for the students of traditional post graduate programmes was 20.80, whereas mean score for the students of professional post graduate programmes was 19.30. The results of “z” test indicate that this variation in mean scores is statistically significant at 0.01 level of significance.

H0.071 stands rejected.

Students of traditional post graduate programmes perceive e-Learning to be more User friendly than the students of professional post graduate programmes.

Perception of students studying in professional under graduate and traditional post graduate programmes does not differ in terms of User friendly factor.

A comparison of two groups on User friendly factor indicated that the mean score for the students of professional under graduate programmes was 16.60, whereas mean score for the students of traditional post graduate programmes was 20.80. The results of “z” test indicate that this variation in mean scores is statistically significant at 0.01 level of significance.
Students of traditional post graduate programmes perceive e-Learning to be more user friendly than the students of professional under graduate programmes.

$H_{0.072}$ stands rejected.

Perception of students studying in professional under graduate and professional post graduate programmes does not differ in terms of User friendly factor.

<table>
<thead>
<tr>
<th>Professional under graduate (Mean=16.60)</th>
<th>Professional post graduate (Mean=19.30)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Professional post graduate $&gt;0.01$</td>
</tr>
<tr>
<td></td>
<td>(Z=4.54)</td>
</tr>
</tbody>
</table>

A comparison of two groups on User friendly factor indicated that the mean score for the students of professional under graduate programmes was 16.60, whereas mean score for the students of professional post graduate programmes was 19.30. The results of “z” test indicate that this variation in mean scores is statistically significant at 0.01 level of significance.

$H_{0.073}$ stands rejected.

Students of professional post graduate programmes perceive e-Learning to be more User friendly than the students of professional under graduate programmes.

Factor 6: Suitable

$H_{0.074}$ Perception of students studying in traditional and professional streams of education does not differ in terms of Suitable factor.

<table>
<thead>
<tr>
<th>Traditional (Mean=18.91)</th>
<th>Traditional $&gt;0.05$</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(Z=2.19)</td>
</tr>
</tbody>
</table>
Professional
(Mean=17.98)

A comparison of two groups on Suitable factor indicated that the mean score for the students of traditional stream was 18.91, whereas mean score for the students of professional stream was 17.98. The results of “z” test indicate that this variation in mean scores is statistically significant at 0.05 level of significance.

H_{0.074} stands rejected.

Students of traditional stream perceive e-Learning to be more Suitable than the students of professional stream.

_H_{0.075} Perception of students studying in under graduate and post graduate programmes does not differ in terms of Suitable factor._

<table>
<thead>
<tr>
<th>Under graduate (Mean=17.68)</th>
<th>Post graduate (Mean=19.20)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Post graduate&gt;0.01</td>
</tr>
<tr>
<td></td>
<td>(Z=3.61)</td>
</tr>
</tbody>
</table>

A comparison of two groups on Suitable factor indicated that the mean score for the students of under graduate programmes was 17.68, whereas mean score for the students of post graduate programmes was 19.20. The results of “z” test indicate that this variation in mean scores is statistically significant at 0.01 level of significance.

H_{0.075} stands rejected.

Students of post graduate programmes perceive e-Learning to be more Suitable than the students of under graduate programmes.

_H_{0.076} Perception of students studying in traditional under graduate and traditional post graduate programmes does not differ in terms of Suitable factor._
A comparison of two groups on Suitable factor indicated that the mean score for the students of traditional under graduate programmes was 18.30, whereas mean score for the students of traditional post graduate programmes was 19.50. The results of “z” test indicate that this variation in mean scores is statistically significant at 0.05 level of significance.

$H_{0.076}$ stands rejected.

Students of traditional post graduate programmes perceive e-Learning to be more Suitable than the students of traditional under graduate programmes.

$H_{0.077}$ Perception of students studying in traditional under graduate and professional under graduate programmes does not differ in terms of Suitable factor.

A comparison of two groups on Suitable factor indicated that the mean score for the students of traditional under graduate programmes was 18.30, whereas mean score for the students of professional under graduate programmes was 17.08. The results of “z” test indicate that this variation in mean scores is statistically insignificant at 0.05 level of significance.

$H_{0.077}$ stands accepted.

$H_{0.078}$ Perception of students studying in traditional under graduate and professional post graduate programmes does not differ in terms of Suitable factor.
A comparison of two groups on Suitable factor indicated that the mean score for the students of traditional undergraduate programmes was 18.30, whereas mean score for the students of professional post graduate programmes was 18.88. The results of “z” test indicate that this variation in mean scores is statistically insignificant at 0.05 level of significance.

$H_{0.078}$ stands accepted.

$H_{0.079}$ Perception of students studying in traditional post graduate and professional post graduate programmes does not differ in terms of Suitable factor.

A comparison of two groups on Suitable factor indicated that the mean score for the students of traditional post graduate programmes was 19.50, whereas mean score for the students of professional post graduate programmes was 18.88. The results of “z” test indicate that this variation in mean scores is statistically insignificant at 0.05 level of significance.

$H_{0.079}$ stands accepted.

$H_{0.080}$ Perception of students studying in professional under graduate and traditional post graduate programmes does not differ in terms of Suitable factor.

<table>
<thead>
<tr>
<th>Professional under graduate (Mean=17.08)</th>
<th>Traditional post graduate (Mean=19.50)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Traditional post graduate&gt;0.01</strong></td>
<td>(Z=3.86)</td>
</tr>
</tbody>
</table>

A comparison of two groups on Suitable factor indicated that the mean score for the students of professional under graduate programmes was 17.08, whereas mean score for the students of traditional post graduate programmes was 19.50. The results of “z” test indicate that this variation in mean scores is statistically significant at 0.01 level of significance.
Students of traditional post graduate programmes perceive e-Learning to be more Suitable than the students of professional under graduate programmes.

$H_{0.080}$ stands rejected.

$H_{0.081}$ Perception of students studying in professional under graduate and professional post graduate programmes does not differ in terms of Suitable factor.

<table>
<thead>
<tr>
<th>Professional under graduate (Mean=17.08)</th>
<th>Professional post graduate (Mean=18.88)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional post graduate&gt;0.01</td>
<td>(Z=3.05)</td>
</tr>
</tbody>
</table>

A comparison of two groups on Suitable factor indicated that the mean score for the students of professional under graduate programmes was 17.08, whereas mean score for the students of professional post graduate programmes was 18.88. The results of “z” test indicate that this variation in mean scores is statistically significant at 0.01 level of significance.

$H_{0.081}$ stands rejected.

Students of professional post graduate programmes perceive e-Learning to be more Suitable than the students of professional under graduate programmes.
Factor 7: Culturally fair

\[ H_{0.082} \text{Perception of students studying in traditional and professional streams of education does not differ in terms of Culturally fair factor.} \]

<table>
<thead>
<tr>
<th>Traditional (Mean=12.30)</th>
<th>Professional (Mean=10.88)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Traditional &gt;0.01</td>
<td></td>
</tr>
<tr>
<td>(Z=5.31)</td>
<td></td>
</tr>
</tbody>
</table>

A comparison of two groups on Culturally fair factor indicated that the mean score for the students of traditional stream was 12.30, whereas mean score for the students of professional stream was 10.88. The results of “z” test indicate that this variation in mean scores is statistically significant at 0.01 level of significance.

\[ H_{0.082} \text{ stands rejected.} \]

Students of traditional stream perceive e-Learning to be more Culturally fair than the students of professional stream.

\[ H_{0.083} \text{Perception of students studying in under graduate and post graduate programmes does not differ in terms of Culturally fair factor.} \]

<table>
<thead>
<tr>
<th>Under graduate (Mean=11.14)</th>
<th>Post graduate (Mean=12.04)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Post graduate &gt;0.01</td>
<td></td>
</tr>
<tr>
<td>(Z=3.27)</td>
<td></td>
</tr>
</tbody>
</table>

A comparison of two groups on Culturally fair factor indicated that the mean score for the students of under graduate programmes was 11.14, whereas mean score for the
students of post graduate programmes was 12.04. The results of “z” test indicate that this variation in mean scores is statistically *significant* at 0.01 level of significance.

$H_{0.083}$ stands rejected.

Students of post graduate programmes perceive e-Learning to be more *Culturally fair* than the students of under graduate programmes.

$H_{0.084}$ *Perception of students studying in traditional under graduate and traditional post graduate programmes does not differ in terms of Culturally fair factor.*

A comparison of two groups on *Culturally fair* factor indicated that the mean score for the students of traditional under graduate programmes was 12.14, whereas mean score for the students of traditional post-graduate programmes was 12.47. The results of “z” test indicate that this variation in mean scores is statistically *insignificant* at 0.05 level of significance.

$H_{0.084}$ stands accepted.

$H_{0.085}$ *Perception of students studying in traditional under graduate and professional under graduate programmes does not differ in terms of Culturally fair factor.*

<table>
<thead>
<tr>
<th>Traditional under graduate (Mean=12.14)</th>
<th>Traditional under graduate&gt;0.01 (Z=5.37)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Professional under graduate (Mean=10.15)</td>
</tr>
</tbody>
</table>

A comparison of two groups on Culturally fair factor indicated that the mean score for the students of traditional under graduate programmes was 12.14, whereas mean score for the students of professional under graduate programmes was 10.15. The results of “z” test indicate that this variation in mean scores is statistically *significant* at 0.01 level of significance.
Students of traditional under graduate programmes perceive e-Learning to be more **Culturally fair** than the students of professional under graduate programmes.

**H0.086**  *Perception of students studying in traditional under graduate and professional post graduate programmes does not differ in terms of Culturally fair factor.*

A comparison of two groups on **Culturally fair** factor indicated that the mean score for the students of traditional under graduate programmes was found 12.14, whereas mean score for the students of professional post graduate programmes was found to be 11.61. The results of “z” test indicate that this variation in mean scores is statistically **insignificant** at 0.05 level of significance.

**H0.086** stands accepted.

**H0.087**  *Perception of students studying in traditional post graduate and professional post graduate programmes does not differ in terms of Culturally fair factor.*

| Traditional post graduate (Mean=12.47) | Traditional post graduate>0.05 (Z=2.29) | Professional post graduate (Mean=11.61) |

A comparison of two groups on **Culturally fair** factor indicated that the mean score for the students of traditional post graduate programmes was 12.47, whereas mean score for the students of professional post graduate programmes was 11.61. The results of “z” test indicate that this variation in mean scores is statistically **significant** at 0.05 level of significance.

**H0.087** stands rejected.
Students of traditional post graduate programmes perceive e-Learning to be more **Culturally fair** than the students of professional post graduate programmes.

**H0.088** Perception of students studying in professional under graduate and traditional post graduate programmes does not differ in terms of Culturally fair factor.

<table>
<thead>
<tr>
<th>Professional under graduate (Mean=10.15)</th>
<th>Traditional post graduate &gt;0.01 (Z=5.73)</th>
</tr>
</thead>
</table>

Traditional post graduate (Mean=12.47)

A comparison of two groups on **Culturally fair** factor indicated that the mean score for the students of professional under graduate programmes was 10.15, whereas mean score for the students of traditional post graduate programmes was 12.47. The results of “z” test indicate that this variation in mean scores is statistically **significant** at 0.01 level of significance.

**H0.088** stands rejected.

Students of traditional post graduate programmes perceive e-Learning to be more **Culturally fair** than the students of professional under graduate programmes.

**H0.089** Perception of students studying in professional under graduate and professional post graduate programmes does not differ in terms of Culturally fair factor.

<table>
<thead>
<tr>
<th>Professional under graduate (Mean=10.15)</th>
<th>Professional post graduate &gt;0.01 (Z=3.55)</th>
</tr>
</thead>
</table>

Professional post graduate (Mean=11.61)

A comparison of two groups on **Culturally fair** factor indicated that the mean score for the students of professional under graduate programmes was 10.15, whereas mean score for the students of professional post graduate programmes was 11.61. The
results of “z” test indicate that this variation in mean scores is statistically significant at 0.01 level of significance.

H<sub>0.089</sub> stands rejected.

Students of professional post graduate programmes perceive e-Learning to be more Culturally fair than the students of professional under graduate programmes.

**Factor 8: Feasible**

H<sub>0.090</sub> Perception of students studying in traditional and professional streams of education does not differ in terms of Feasible factor.

<table>
<thead>
<tr>
<th></th>
<th>Traditional (Mean=20.13)</th>
<th>Professional (Mean=18.06)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Traditional&gt;0.01</td>
<td>(Z=5.64)</td>
<td></td>
</tr>
</tbody>
</table>

A comparison of two groups on Feasible factor indicated that the mean score for the students of traditional stream was 20.13, whereas mean score for the students of professional stream was 18.06. The results of “z” test indicate that this variation in mean scores is statistically significant at 0.01 level of significance.

H<sub>0.090</sub> stands rejected.

Students of traditional stream perceive e-Learning to be more Feasible than the students of professional stream.

H<sub>0.091</sub> Perception of students studying in under graduate and post graduate programmes does not differ in terms of Feasible factor.
<table>
<thead>
<tr>
<th>Under graduate (Mean=18.35)</th>
<th>Post graduate&gt;0.01 (Z=3.98)</th>
</tr>
</thead>
</table>

Post graduate (Mean=19.85)

A comparison of two groups on Feasible factor indicated that the mean score for the students of under graduate programmes was 18.35, whereas mean score for the students of post graduate programmes was 19.85. The results of “z” test indicate that this variation in mean scores is statistically significant at 0.01 level of significance.

\( H_{0.091} \) stands rejected.

Students of post graduate programmes perceive e-Learning to be more Feasible than the students of under graduate programmes.

\( H_{0.092} \) Perception of students studying in traditional under graduate and traditional post graduate programmes does not differ in terms of Feasible factor.

A comparison of two groups on Feasible factor indicated that the mean score for the students of traditional under graduate programmes was 19.70, whereas mean score for the students of traditional post graduate programmes was 20.60. The results of “z” test indicate that this variation in mean scores is statistically insignificant at 0.05 level of significance.

\( H_{0.092} \) stands accepted.

\( H_{0.093} \) Perception of students studying in traditional under graduate and professional under graduate programmes does not differ in terms of Feasible factor.
A comparison of two groups on Feasible factor indicated that the mean score for the students of traditional under graduate programmes was 19.70, whereas mean score for the students of professional under graduate programmes was 17.00. The results of “z” test indicate that this variation in mean scores is statistically significant at 0.01 level of significance.

$H_{0.093}$ stands rejected.

Students of traditional under graduate programmes perceive e-Learning to be more Feasible than the students of professional under graduate programmes.

$H_{0.094}$ Perception of students studying in traditional under graduate and professional post graduate programmes does not differ in terms of Feasible factor.

A comparison of two groups on Feasible factor indicated that the mean score for the students of traditional under graduate programmes was 19.79, whereas mean score for the students of professional post graduate programmes was 19.10. The results of “z” test indicate that this variation in mean scores is statistically insignificant at 0.05 level of significance.

$H_{0.094}$ stands accepted.

$H_{0.095}$ Perception of students studying in traditional post graduate and professional post graduate programmes does not differ in terms of Feasible factor.
Professional post graduate  
\[ \text{Mean}=19.10 \]

A comparison of two groups on **Feasible** factor indicated that the mean score for the students of traditional post graduate programmes was 20.60, whereas mean score for the students of professional post graduate programmes was 19.10. The results of “z” test indicate that this variation in mean scores is statistically **significant** at 0.01 level of significance.

H\textsubscript{0.095} stands rejected.

Students of traditional post graduate programmes perceive e-Learning to be more **Feasible** than the students of professional post graduate programmes.

\textit{H}_{0.096} \textit{ Perception of students studying in professional under graduate and traditional post graduate programmes does not differ in terms of Feasible factor.}

Professional under graduate  
\[ \text{Mean}=17.00 \]

| Traditional post graduate | >0.01  
|---------------------------|-------
| (Z=3.01)                  |       |

Traditional post graduate  
\[ \text{Mean}=20.60 \]

A comparison of two groups on **Feasible** factor indicated that the mean score for the students of professional under graduate programmes was 17.00, whereas mean score for the students of traditional post graduate programmes was 20.60. The results of “z” test indicate that this variation in mean scores is statistically **significant** at 0.01 level of significance.

H\textsubscript{0.096} stands rejected.
Students of traditional post graduate programmes perceive e-Learning to be more Feasible than the students of professional under graduate programmes.

$H_{0.097}$ Perception of students studying in professional under graduate and professional postgraduate programmes does not differ in terms of Feasible factor.

<table>
<thead>
<tr>
<th>Professional under graduate (Mean=17.00)</th>
<th>Professional post graduate $&gt;0.01$</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$(Z=4.05)$</td>
</tr>
</tbody>
</table>

Professional post graduate (Mean=19.10)

A comparison of two groups on Feasible factor indicated that the mean score for the students of professional under graduate programmes was 17.00, whereas mean score for the students of professional post graduate programmes was 19.10. The results of “z” test indicate that this variation in mean scores is statistically significant at 0.01 level of significance.

$H_{0.097}$ stands rejected.

Students of professional post graduate programmes perceive e-Learning to be more Feasible than the students of professional under graduate programmes.

**Factor 9: Worthwhile**

$H_{0.098}$ Perception of students studying in traditional and professional streams of education does not differ in terms of Worthwhile factor.

<table>
<thead>
<tr>
<th>Traditional (Mean=19.27)</th>
<th>Traditional $&gt;0.01$</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$(Z=3.09)$</td>
</tr>
</tbody>
</table>

Professional (Mean=18.08)

A comparison of two groups on Worthwhile factor indicated that the mean score for the students of traditional stream was 19.27, whereas mean score for the students of professional stream was 18.08. The results of “z” test indicate that this variation in mean scores is statistically significant at 0.01 level of significance.
$H_{0.098}$ stands rejected.

Students of traditional stream perceive e-Learning to be more **Worthwhile** than the students of professional stream.

$H_{0.099}$ _Perception of students studying in under graduate and post graduate programmes does not differ in terms of Worthwhile factor._

<table>
<thead>
<tr>
<th>Under graduate (Mean=17.79)</th>
<th>Post graduate $&gt;$ 0.01 [ Z=4.64 ]</th>
</tr>
</thead>
<tbody>
<tr>
<td>Post graduate (Mean=19.55)</td>
<td></td>
</tr>
</tbody>
</table>

A comparison of two groups on **Worthwhile** factor indicated that the mean score for the students of under graduate programmes was 17.79, whereas mean score for the students of post graduate programmes was 19.55. The results of “z” test indicate that this variation in mean scores is statistically **significant** at 0.01 level of significance.

$H_{0.099}$ stands rejected.

Students of post graduate programmes perceive e-Learning to be more Worthwhile than the students of under graduate programmes.

$H_{0.100}$ _Perception of students studying in traditional under graduate and traditional post graduate programmes does not differ in terms of Worthwhile factor._

<table>
<thead>
<tr>
<th>Traditional under graduate (Mean=18.70)</th>
<th>Traditional post graduate $&gt;$ 0.05 [ Z=2.42 ]</th>
</tr>
</thead>
<tbody>
<tr>
<td>Traditional post graduate (Mean=19.90)</td>
<td></td>
</tr>
</tbody>
</table>

A comparison of two groups on **Worthwhile** factor indicated that the mean score for the students of traditional under graduate programmes was 18.70, whereas mean score for the students of traditional post graduate programmes was 19.90. The results of “z” test indicate that this variation in mean scores is statistically **significant** at 0.05 level of significance.
H\textsubscript{0.100} stands rejected.

Students of traditional post graduate programmes perceive e-Learning to be more **Worthwhile** than the students of traditional under graduate programmes.

*H\textsubscript{0.101} Perception of students studying in traditional under graduate and professional under graduate programmes does not differ in terms of Worthwhile factor.*

<table>
<thead>
<tr>
<th>Traditional under graduate</th>
<th>Traditional under graduate &gt; 0.01</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Mean = 18.70)</td>
<td>(Z = 3.19)</td>
</tr>
</tbody>
</table>

A comparison of two groups on **Worthwhile** factor indicated that the mean score for the students of traditional under graduate programmes was 18.70, whereas mean score for the students of professional under graduate programmes was 16.90. The results of “z” test indicate that this variation in mean scores is statistically **significant** at 0.01 level of significance.

H\textsubscript{0.101} stands rejected.

Students of traditional under graduate programmes perceive e-Learning to be more **Worthwhile** than the students of professional under graduate programmes.

*H\textsubscript{0.102} Perception of students studying in traditional under graduate and professional post graduate programmes does not differ in terms of Worthwhile factor.*

A comparison of two groups on **Worthwhile** factor indicated that the mean score for the students of traditional under graduate programmes was 18.70, whereas mean score for the students of professional post graduate programmes was 19.20. The results of
“z” test indicate that this variation in mean scores is statistically *insignificant* at 0.05 level of significance.

H₀.₁₀² stands accepted.

**H₀.₁₀³** *Perception of students studying in traditional post graduate and professional post graduate programmes does not differ in terms of Worthwhile factor.*

A comparison of two groups on **Worthwhile** factor indicated that the mean score for the students of traditional post graduate programmes was 19.90, whereas mean score for the students of professional post graduate programmes was 19.20. The results of “z” test indicate that this variation in mean scores is statistically *insignificant* at 0.05 level of significance.

H₀.₁₀³ stands accepted.

**H₀.₁₀⁴** *Perception of students studying in professional under graduate and traditional post graduate programmes does not differ in terms of Worthwhile factor.*

<table>
<thead>
<tr>
<th>Professional under graduate</th>
<th>Traditional post graduate</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Mean=16.90)</td>
<td>&gt;0.01</td>
</tr>
<tr>
<td></td>
<td><em>(Z=5.41)</em></td>
</tr>
</tbody>
</table>

A comparison of two groups on **Worthwhile** factor indicated that the mean score for the students of professional under graduate programmes was 16.90, whereas mean score for the students of traditional post graduate programmes was 19.90. The results of “z” test indicate that this variation in mean scores is statistically *significant* at 0.01 level of significance.

H₀.₁₀⁴ stands rejected.
Students of traditional post graduate programmes perceive e-Learning to be more Worthwhile than the students of professional under graduate programmes.

**H₀.₁₀₅ Perception of students studying in professional under graduate and professional post graduate programmes does not differ in terms of Worthwhile factor.**

<table>
<thead>
<tr>
<th>Professional under graduate (Mean=16.90)</th>
<th>Professional post graduate (Mean=19.20)</th>
</tr>
</thead>
<tbody>
<tr>
<td><a href="Z=4.18">Professional post graduate &gt; 0.01</a></td>
<td></td>
</tr>
</tbody>
</table>

A comparison of two groups on **Worthwhile** factor indicated that the mean score for the students of professional under graduate programmes was 16.90, whereas mean score for the students of professional post graduate programmes was 19.20. The results of “z” test indicate that this variation in mean scores is statistically **significant** at 0.01 level of significance.

H₀.₁₀₅ stands rejected.

Students of professional post graduate programmes perceive e-Learning to be more **Worthwhile** than the students of professional under graduate programmes.
Factor 10: e-Learning efficacy

\[ H_{0.106} \text{ Perception of students studying in traditional and professional streams of education does not differ in terms of e-Learning efficacy factor.} \]

<table>
<thead>
<tr>
<th>Traditional</th>
<th>Traditional(&gt;0.01)</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Mean=15.69)</td>
<td>(Z=3.37)</td>
</tr>
<tr>
<td>Professional</td>
<td>(Mean=14.64)</td>
</tr>
</tbody>
</table>

A comparison of two groups on e-Learning efficacy factor indicated that the mean score for the students of traditional stream was 15.69, whereas mean score for the students of professional stream was 14.64. The results of “z” test indicate that this variation in mean scores is statistically significant at 0.01 level of significance.

\[ H_{0.106} \text{ stands rejected.} \]

Students of traditional stream perceive e-Learning efficacy to be more than the students of professional stream.

\[ H_{0.107} \text{ Perception of students studying in under graduate and post graduate programmes does not differ in terms of e-Learning efficacy factor.} \]

<table>
<thead>
<tr>
<th>Under graduate</th>
<th>Post graduate(&gt;0.01)</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Mean=14.69)</td>
<td>(Z=3.07)</td>
</tr>
<tr>
<td>Post graduate</td>
<td>(Mean=15.65)</td>
</tr>
</tbody>
</table>

A comparison of two groups on e-Learning efficacy factor indicated that the mean score for the students of under graduate programmes was 14.69, whereas mean score for the students of post graduate programmes was 15.65. The results of “z” test indicate that this variation in mean scores is statistically significant at 0.01 level of significance.
H\textsubscript{0.107} stands rejected.

Students of post graduate programmes perceive **e-Learning efficacy** to be more than the students of under graduate programmes.

\textit{H\textsubscript{0.108} Perception of students studying in traditional under graduate and traditional post graduate programmes does not differ in terms of e-Learning efficacy factor.}

A comparison of two groups on **e-Learning efficacy** factor indicated that the mean score for the students of traditional under graduate programmes was 15.44, whereas mean score for the students of traditional post graduate programmes was 15.95. The results of “z” test indicate that this variation in mean scores is statistically \textit{insignificant} at 0.05 level of significance.

H\textsubscript{0.108} stands accepted.

\textit{H\textsubscript{0.109} Perception of students studying in traditional under graduate and professional under graduate programmes does not differ in terms of e-Learning efficacy factor.}

<table>
<thead>
<tr>
<th>Traditional under graduate</th>
<th>Traditional under graduate&gt;0.01</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Mean=15.44)</td>
<td>(Z=3.47)</td>
</tr>
</tbody>
</table>

Professional under graduate
(Mean=13.90)

A comparison of two groups on **e-Learning efficacy** factor indicated that the mean score for the students of traditional under graduate programmes was 15.44, whereas mean score for the students of professional under graduate programmes was 13.90. The results of “z” test indicate that this variation in mean scores is statistically \textit{significant} at 0.01 level of significance.

H\textsubscript{0.109} stands rejected.

Students of traditional under graduate programmes perceive **e-Learning efficacy** to be more than the students of professional under graduate programmes.
**H₀₁₁₀** *Perception of students studying in traditional under graduate and professional post graduate programmes does not differ in terms of e-Learning efficacy factor.*

A comparison of two groups on e-Learning efficacy factor indicated that the mean score for the students of traditional under graduate programmes was 15.44, whereas mean score for the students of professional post graduate programmes was 15.40. The results of “z” test indicate that this variation in mean scores is statistically **insignificant** at 0.05 level of significance.

H₀₁₁₀ stands accepted.

**H₀₁₁₁** *Perception of students studying in traditional post graduate and professional post graduate programmes does not differ in terms of e-Learning efficacy factor.*

A comparison of two groups on e-Learning efficacy factor indicated that the mean score for the students of traditional post graduate programmes was 15.95, whereas mean score for the students of professional post graduate programmes was 15.40. The results of “z” test indicate that this variation in mean scores is statistically **insignificant** at 0.05 level of significance.

H₀₁₁₁ stands accepted.

**H₀₁₁₂** *Perception of students studying in professional under graduate and traditional post graduate programmes does not differ in terms of e-Learning efficacy factor.*

<table>
<thead>
<tr>
<th>Professional under graduate</th>
<th>Traditional post graduate</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Mean=13.90)</td>
<td>Traditional post graduate&gt;0.01 (Z=-4.42)</td>
</tr>
</tbody>
</table>

Traditional post graduate
A comparison of two groups on e-Learning efficacy factor indicated that the mean score for the students of professional under graduate programmes was 13.90, whereas mean score for the students of traditional post graduate programmes was 15.95. The results of “z” test indicate that this variation in mean scores is statistically significant at 0.01 level of significance.

H_{0.112} stands rejected.

Students of traditional post graduate programmes perceive e-Learning efficacy to be more than the students of professional under graduate programmes.

Factor 11: Interactive
H$_{0.114}$ Perception of students studying in traditional and professional streams of education does not differ in terms of Interactive factor.

<table>
<thead>
<tr>
<th>Stream</th>
<th>Mean</th>
<th>Statistic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Traditional</td>
<td>12.37</td>
<td>Z=7.98</td>
</tr>
<tr>
<td>Professional</td>
<td>10.48</td>
<td></td>
</tr>
</tbody>
</table>

A comparison of two groups on Interactive factor indicated that the mean score for the students of traditional stream was 12.37, whereas mean score for the students of professional stream was 10.48. The results of “z” test indicate that this variation in mean scores is statistically significant at 0.01 level of significance.

H$_{0.114}$ stands rejected.

Students of traditional stream perceive e-Learning to be more interactive than the students of professional stream.

H$_{0.115}$ Perception of students studying in under graduate and post graduate programmes does not differ in terms of Interactive factor.

<table>
<thead>
<tr>
<th>Programme</th>
<th>Mean</th>
<th>Statistic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Under graduate</td>
<td>11.04</td>
<td>Z=3.10</td>
</tr>
<tr>
<td>Post graduate</td>
<td>11.83</td>
<td></td>
</tr>
</tbody>
</table>

A comparison of two groups on Interactive factor indicated that the mean score for the students of under graduate programmes was 11.04, whereas mean score for the students of post graduate programmes was 11.83. The results of “z” test indicate that this variation in mean scores is statistically significant at 0.01 level of significance.

H$_{0.115}$ stands rejected.
Students of post graduate programmes perceive e-Learning to be more Interactive than the students of under graduate programmes.

\[ H_{0.116} \text{ Perception of students studying in traditional under graduate and traditional post graduate programmes does not differ in terms of Interactive factor.} \]

<table>
<thead>
<tr>
<th>Traditional under graduate</th>
<th>Traditional post graduate &gt; 0.05</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Mean = 12.10)</td>
<td>(Z = 2.08)</td>
</tr>
</tbody>
</table>

Traditional post graduate
(Mean = 12.70)

A comparison of two groups on Interactive factor indicated that the mean score for the students of traditional under graduate programmes was 12.10, whereas mean score for the students of traditional post graduate programmes was 12.70. The results of “z” test indicate that this variation in mean scores is statistically significant at 0.05 level of significance.

\[ H_{0.116} \text{ stands rejected.} \]

Students of traditional post graduate programmes perceive e-Learning to be more Interactive than the students of traditional under graduate programmes.

\[ H_{0.117} \text{ Perception of students studying in traditional under graduate and professional under graduate programmes does not differ in terms of Interactive factor.} \]

<table>
<thead>
<tr>
<th>Traditional under graduate</th>
<th>Traditional under graduate &gt; 0.01</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Mean = 12.10)</td>
<td>(Z = 5.98)</td>
</tr>
</tbody>
</table>

Professional under graduate
(Mean = 10.00)

A comparison of two groups on Interactive factor indicated that the mean score for the students of traditional under graduate programmes was 12.10, whereas mean score
for the students of professional under graduate programmes was 10.00. The results of “z” test indicate that this variation in mean scores is statistically significant at 0.01 level of significance.

$H_{0.117}$ stands rejected.

Students of traditional under graduate programmes perceive e-Learning to be more Interactive than the students of professional under graduate programmes.

$H_{0.118}$ **Perception of students studying in traditional under graduate and professional post graduate programmes does not differ in terms of Interactive factor.**

<table>
<thead>
<tr>
<th>Traditional under graduate (Mean=12.10)</th>
<th>Traditional under graduate $&gt;$ 0.01 $\ (Z=3.63)$</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Professional post graduate (Mean=11.00)</td>
</tr>
</tbody>
</table>

A comparison of two groups on Interactive factor indicated that the mean score for the students of traditional under graduate programmes was 12.10, whereas mean score for the students of professional post graduate programmes was 11.00. The results of “z” test indicate that this variation in mean scores is statistically significant at 0.01 level of significance.

$H_{0.118}$ stands rejected.

Students of traditional under graduate programmes perceive e-Learning to be more Interactive than the students of professional post graduate programmes.

$H_{0.119}$ **Perception of students studying in traditional post graduate and professional post graduate programmes does not differ in terms of Interactive factor.**

<table>
<thead>
<tr>
<th>Traditional post graduate (Mean=12.70)</th>
<th>Traditional post graduate $&gt;$ 0.01 $(Z=5.50)$</th>
</tr>
</thead>
</table>
Professional post graduate
(Mean=11.00)

A comparison of two groups on Interactive factor indicated that the mean score for the students of traditional post graduate programmes was 12.70, whereas mean score for the students of professional post graduate programmes was 11.00. The results of “z” test indicate that this variation in mean scores is statistically significant at 0.01 level of significance.

H_{0.119} stands rejected.

Students of traditional post graduate programmes perceive e-Learning to be more Interactive than the students of professional post graduate programmes.

H_{0.120} Perception of students studying in professional under graduate and traditional post graduate programmes does not differ in terms of Interactive factor.

<table>
<thead>
<tr>
<th>Professional under graduate (Mean=10.00)</th>
<th>Traditional post graduate (Mean=12.70)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Traditional post graduate&gt;0.01 (Z=7.62)</td>
</tr>
</tbody>
</table>

A comparison of two groups on Interactive factor indicated that the mean score for the students of professional under graduate programmes was 10.00, whereas mean score for the students of traditional post graduate programmes was 12.70. The results of “z” test indicate that this variation in mean scores is statistically significant at 0.01 level of significance.

H_{0.120} stands rejected.

Students of traditional post graduate programmes perceive e-Learning to be more Interactive than the students of professional under graduate programmes.

H_{0.121} Perception of students studying in professional under graduate and professional post graduate programmes does not differ in terms of Interactive factor.
A comparison of two groups on **Interactive** factor indicated that the mean score for the students of professional under graduate programmes was 10.00, whereas mean score for the students of professional post graduate programmes was 11.00. The results of “z” test indicate that this variation in mean scores is statistically **significant** at 0.01 level of significance.

\[ H_0.121 \] stands rejected.

Students of professional post graduate programmes perceive e-Learning to be more **Interactive** than the students of professional under graduate programmes.

**Factor 12: Effective**

\[ H_{0.122} \] **Perception of students studying in traditional and professional stream of education does not differ in terms of Effective factor.**

A comparison of two groups on **Effective** factor indicated that the mean score for the students of traditional stream was 17.85, whereas mean score for the students of professional stream was 17.92. The results of “z” test indicate that this variation in mean scores is statistically **insignificant** at 0.05 level of significance.

\[ H_{0.122} \] stands accepted.

\[ H_{0.123} \] **Perception of students studying in under graduate and post graduate programmes does not differ in terms of Effective factor.**
Post graduate
(Mean=18.81)

A comparison of two groups on Effective factor indicated that the mean score for the students of under graduate programmes was 16.96, whereas mean score for the students of post graduate programmes was 18.81. The results of “z” test indicate that this variation in mean scores is statistically significant at 0.01 level of significance.

H₀.₁₂₃ stands rejected.

Students of post graduate programmes perceive e-Learning to be more Effective than the students of under graduate programmes.

H₀.₁₂₄ Perception of students studying in traditional under graduate and traditional post graduate programmes does not differ in terms of Effective factor.

<table>
<thead>
<tr>
<th>Traditional under graduate (Mean=17.20)</th>
<th>Traditional post graduate (Mean=18.50)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Traditional post graduate&gt;0.01</td>
</tr>
<tr>
<td></td>
<td>(Z=2.95)</td>
</tr>
</tbody>
</table>

A comparison of two groups on Effective factor indicated that the mean score for the students of traditional under graduate programmes was 17.20, whereas mean score for the students of traditional post graduate programmes was 18.50. The results of “z” test indicate that this variation in mean scores is statistically significant at 0.01 level of significance.

H₀.₁₂₄ stands rejected.

Students of traditional post graduate programmes perceive e-Learning to be more Effective than the students of traditional under graduate programmes.

H₀.₁₂₅ Perception of students studying in traditional under graduate and professional under graduate programmes does not differ in terms of Effective factor.
A comparison of two groups on Effective factor indicated that the mean score for the students of traditional undergraduate programmes was 17.20, whereas mean score for the students of professional undergraduate programmes was 16.70. The results of “z” test indicate that this variation in mean scores is statistically insignificant at 0.05 level of significance.

$H_{0.125}$ stands accepted.

$H_{0.126}$ Perception of students studying in traditional undergraduate and professional post graduate programmes does not differ in terms of Effective factor.

<table>
<thead>
<tr>
<th>Traditional under graduate (Mean=17.20)</th>
<th>Professional post graduate $&gt;$0.01 (Z=4.14)</th>
</tr>
</thead>
</table>

A comparison of two groups on Effective factor indicated that the mean score for the students of traditional undergraduate programmes was 17.20, whereas mean score for the students of professional post graduate programmes was 19.10. The results of “z” test indicate that this variation in mean scores is statistically significant at 0.01 level of significance.

$H_{0.126}$ stands rejected.

Students of professional post graduate programmes perceive e-Learning to be more Effective than the students of traditional undergraduate programmes.

$H_{0.127}$ Perception of students studying in traditional post graduate and professional post graduate programmes does not differ in terms of Effective factor.

A comparison of two groups on Effective factor indicated that the mean score for the students of traditional post graduate programmes was 18.50, whereas mean score for the students of professional post graduate programmes was 19.10. The results of “z”
test indicate that this variation in mean scores is statistically insignificant at 0.05 level of significance.

H$_{0,127}$ stands accepted.

$H_{0,128}$ Perception of students studying in professional under graduate and traditional post graduate programmes does not differ in terms of Effective factor.

<table>
<thead>
<tr>
<th>Professional under graduate (Mean=16.70)</th>
<th>Traditional post graduate $&gt;$ 0.01 (Z=3.34)</th>
</tr>
</thead>
</table>

Traditional post graduate (Mean=18.50)

A comparison of two groups on Effective factor indicated that the mean score for the students of professional under graduate programmes was 16.70, whereas mean score for the students of traditional post graduate programmes was 18.50. The results of “z” test indicate that this variation in mean scores is statistically significant at 0.01 level of significance.

H$_{0,128}$ stands rejected.

Students of traditional post graduate programmes perceive e-Learning to be more Effective than the students of professional under graduate programmes.

$H_{0,129}$ Perception of students studying in professional under graduate and professional post graduate programmes does not differ in terms of Effective factor.

<table>
<thead>
<tr>
<th>Professional under graduate (Mean=16.70)</th>
<th>Professional post graduate $&gt;$ 0.01 (Z=4.36)</th>
</tr>
</thead>
</table>

Professional post graduate (Mean=19.10)
A comparison of two groups on Effective factor indicated that the mean score for the students of professional under graduate programmes was 16.70, whereas mean score for the students of professional post graduate programmes was 19.10. The results of “z” test indicate that this variation in mean scores is statistically significant at 0.01 level of significance.

\( H_{0.129} \) stands rejected.

Students of professional post graduate programmes perceive e-Learning to be more Effective than the students of professional under graduate programmes.

**Factor 13: Accessible**

\( H_{0.130} \) *Perception of students studying in traditional and professional streams of education does not differ in terms of Accessible factor.*

<table>
<thead>
<tr>
<th>Traditional (Mean=11.72)</th>
<th>Professional (Mean=10.62)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Traditional&gt;0.01</td>
<td>Professional&gt;0.01</td>
</tr>
<tr>
<td>(Z=4.47)</td>
<td>(Z=4.64)</td>
</tr>
</tbody>
</table>

A comparison of two groups on Accessible factor indicated that the mean score for the students of traditional stream was 11.72, whereas mean score for the students of professional stream was 10.62. The results of “z” test indicate that this variation in mean scores is statistically significant at 0.01 level of significance.

\( H_{0.130} \) stands rejected.

Students of traditional stream perceive e-Learning to be more Accessible than the students of professional stream.

\( H_{0.131} \) *Perception of students studying in under graduate and post graduate programmes does not differ in terms of Accessible factor.*

<table>
<thead>
<tr>
<th>Under graduate (Mean=10.60)</th>
<th>Post graduate (Mean=10.60)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Post graduate&gt;0.01</td>
<td>Post graduate&gt;0.01</td>
</tr>
<tr>
<td>(Z=4.64)</td>
<td>(Z=4.64)</td>
</tr>
</tbody>
</table>
A comparison of two groups on Accessible factor indicated that the mean score for the students of under graduate programmes was 10.60, whereas mean score for the students of post graduate programmes was 11.74. The results of “z” test indicate that this variation in mean scores is statistically significant at 0.01 level of significance.

$H_{0.131}$ stands rejected.

Students of post graduate programmes perceive e-Learning to be more Accessible than the students of under graduate programmes.

$H_{0.132}$ Perception of students studying in traditional under graduate and traditional post graduate programmes does not differ in terms of Accessible factor.

A comparison of two groups on Accessible factor indicated that the mean score for the students of traditional under graduate programmes was 11.40, whereas mean score for the students of traditional post graduate programmes was 12.00. The results of “z” test indicate that this variation in mean scores is statistically insignificant at 0.05 level of significance.

$H_{0.132}$ stands accepted.

$H_{0.133}$ Perception of students studying in traditional under graduate and professional under graduate programmes does not differ in terms of Accessible factor.
A comparison of two groups on Accessible factor indicated that the mean score for the students of traditional under graduate programmes was 11.40, whereas mean score for the students of professional under graduate programmes was 9.78. The results of “z” test indicate that this variation in mean scores is statistically significant at 0.01 level of significance.

H₀.₁₃₃ stands rejected.

Students of traditional under graduate programmes perceive e-Learning to be more Accessible than the students of professional under graduate programmes.

_H₀.₁₃₄ Perception of students studying in traditional under graduate and professional post graduate programmes does not differ in terms of Accessible factor._

A comparison of two groups on Accessible factor indicated that the mean score for the students of traditional under graduate programmes was 11.40, whereas mean score for the students of professional post graduate programmes was 11.50. The results of “z” test indicate that this variation in mean scores is statistically insignificant at 0.05 level of significance.

H₀.₁₃₄ stands accepted.

_H₀.₁₃₅ Perception of students studying in traditional post graduate and professional post graduate programmes does not differ in terms of Accessible factor._

A comparison of two groups on Accessible factor indicated that the mean score for the students of traditional post graduate programmes was 11.40, whereas mean score for the students of professional post graduate programmes was 11.50. The results of “z” test indicate that this variation in mean scores is statistically insignificant at 0.05 level of significance.

H₀.₁₃₅ stands accepted.

_H₀.₁₃₆ Perception of students studying in professional under graduate and traditional post graduate programmes does not differ in terms of Accessible factor._
A comparison of two groups on **Accessible** factor indicated that the mean score for the students of professional under graduate programmes was 9.78, whereas mean score for the students of traditional post graduate programmes was 12.00. The results of “z” test indicate that this variation in mean scores is statistically **significant** at 0.01 level of significance.

H_{0.136} stands rejected.

Students of traditional post graduate programmes perceive e-Learning to be more **Accessible** than the students of professional under graduate programmes.

\[ H_{0.137} \text{ Perception of students studying in professional under graduate and professional post graduate programmes does not differ in terms of Accessible factor.} \]

A comparison of two groups on **Accessible** factor indicated that the mean score for the students of professional under graduate programmes was 9.78, whereas mean score for the students of professional post graduate programmes was 11.50. The results of “z” test indicate that this variation in mean scores is statistically **significant** at 0.01 level of significance.

H_{0.137} stands rejected.

Students of professional post graduate programmes perceive e-Learning to be more **Accessible** than the students of professional under graduate programmes.
Factor 14: Challenging

*H*\textsubscript{0.138}  *Perception of students studying in traditional and professional streams of education does not differ in terms of Challenging factor.*

<table>
<thead>
<tr>
<th>Traditional (Mean=10.82)</th>
<th>Professional (Mean=9.81)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Traditional&gt;0.01</td>
<td></td>
</tr>
<tr>
<td>(Z=3.93)</td>
<td></td>
</tr>
</tbody>
</table>

A comparison of two groups on Challenging factor indicated that the mean score for the students of traditional stream was 10.82, whereas mean score for the students of professional stream was 9.81. The results of “z” test indicate that this variation in mean scores is statistically *significant* at 0.01 level of significance.

\textit{H*\textsubscript{0.138} stands rejected.}

Students of traditional stream perceive e-Learning to be more Challenging than the students of professional stream.

*H*\textsubscript{0.139}  *Perception of students studying in under graduate and post graduate programmes does not differ in terms of Challenging factor.*

<table>
<thead>
<tr>
<th>Under graduate (Mean=9.89)</th>
<th>Post graduate (Mean=10.74)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Post graduate&gt;0.01</td>
<td></td>
</tr>
<tr>
<td>(Z=3.29)</td>
<td></td>
</tr>
</tbody>
</table>

A comparison of two groups on Challenging factor indicated that the mean score for the students of under graduate programmes was 9.89, whereas mean score for the students of post graduate programmes was 10.74. The results of “z” test indicate that this variation in mean scores is statistically *significant* at 0.01 level of significance.

\textit{H*\textsubscript{0.139} stands rejected.}
Students of post graduate programmes perceive e-Learning to be more **Challenging** than the students of under graduate programmes.

*H₀₁₄₀ Perception of students studying in traditional under graduate and traditional post graduate programmes does not differ in terms of Challenging factor.*

<table>
<thead>
<tr>
<th>Traditional under graduate (Mean=10.40)</th>
<th>Traditional post graduate (Mean=11.30)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Traditional post graduate&gt;0.01</td>
</tr>
<tr>
<td></td>
<td>(Z=2.62)</td>
</tr>
</tbody>
</table>

A comparison of two groups on **Challenging** factor indicated that the mean score for the students of traditional under graduate programmes was 10.40, whereas mean score for students of traditional post graduate programmes was 11.30. The results of “z” test indicate that this variation in mean scores is statistically **significant** at 0.05 level of significance.

*H₀₃₄₀** stands rejected.

Students of traditional post graduate programmes perceive e-Learning to be more **Challenging** than the students of traditional under graduate programmes.

*H₀₁₄₁ Perception of students studying in traditional under graduate and professional under graduate programmes does not differ in terms of Challenging factor.*

<table>
<thead>
<tr>
<th>Traditional under graduate (Mean=10.40)</th>
<th>Professional under graduate (Mean=9.40)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Traditional under graduate&gt;0.01</td>
</tr>
<tr>
<td></td>
<td>(Z=2.71)</td>
</tr>
</tbody>
</table>

A comparison of two groups on **Challenging** factor indicated that the mean score for the students of traditional under graduate programmes was 10.40, whereas mean score for the students of professional under graduate programmes was 9.40. The results of
"z" test indicate that this variation in mean scores is statistically *significant* at 0.01 level of significance.

$H_{0.141}$ stands rejected.

Students of traditional under graduate programmes perceive e-Learning to be more **Challenging** than the students of professional under graduate programmes.

*$H_{0.142}$ Perception of students studying in traditional under graduate and professional post graduate programmes does not differ in terms of Challenging factor.*

A comparison of two groups on **Challenging** factor indicated that the mean score for the students of traditional under graduate programmes was 10.40, whereas mean score for the students of professional post graduate programmes was 10.20. The results of "z" test indicate that this variation in mean scores is statistically *insignificant* at 0.05 level of significance.

$H_{0.142}$ stands accepted.

*$H_{0.143}$ Perception of students studying in traditional post graduate and professional post graduate programmes does not differ in terms of Challenging factor.*

<table>
<thead>
<tr>
<th>Traditional post graduate (Mean=11.30)</th>
<th>Traditional post graduate $&gt;$ 0.01</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(Z=2.91)</td>
</tr>
<tr>
<td>Professional post graduate (Mean=10.20)</td>
<td></td>
</tr>
</tbody>
</table>

A comparison of two groups on **Challenging** factor indicated that the mean score for the students of traditional post graduate programmes was 11.30, whereas mean score for the students of professional post graduate programmes was 10.20. The results of "z" test indicate that this variation in mean scores is statistically *significant* at 0.01 level of significance.

$H_{0.143}$ stands rejected.
Students of traditional post graduate programmes perceive e-Learning to be more **Challenging** than the students of professional post graduate programmes.

**H0.144** *Perception of students studying in professional under graduate and traditional post graduate programmes does not differ in terms of Challenging factor.*

<table>
<thead>
<tr>
<th>Professional under graduate (Mean=9.40)</th>
<th>Traditional post graduate (Mean=11.30)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Traditional post graduate&gt;0.01 (Z=5.21)</td>
</tr>
</tbody>
</table>

A comparison of two groups on **Challenging** factor indicated that the mean score for the students of professional under graduate programmes was 9.40, whereas mean score for the students of traditional post graduate programmes was 11.30. The results of “z” test indicate that this variation in mean scores is statistically *significant* at 0.01 level of significance.

H0.144 stands rejected.

Students of traditional post graduate programmes perceive e-Learning to be more **Challenging** than the students of professional under graduate programmes.

**H0.145** *Perception of students studying in professional under graduate and professional post graduate programmes does not differ in terms of Challenging factor.*

<table>
<thead>
<tr>
<th>Professional under graduate (Mean=9.40)</th>
<th>Professional post graduate (Mean=10.20)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Professional post graduate&gt;0.05 (Z=2.38)</td>
</tr>
</tbody>
</table>

A comparison of two groups on **Challenging** factor indicated that the mean score for the students of professional under graduate programmes was 9.40, whereas mean score for the students of professional post graduate programmes was 10.20. The
results of “z” test indicate that this variation in mean scores is statistically significant at 0.05 level of significance.

H0.145 stands rejected.

Students of professional post graduate programmes perceive e-Learning to be more **Challenging** than the students of professional under graduate programmes.

**Factor 15: Easy to learn**

*H0.146 Perception of students studying in traditional and professional streams of education does not differ in terms of Easy to learn factor.*

<table>
<thead>
<tr>
<th>Traditional</th>
<th>Professional</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Mean=6.42)</td>
<td>Professional &gt;0.01</td>
</tr>
<tr>
<td></td>
<td>(Z=2.71)</td>
</tr>
</tbody>
</table>

Professional
(Mean=6.95)

A comparison of two groups on **Easy to learn** factor indicated that the mean score for the students of traditional stream was 6.42, whereas mean score for the students of professional stream was 6.95. The results of “z” test indicate that this variation in mean scores is statistically significant at 0.01 level of significance.

H0.146 stands rejected.

Students of professional stream perceive e-Learning to be more **Easy to learn** than the students of traditional stream.

*H0.147 Perception of students studying in under graduate and post graduate programmes does not differ in terms of Easy to learn factor.*

<table>
<thead>
<tr>
<th>Under graduate</th>
<th>Post graduate</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Mean=6.32)</td>
<td>Post graduate &gt;0.01</td>
</tr>
<tr>
<td></td>
<td>(Z=3.77)</td>
</tr>
</tbody>
</table>

Post graduate
(Mean=7.05)
A comparison of two groups on **Easy to learn** factor indicated that the mean score for the students of under graduate programmes was 6.32, whereas mean score for the students of post graduate programmes was 7.05. The results of “z” test indicate that this variation in mean scores is statistically **significant** at 0.01 level of significance.

H\_0.147 stands rejected.

Students of post graduate programmes perceive e-Learning to be more **Easy to learn** than the students of under graduate programmes.

\textit{H\_0.148 Perception of students studying in traditional under graduate and traditional post graduate programmes does not differ in terms of Easy to learn factor.}

A comparison of two groups on **Easy to learn** factor indicated that the mean score for the students of traditional under graduate programmes was 6.16, whereas mean score for the students of traditional post graduate programmes was 6.69. The results of “z” test indicate that this variation in mean scores is statistically insignificant at 0.05 level of significance.

H\_0.148 stands accepted.

\textit{H\_0.149 Perception of students studying in traditional under graduate and professional under graduate programmes does not differ in terms of Easy to learn factor.}

A comparison of two groups on **Easy to learn** factor indicated that the mean score for the students of traditional under graduate programmes was 6.16, whereas mean score for the students of professional under graduate programmes was 6.49. The results of “z” test indicate that this variation in mean scores is statistically insignificant at 0.05 level of significance.

H\_0.149 stands accepted.

\textit{H\_0.150 Perception of students studying in traditional under graduate and professional post graduate programmes does not differ in terms of Easy to learn factor.}

<table>
<thead>
<tr>
<th>Traditional under graduate</th>
<th>Professional post graduate $&gt;0.01$</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$(Z=4.67)$</td>
</tr>
</tbody>
</table>
Professional post graduate

(Mean=7.14)

A comparison of two groups on Easy to learn factor indicated that the mean score for the students of traditional under graduate programmes was 6.16, whereas mean score for the students of professional post graduate programmes was 7.41. The results of “z” test indicate that this variation in mean scores is statistically significant at 0.01 level of significance.

H\textsubscript{0.150} stands rejected.

Students of professional post graduate programmes perceive e-Learning to be more Easy to learn than the students of traditional under graduate programmes.

\textit{H\textsubscript{0.151} Perception of students studying in traditional post graduate and professional post graduate programmes does not differ in terms of Easy to learn factor.}

<table>
<thead>
<tr>
<th>Traditional post graduate (Mean=6.69)</th>
<th>Professional post graduate (Z=2.59)</th>
</tr>
</thead>
</table>

Professional post graduate

(Mean=7.41)

A comparison of two groups on Easy to learn factor indicated that the mean score for the students of traditional post graduate programmes was 6.69, whereas mean score for the students of professional post graduate programmes was 7.41. The results of “z” test indicate that this variation in mean scores is statistically significant at 0.01 level of significance.

H\textsubscript{0.151} stands rejected.

Students of professional post graduate programmes perceive e-Learning to be more Easy to learn than the students of traditional post graduate programmes.
Perception of students studying in professional under graduate and traditional post graduate programmes does not differ in terms of Easy to learn factor.

A comparison of two groups on Easy to learn factor indicated that the mean score for the students of professional under graduate programmes was 6.49, whereas mean score for the students of traditional post graduate programmes was 6.69. The results of “z” test indicate that this variation in mean scores is statistically insignificant at 0.05 level of significance.

H_{0.152} stands accepted.

Perception of students studying in professional under graduate and professional post graduate programmes does not differ in terms of Easy to learn factor.

A comparison of two groups on Easy to learn factor indicated that the mean score for the students of professional under graduate programmes was 6.49, whereas mean score for the students of professional post graduate programmes was 7.41. The results of “z” test indicate that this variation in mean scores is statistically significant at 0.01 level of significance.

H_{0.153} stands rejected.

Students of professional post graduate programmes perceive e-Learning to be more Easy to learn than the students of professional under graduate programmes.

Factor 16: Technical competence

Perception of students studying in traditional and professional streams of education does not differ in terms of Technical competence factor.

A comparison of two groups on Technical competence factor indicated that the mean score for the students of traditional stream was 3.44, whereas mean score for the
students of professional stream was 3.48. The results of “z” test indicate that this variation in mean scores is statistically insignificant at 0.05 level of significance.

H_{0.154} stands accepted.

\textit{H}_{0.155} Perception of students studying in under graduate and post graduate programmes does not differ in terms of Technical competence factor.

<table>
<thead>
<tr>
<th>Under graduate (Mean=3.23)</th>
<th>Post graduate (Mean=3.69)</th>
</tr>
</thead>
<tbody>
<tr>
<td>\text{Post graduate&gt;0.01}</td>
<td>\text{(Z=3.94)}</td>
</tr>
</tbody>
</table>

A comparison of two groups on \textbf{Technical competence} factor indicated that the mean score for the students of under graduate programmes was 3.23, whereas mean score for the students of post graduate programmes was 3.69. The results of “z” test indicate that this variation in mean scores is statistically significant at 0.01 level of significance.

H_{0.155} stands rejected.

Students of post graduate programmes perceive e-Learning to be more Technically competent than the students of under graduate programmes.

\textit{H}_{0.156} Perception of students studying in traditional under graduate and traditional post graduate programmes does not differ in terms of Technical competence factor.

<table>
<thead>
<tr>
<th>Traditional under graduate (Mean=3.25)</th>
<th>Traditional post graduate (Mean=3.63)</th>
</tr>
</thead>
<tbody>
<tr>
<td>\text{Traditional post graduate&gt;0.05}</td>
<td>\text{(Z=2.26)}</td>
</tr>
</tbody>
</table>
A comparison of two groups on Technical competence factor indicated that the mean score for the students of traditional under graduate programmes was 3.25, whereas mean score for the students of traditional post graduate programmes was 3.63. The results of “z” test indicate that this variation in mean scores is statistically significant at 0.05 level of significance.

$H_{0.156}$ stands rejected.

Students of traditional post graduate programmes perceive e-Learning to be more technically competent than the students of traditional under graduate programmes.

$H_{0.157}$ Perception of students studying in traditional under graduate and professional under graduate programmes does not differ in terms of Technical competence factor.

A comparison of two groups on Technical competence factor indicated that the mean score for the students of traditional under graduate programmes was 3.25, whereas mean score for the students of professional under graduate programmes was 3.21. The results of “z” test indicate that this variation in mean scores is statistically insignificant at 0.05 level of significance.

$H_{0.157}$ stands accepted.

$H_{0.158}$ Perception of students studying in traditional under graduate and professional post graduate programmes does not differ in terms of Technical competence factor.

<table>
<thead>
<tr>
<th>Traditional under graduate (Mean=3.25)</th>
<th>Professional post graduate $&gt;0.01$ (Z=3.17)</th>
</tr>
</thead>
</table>

A comparison of two groups on Technical competence factor indicated that the mean score for the students of traditional under graduate programmes was 3.25, whereas mean score for the students of professional post graduate programmes was 3.76. The
results of “z” test indicate that this variation in mean scores is statistically significant at 0.01 level of significance.

$H_{0.158}$ stands rejected.

Students of professional post graduate programmes perceive e-Learning to be more **Technically competent** than the students of traditional under graduate programmes. $H_{0.159}$ *Perception of students studying in traditional post graduate and professional post graduate programmes does not differ in terms of Technical competence factor.*

A comparison of two groups on **Technical competence** factor indicated that the mean score for the students of traditional post graduate programmes was 3.63, whereas mean score for the students of professional post graduate programmes was 3.76. The results of “z” test indicate that this variation in mean scores is statistically *insignificant* at 0.05 level of significance.

$H_{0.159}$ stands accepted.

$H_{0.160}$ *Perception of students studying in professional under graduate and traditional post graduate programmes does not differ in terms of Technical competence factor.*

<table>
<thead>
<tr>
<th>Professional under graduate (Mean=3.21)</th>
<th>Traditional post graduate (Mean=3.63)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Traditional post graduate $&gt;0.05$</td>
</tr>
<tr>
<td></td>
<td>$(Z=2.42)$</td>
</tr>
</tbody>
</table>

A comparison of two groups on **Technical competence** factor indicated that the mean score for the students of professional under graduate programmes was 3.21, whereas mean score for the students of traditional post graduate programmes was 3.63. The results of “z” test indicate that this variation in mean scores is statistically *significant* at 0.05 level of significance.

$H_{0.160}$ stands rejected.
Students of traditional post graduate programmes perceive e-Learning to be more **Technically competent** than the students of professional under graduate programmes.

*H₀.₁₆₁ Perception of students studying in professional under graduate and professional post graduate programmes does not differ in terms of Technical competence factor.*

\[
\begin{array}{|l|c|}
\hline
\text{Professional under graduate} & \text{Professional post graduate} > 0.01 \\
\text{(Mean=3.21)} & (Z=3.31) \\
\hline
\end{array}
\]

A comparison of two groups on **Technical competence** factor indicated that the mean score for the students of professional under graduate programmes was 3.21, whereas mean score for the students of professional post graduate programmes was 3.76. The results of “z” test indicate that this variation in mean scores is statistically **significant** at 0.01 level of significance.

*H₀.₁₆₁ stands rejected.*

Students of professional post graduate programmes perceive e-Learning to be more **Technically competent** than the students of professional under graduate programmes.

**Factor 17: Workable**

*H₀.₁₆₂ Perception of students studying in traditional and professional streams of education does not differ in terms of Workable factor.*

\[
\begin{array}{|l|c|}
\hline
\text{Traditional} & \text{Traditional} > 0.01 \\
\text{(Mean=7.79)} & (Z=2.70) \\
\hline
\end{array}
\]

Professional \\
(Mean=7.37)
A comparison of two groups on **Workable** factor indicated that the mean score for the students of traditional stream was 7.79, whereas mean score for the students of professional stream was 7.37. The results of “z” test indicate that this variation in mean scores is statistically **significant** at 0.01 level of significance.

H0.162 stands rejected.

Students of traditional stream perceive e-Learning to be more **Workable** than the students of professional stream.

\[ H_{0.163} \text{ Perception of students studying in under graduate and post graduate programmes does not differ in terms of Workable factor.} \]

<table>
<thead>
<tr>
<th>Under graduate (Mean=7.23)</th>
<th>Post graduate (Mean=7.94)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Post graduate&lt;0.01</td>
<td>(Z=4.64)</td>
</tr>
</tbody>
</table>

A comparison of two groups on **Workable** factor indicated that the mean score for the students of under graduate programmes was 7.23, whereas mean score for the students of post graduate programmes was 7.94. The results of “z” test indicate that this variation in mean scores is statistically **significant** at 0.01 level of significance.

H0.163 stands rejected.

Students of post graduate programmes perceive e-Learning to be more **Workable** than the students of under graduate programmes.

\[ H_{0.164} \text{ Perception of students studying in traditional under graduate and traditional post graduate programmes does not differ in terms of Workable factor.} \]

<table>
<thead>
<tr>
<th>Traditional under graduate (Mean=7.57)</th>
<th>Traditional post graduate (Mean=8.46)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Traditional post graduate&lt;0.01</td>
<td>(Z=3.59)</td>
</tr>
</tbody>
</table>
A comparison of two groups on Workable factor indicated that the mean score for the students of traditional under graduate programmes was 7.57, whereas mean score for the students of traditional post graduate programmes was 8.46. The results of “z” test indicate that this variation in mean scores is statistically significant at 0.01 level of significance.

H$_{0.164}$ stands rejected.

Students of traditional post graduate programmes perceive e-Learning to be more Workable than the students of traditional under graduate programmes.

$H_{0.165}$ Perception of students studying in traditional under graduate and professional under graduate programmes does not differ in terms of Workable factor.

<table>
<thead>
<tr>
<th>Traditional under graduate (Mean=7.57)</th>
<th>Traditional under graduate&gt;0.01 (Z=3.18)</th>
</tr>
</thead>
</table>

Professional under graduate
(Mean=6.89)

A comparison of two groups on Workable factor indicated that the mean score for the students of traditional under graduate programmes was 7.57, whereas mean score for the students of professional under graduate programmes was 6.89. The results of “z” test indicate that this variation in mean scores is statistically significant at 0.01 level of significance.

H$_{0.165}$ stands rejected.

Students of traditional under graduate programmes perceive e-Learning to be more Workable than the students of professional under graduate programmes.

$H_{0.166}$ Perception of students studying in traditional under graduate and professional post graduate programmes does not differ in terms of Workable factor.

<table>
<thead>
<tr>
<th>Traditional under graduate (Mean=7.57)</th>
<th>Professional post graduate&gt;0.01 (Z=2.70)</th>
</tr>
</thead>
</table>


A comparison of two groups on Workable factor indicated that the mean score for the students of traditional under graduate programmes was 7.57, whereas mean score for the students of professional post graduate programmes was 7.86. The results of “z” test indicate that this variation in mean scores is statistically significant at 0.01 level of significance.

$H_{0.166}$ stands rejected.

Students of professional post graduate programmes perceive e-Learning to be more Workable than the students of traditional under graduate programmes.

$H_{0.167}$ Perception of students studying in traditional post graduate and professional post graduate programmes does not differ in terms of Workable factor.

<table>
<thead>
<tr>
<th>Traditional post graduate (Mean=8.46)</th>
<th>Traditional post graduate $&gt;0.05$ (Z=2.41)</th>
<th>Professional post graduate (Mean=7.86)</th>
</tr>
</thead>
</table>

A comparison of two groups on Workable factor indicated that the mean score for the students of traditional post graduate programmes was 8.46, whereas mean score for the students of professional post graduate programmes was 7.86. The results of “z” test indicate that this variation in mean scores is statistically significant at 0.05 level of significance.

$H_{0.167}$ stands rejected.

Students of traditional post graduate programmes perceive e-Learning to be more Workable than the students of professional post graduate programmes.
Perception of students studying in professional under graduate and traditional post graduate programmes does not differ in terms of Workable factor.

A comparison of two groups on Workable factor indicated that the mean score for the students of professional under graduate programmes was 6.89, whereas mean score for the students of traditional post graduate programmes was 8.46. The results of “z” test indicate that this variation in mean scores is statistically significant at 0.01 level of significance.

H_0.168 stands rejected.

Students of traditional post graduate programmes perceive e-Learning to be more Workable than the students of professional under graduate programmes.

Perception of students studying in professional under graduate and professional post graduate programmes does not differ in terms of Workable factor.

A comparison of two groups on Workable factor indicated that the mean score for the students of professional under graduate programmes was 6.89, whereas mean score for the students of professional post graduate programmes was 7.86. The results of “z” test indicate that this variation in mean scores is statistically significant at 0.01 level of significance.
$H_{0.169}$ stands rejected.

Students of professional post graduate programmes perceive e-Learning to be more **Workable** than the students of professional under graduate programmes.

**Factor 18: Convenient**

$H_{0.170}$ *Perception of students studying in traditional and professional streams of education does not differ in terms of Convenient factor.*

<table>
<thead>
<tr>
<th>Traditional (Mean=11.04)</th>
<th>Professional (Mean=10.16)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Traditional &gt;0.01</td>
<td>(Z=3.92)</td>
</tr>
</tbody>
</table>

A comparison of two groups on **Convenient** factor indicated that the mean score for the students of traditional stream was 11.04, whereas mean score for the students of professional stream was 10.16. The results of “z” test indicate that this variation in mean scores is statistically **significant** at 0.01 level of significance.

$H_{0.170}$ stands rejected.

Students of traditional stream perceive e-Learning to be more **Convenient** than the students of professional stream.

$H_{0.171}$ *Perception of students studying in under graduate and post graduate programmes does not differ in terms of Convenient factor.*

<table>
<thead>
<tr>
<th>Under graduate (Mean=10.02)</th>
<th>Post graduate (Mean=11.18)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Post graduate&gt;0.01</td>
<td>(Z=5.19)</td>
</tr>
</tbody>
</table>

A comparison of two groups on **Convenient** factor indicated that the mean score for the students of under graduate programmes was 10.02, whereas mean score for the
students of post graduate programmes was 11.18. The results of “z” test indicate that this variation in mean scores is statistically \textit{significant} at 0.01 level of significance.

$H_{0.171}$ stands rejected.

Students of post graduate programmes perceive e-Learning to be more \textit{Convenient} than the students of under graduate programmes.

$H_{0.172}$ \textit{Perception of students studying in traditional under graduate and traditional post graduate programmes does not differ in terms of Convenient factor.}$

\begin{center}
\begin{tabular}{|l|c|}
\hline
Traditional under graduate & Traditional post graduate>0.01 \\
(Mean=10.60) & (Z=2.91) \\
\hline
\end{tabular}
\end{center}

Traditional post graduate
(Mean=11.50)

A comparison of two groups on \textit{Convenient} factor indicated that the mean score for the students of traditional under graduate programmes was 10.60, whereas mean score for the students of traditional post graduate programmes was 11.50. The results of “z” test indicate that this variation in mean scores is statistically \textit{significant} at 0.01 level of significance.

$H_{0.172}$ stands rejected.

Students of traditional post graduate programmes perceive e-Learning to be more \textit{Convenient} than the students of traditional under graduate programmes.

$H_{0.173}$ \textit{Perception of students of traditional under graduate and professional under graduate programmes does not differ in terms of Convenient factor.}$

\begin{center}
\begin{tabular}{|l|c|}
\hline
Traditional under graduate & Traditional under graduate>0.01 \\
(Mean=10.60) & (Z=4.01) \\
\hline
\end{tabular}
\end{center}

Professional under graduate
(Mean=9.41)
A comparison of two groups on Convenient factor indicated that the mean score for the students of traditional undergraduate programmes was 10.60, whereas mean score for the students of professional undergraduate programmes was 9.41. The results of “z” test indicate that this variation in mean scores is statistically significant at 0.01 level of significance.

$H_{0.173}$ stands rejected.

Students of traditional undergraduate programmes perceive e-Learning to be more Convenient than the students of professional undergraduate programmes.

$H_{0.174}$ Perception of students studying in traditional undergraduate and professional post graduate programmes does not differ in terms of Convenient factor.

A comparison of two groups on Convenient factor indicated that the mean score for the students of traditional undergraduate programmes was 10.60, whereas mean score for the students of professional post graduate programmes was 10.90. The results of “z” test indicate that this variation in mean scores is statistically insignificant at 0.05 level of significance.

$H_{0.174}$ stands accepted.

$H_{0.175}$ Perception of students studying in traditional post graduate and professional post graduate programmes does not differ in terms of Convenient factor.

A comparison of two groups on Convenient factor indicated that the mean score for the students of traditional post graduate programmes was 11.50, whereas mean score for the students of professional post graduate programmes was 10.90. The results of “z” test indicate that this variation in mean scores is statistically insignificant at 0.05 level of significance.

$H_{0.175}$ stands accepted.

$H_{0.176}$ Perception of students studying in professional undergraduate and traditional post graduate programmes does not differ in terms of Convenient factor.
A comparison of two groups on **Convenient** factor indicated that the mean score for the students of professional under graduate programmes was 9.41, whereas mean score for the students of traditional post graduate programmes was 11.50. The results of “z” test indicate that this variation in mean scores is statistically *significant* at 0.01 level of significance.

$H_{0.176}$ stands rejected.

Students of traditional post graduate programmes perceive e-Learning to be more **Convenient** than the students of professional under graduate programmes.

$H_{0.177}$ *Perception of students studying in professional under graduate and professional post graduate programmes does not differ in terms of Convenient factor.*

A comparison of two groups on **Convenient** factor indicated that the mean score for the students of professional under graduate programmes was 9.41, whereas mean score for the students of professional post graduate programmes was 10.90. The results of “z” test indicate that this variation in mean scores is statistically *significant* at 0.01 level of significance.

$H_{0.177}$ stands rejected.

Students of professional post graduate programmes perceive e-Learning to be more **Convenient** than the students of professional under graduate programmes.
The z-test was used to assess the difference between means on 8 dimensions based on the responses of students studying in traditional and professional streams of education. The details of 64 null hypotheses tested through z-test are as under:

**Dimension 1: Viable**

\( H_{0.178} \) *Perception of students studying in traditional and professional streams of education does not differ in terms of Viable dimension.*

<table>
<thead>
<tr>
<th>Dimension</th>
<th>Traditional (Mean=87.98)</th>
<th>Professional (Mean=78.91)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Viable</strong></td>
<td>Traditional &gt;0.01</td>
<td>Professional &gt;0.01</td>
</tr>
<tr>
<td></td>
<td>(Z=6.93)</td>
<td>(Z=-5.31)</td>
</tr>
</tbody>
</table>

A comparison of two groups on **Viable** dimension indicated that the mean score for the students of traditional stream was 87.98, whereas mean score for the students of professional stream was 78.91. The results of “z” test indicate that this variation in mean scores is statistically *significant* at 0.01 level of significance.

\( H_{0.178} \) stands rejected.

Students of traditional stream perceive e-Learning to be more **Viable** than the students of professional stream.

\( H_{0.179} \) *Perception of students studying in under graduate and post graduate programmes does not differ in terms of Viable dimension.*

<table>
<thead>
<tr>
<th>Dimension</th>
<th>Under graduate (Mean=79.89)</th>
<th>Post graduate (Mean=87.01)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Viable</strong></td>
<td>Post graduate &gt;0.01</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(Z=-5.31)</td>
<td></td>
</tr>
</tbody>
</table>

A comparison of two groups on **Viable** dimension indicated that the mean score for the students of under graduate programmes was 79.89, whereas mean score for the
students of post graduate programmes was 87.01. The results of “z” test indicate that this variation in mean scores is statistically significant at 0.01 level of significance.

$H_{0.179}$ stands rejected.

Students of post graduate programmes perceive e-Learning to be more Viable than the students of under graduate programmes.

$H_{0.180}$ Perception of students of traditional under graduate and traditional post graduate programmes does not differ in terms of Viable dimension.

<table>
<thead>
<tr>
<th>Traditional under graduate (Mean=85.68)</th>
<th>Traditional post graduate $&gt;$ 0.01 $(Z=-3.26)$</th>
</tr>
</thead>
</table>

Traditional post graduate (Mean=90.32)  
A comparison of two groups on Viable dimension indicated that the mean score for the students of traditional under graduate programmes was 85.68, whereas mean score for the students of traditional post-graduate programmes was 90.32. The results of “z” test indicate that this variation in mean scores is statistically significant at 0.01 level of significance.

$H_{0.180}$ stands rejected.

Students of traditional post graduate programmes perceive e-Learning to be more Viable than the students of traditional under graduate programmes.

$H_{0.181}$ Perception of students of traditional under graduate and professional under graduate programmes does not differ in terms of Viable dimension.

<table>
<thead>
<tr>
<th>Traditional under graduate (Mean=85.68)</th>
<th>Traditional under graduate $&gt;$ 0.01 $(Z=6.27)$</th>
</tr>
</thead>
</table>

Professional under graduate (Mean=74.11)
A comparison of two groups on Viable dimension indicated that the mean score for the students of traditional under graduate programmes was 85.68, whereas mean score for the students of professional under graduate group was 74.11. The results of “z” test indicate that this variation in mean scores is statistically significant at 0.01 level of significance.

H$_{0.181}$ stands rejected.

Students of traditional under graduate programmes perceive e-Learning to be more Viable than the students of professional under graduate programmes.

$H_{0.182}$ Perception of students studying in traditional under graduate and professional post graduate programmes does not differ in terms of Viable dimension.

A comparison of two groups on Viable dimension indicated that the mean score for the students of traditional under graduate programmes was 85.68, whereas mean score for the students of professional post graduate programmes was 83.71. The results of “z” test indicate that this variation in mean scores is statistically insignificant at 0.05 level of significance.

H$_{0.182}$ stands accepted.

$H_{0.183}$ Perception of students studying in traditional post graduate and professional post graduate programmes does not differ in terms of Viable dimension.

<table>
<thead>
<tr>
<th>Traditional post graduate (Mean=90.32)</th>
<th>Traditional post graduate&gt;0.01 (Z=3.88)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Professional post graduate (Mean=83.71)</td>
<td></td>
</tr>
</tbody>
</table>

A comparison of two groups on Viable dimension indicated that the mean score for the students of traditional post graduate programmes was 90.32, whereas mean score for the students of professional post graduate programmes was 83.71. The results of
“z” test indicate that this variation in mean scores is statistically significant at 0.01 level of significance.

H$_{0.183}$ stands rejected.

Students of traditional post graduate programmes perceive e-Learning to be more Viable than the students of professional post graduate programmes.

$H_{0.184}$ Perception of students of professional under graduate and traditional post graduate programmes does not differ in terms of Viable dimension.

<table>
<thead>
<tr>
<th>Professional under graduate (Mean=74.11)</th>
<th>Traditional post graduate (Mean=90.32)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Traditional post graduate&gt;0.01 (Z=8.49)</td>
</tr>
</tbody>
</table>

A comparison of two groups on Viable dimension indicated that the mean score for the students of professional under graduate programmes was 74.11, whereas mean score for the students of traditional post graduate programmes was 90.32. The results of “z” test indicate that this variation in mean scores is statistically significant at 0.01 level of significance.

H$_{0.184}$ stands rejected.

Students of traditional post graduate programmes perceive e-Learning to be more Viable than the students of professional under graduate programmes.

$H_{0.185}$ Perception of students studying in professional under graduate and professional post graduate programmes does not differ in terms of Viable dimension.

<table>
<thead>
<tr>
<th>Professional under graduate (Mean=74.11)</th>
<th>Professional post graduate (Mean=83.71)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Professional post graduate&gt;0.01 (Z=-4.63)</td>
</tr>
</tbody>
</table>
A comparison of two groups on **Viable** dimension indicated that the mean score for the students of professional under graduate programmes was 74.11 whereas mean score for the students of professional post graduate programmes was 83.71. The results of “z” test indicate that this variation in mean scores is statistically **significant** at 0.01 level of significance.

H$_{0.185}$ stands rejected.

Students of professional post graduate programmes perceive e-Learning to be more **Viable** than the students of professional under graduate programmes.

**Dimension 2: Dependable**

_H$_{0.186}$ Perception of students studying in traditional and professional streams of education does not differ in terms of Dependable dimension._

<table>
<thead>
<tr>
<th>Traditional</th>
<th>Mean=47.10</th>
<th>Professional</th>
<th>Mean=42.75</th>
</tr>
</thead>
<tbody>
<tr>
<td>Traditional &gt;0.01</td>
<td>(Z=5.70)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

A comparison of two groups on **Dependable** dimension indicated that the mean score for the students of traditional stream was 47.10, whereas mean score for the students of professional stream was 42.75. The results of “z” test indicate that this variation in mean scores is statistically **significant** at 0.01 level of significance.

H$_{0.186}$ stands rejected.

Students of traditional stream perceive e-Learning to be more **Dependable** than the students of professional stream.

_H$_{0.187}$ Perception of students studying in under graduate and post graduate programmes does not differ in terms of Dependable dimension._

A comparison of two groups on **Dependable** dimension indicated that the mean score for the students of under graduate programmes was 42.98, whereas mean score for the students of post graduate programmes was 46.87. The results of “z” test indicate that this variation in mean scores is statistically **insignificant** at 0.05 level of significance.
H\textsubscript{0.187} stands accepted.

\textit{H\textsubscript{0.188}} Perception of students studying in traditional under graduate and traditional post graduate programmes does not differ in terms of Dependable dimension.

A comparison of two groups on Dependable dimension indicated that the mean score for the students of traditional under graduate programmes was 45.97, whereas mean score for the students of traditional post graduate programmes was 48.23. The results of “z” test indicate that this variation in mean scores is statistically \textit{insignificant} at 0.05 level of significance.

H\textsubscript{0.188} stands accepted.

\textit{H\textsubscript{0.189}} Perception of students studying in traditional under graduate and professional under graduate programmes does not differ in terms of Dependable dimension.

<table>
<thead>
<tr>
<th>Traditional under graduate</th>
<th>Traditional under graduate &gt; 0.01</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Mean=45.97)</td>
<td>(Z=5.63)</td>
</tr>
<tr>
<td></td>
<td>Professional under graduate</td>
</tr>
<tr>
<td></td>
<td>(Mean=39.99)</td>
</tr>
</tbody>
</table>

A comparison of two groups on Dependable dimension indicated that the mean score for the students of traditional under graduate programmes was 45.97, whereas mean score for the students of professional under graduate programmes was 39.99 The results of “z” test indicate that this variation in mean scores is statistically significant at 0.01 level of significance.

H\textsubscript{0.189} stands rejected.

Students of traditional under graduate programmes perceive e-Learning to be more Dependable than the students of professional under graduate programmes.

\textit{H\textsubscript{0.190}} Perception of students of traditional under graduate and professional post graduate programmes does not differ in terms of Dependable dimension.
A comparison of two groups on **Dependable** dimension indicated that the mean score for the students of traditional under graduate programmes was 45.97, whereas mean score for the students of professional post graduate programmes was 45.51. The results of “z” test indicate that this variation in mean scores is statistically *insignificant* at 0.05 level of significance.

H$_{0.190}$ stands accepted.

**$H_{0.191}$ Perception of students studying in traditional post graduate and professional post graduate programmes does not differ in terms of Dependable dimension.**

<table>
<thead>
<tr>
<th>Traditional post graduate</th>
<th>Traditional post graduate $&gt; 0.01$</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Mean=48.23)</td>
<td>($Z=2.67$)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Professional post graduate</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>(Mean=45.51)</td>
<td></td>
</tr>
</tbody>
</table>

A comparison of two groups on **Dependable** dimension indicated that the mean score for the students of traditional post graduate programmes was 48.23, whereas mean score for the students of professional post graduate programmes was 45.51. The results of “z” test indicate that this variation in mean scores is statistically *significant* at 0.01 level of significance.

H$_{0.191}$ stands rejected.

Students of traditional post graduate programmes perceive e-Learning to be more **Dependable** than the students of professional post graduate programmes.

**$H_{0.192}$ Perception of students studying in professional under graduate and traditional post graduate programmes does not differ in terms of Dependable dimension.**

<table>
<thead>
<tr>
<th>Professional under graduate</th>
<th>Traditional post graduate $&gt; 0.01$</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Mean=39.99)</td>
<td>($Z=7.39$)</td>
</tr>
</tbody>
</table>
Traditional post graduate  
(Mean=48.23)

A comparison of two groups on Dependable dimension indicated that the mean score for the students of professional under graduate programmes was 39.99, whereas mean score for the students of traditional post graduate programmes was 48.23. The results of “z” test indicate that this variation in mean scores is statistically significant at 0.01 level of significance.

H_{0.192} stands rejected.

Students of traditional post graduate programmes perceive e-Learning to be more Dependable than the students of professional under graduate programmes.

\textbf{H}_{0.193} \textit{Perception of students studying in professional under graduate and professional post graduate programmes does not differ in terms of Dependable dimension.}

<table>
<thead>
<tr>
<th>Professional under graduate (Mean=39.99)</th>
<th>Professional post graduate (Mean=45.51)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Professional post graduate (&gt;0.01)</td>
</tr>
<tr>
<td></td>
<td>((Z= -4.64))</td>
</tr>
</tbody>
</table>

A comparison of two groups on Dependable dimension indicated that the mean score for the students of professional under graduate programmes was 39.99 whereas mean score for the students of professional post graduate programmes was 45.51. The results of “z” test indicate that this variation in mean scores is statistically significant at 0.01 level of significance.

H_{0.193} stands rejected.

Students of professional post graduate programmes perceive e-Learning to be more Dependable than the students of professional under graduate programmes.

\textbf{Dimension 3: Adaptable}

\textbf{H}_{0.194} \textit{Perception of students studying in traditional and professional streams of education does not differ in terms of Adaptable dimension.}
A comparison of two groups on Adaptable dimension indicated that the mean score for the students of traditional stream was 38.89, whereas mean score for the students of professional stream was 36.18. The results of “z” test indicate that this variation in mean scores is statistically significant at 0.01 level of significance.

$H_{0.194}$ stands rejected.

Students of traditional stream perceive e-Learning to be more Adaptable than the students of professional stream.

$H_{0.195}$ Perception of students studying in under graduate and post graduate programmes does not differ in terms of Adaptable dimension.

A comparison of two groups on Adaptable dimension indicated that the mean score for the students of under graduate programmes was 35.99, whereas mean score for the students of post graduate group was 39.08. The results of “z” test indicate that this variation in mean scores is statistically significant at 0.01 level of significance.

$H_{0.195}$ stands rejected.

Students of post graduate programmes perceive e-Learning to be more Adaptable than the students of under graduate programmes.

$H_{0.196}$ Perception of students studying in traditional under graduate and traditional post graduate programmes does not differ in terms of Adaptable dimension.
A comparison of two groups on Adaptable dimension indicated that the mean score for the students of traditional undergraduate programmes was 37.88, whereas mean score for the students of traditional postgraduate programmes was 39.90. The results of “z” test indicate that this variation in mean scores is statistically insignificant at 0.05 level of significance.

$H_{0.196}$ stands accepted.

$H_{0.197}$ Perception of students studying in traditional undergraduate and professional undergraduate programmes does not differ in terms of Adaptable dimension.

<table>
<thead>
<tr>
<th>Traditional undergraduate</th>
<th>Traditional under graduate $&gt; 0.01$</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Mean = 37.88)</td>
<td>(Z = 3.41)</td>
</tr>
</tbody>
</table>

Professional undergraduate

(Mean = 34.10)

A comparison of two groups on Adaptable dimension indicated that the mean score for the students of traditional undergraduate programmes was 37.88, whereas mean score for the students of professional postgraduate programmes was 38.26. The results of “z” test indicate that this variation in mean scores is statistically insignificant at 0.05 level of significance.

$H_{0.198}$ stands rejected.

Students of traditional undergraduate programmes perceive e-Learning to be more Adaptable than the students of professional undergraduate programmes.

$H_{0.199}$ Perception of students studying in traditional undergraduate and professional postgraduate programmes does not differ in terms of Adaptable dimension.

A comparison of two groups on Adaptable dimension indicated that the mean score for the students of traditional undergraduate group was 37.88, whereas mean score for the students of professional postgraduate programmes was 38.26. The results of “z” test indicate that this variation in mean scores is statistically insignificant at 0.05 level of significance.
H_{0.198} stands accepted.

\textbf{H}_{0.199} \textit{Perception of students studying in traditional post graduate and professional post graduate programmes does not differ in terms of Adaptable dimension.}

A comparison of two groups on \textit{Adaptable} dimension indicated that the mean score for the students of traditional post graduate programmes was 39.90, whereas mean score for the students of professional post graduate programmes was 38.26. The results of “z” test indicate that this variation in mean scores is statistically \textit{insignificant} at 0.05 level of significance.

H_{0.199} stands accepted.

\textbf{H}_{0.200} \textit{Perception of students studying in professional under graduate and traditional post graduate programmes does not differ in terms of Adaptable dimension.}

\begin{tabular}{|c|c|}
  \hline
  Professional under graduate & Traditional post graduate > 0.01 \\
  \textit{(Mean} = 34.10) & \textit{(Z} = 5.13) \\
  \hline
\end{tabular}

Traditional post graduate

\textit{(Mean} = 39.90)

A comparison of two groups on \textit{Adaptable} dimension indicated that the mean score for the students of professional under graduate programmes was 34.10, whereas mean score for the students of traditional post graduate programmes was 39.90. The results of “z” test indicate that this variation in mean scores is statistically \textit{significant} at 0.01 level of significance.

H_{0.200} stands rejected.

Students of traditional post graduate programmes perceive e-Learning to be more \textbf{Adaptable} than the students of professional under graduate programmes.

\textbf{H}_{0.201} \textit{Perception of students studying in professional under graduate and professional post graduate programmes does not differ in terms of Adaptable dimension.}
A comparison of two groups on Adaptable dimension indicated that the mean score for the students of professional under graduate programmes was 34.10 whereas mean score for the students of professional post graduate programmes was 38.26. The results of “z” test indicate that this variation in mean scores is statistically significant at 0.01 level of significance. 

\[ H_{0.201} \text{ stands rejected.} \]

Students of professional post graduate programmes perceive e-Learning to be more Adaptable than the students of professional under graduate programmes.

**Dimension 4: Inclusive**

\[ H_{0.202} \text{ Perception of students studying in traditional and professional streams of education does not differ in terms of Inclusive dimension.} \]

A comparison of two groups on Inclusive dimension indicated that the mean score for the students of traditional stream was 33.53, whereas mean score for the students of professional stream was 28.96. The results of “z” test indicate that this variation in mean scores is statistically significant at 0.01 level of significance.

\[ H_{0.202} \text{ stands rejected.} \]

Students of traditional stream perceive e-Learning to be more Inclusive than the students of professional stream.
**H_{0.203}** Perception of students studying in undergraduate and post graduate programmes does not differ in terms of Inclusive dimension.

<table>
<thead>
<tr>
<th>Under graduate (Mean=30.00)</th>
<th>Post graduate&gt;0.01 (Z= -4.21)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Post graduate (Mean=32.47)</td>
</tr>
</tbody>
</table>

A comparison of two groups on Inclusive dimension indicated that the mean score for the students of undergraduate programmes was 30.00, whereas mean score for the students of post graduate programmes was 32.47. The results of “z” test indicate that this variation in mean scores is statistically significant at 0.01 level of significance.

H_{0.203} stands rejected.

Students of post graduate programmes perceive e-Learning to be more Inclusive than the students of undergraduate programmes.

**H_{0.204}** Perception of students studying in traditional undergraduate and traditional post graduate programmes does not differ in terms of Inclusive dimension.

<table>
<thead>
<tr>
<th>Traditional under graduate (Mean=32.99)</th>
<th>Traditional post graduate&gt;0.05 (Z= -2.02)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Traditional post graduate (Mean=34.02)</td>
</tr>
</tbody>
</table>

A comparison of two groups on Inclusive dimension indicated that the mean score for the students of traditional undergraduate programmes was 32.99, whereas mean score for the students of traditional post graduate programmes was 34.02. The results of “z” test indicate that this variation in mean scores is statistically significant at 0.05 level of significance.
H$_{0.204}$ stands rejected.

Students of traditional post graduate programmes perceive e-Learning to be more **Inclusive** than the students of traditional under graduate programmes.

*H$_{0.205}$ Perception of students studying in traditional under graduate and professional under graduate programmes does not differ in terms of Inclusive dimension.*

<table>
<thead>
<tr>
<th>Traditional under graduate (Mean=32.99)</th>
<th>Traditional under graduate $&gt; 0.01$ $(Z = -4.64)$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional under graduate (Mean=27.01)</td>
<td></td>
</tr>
</tbody>
</table>

A comparison of two groups on **Inclusive** dimension indicated that the mean score for the students of traditional under graduate programmes was 32.99, whereas mean score for the students of professional under graduate programmes was 27.01. The results of “z” test indicate that this variation in mean scores is statistically **significant** at 0.01 level of significance.

H$_{0.205}$ stands rejected.

Students of traditional under graduate programmes perceive e-Learning to be more **Inclusive** than the students of professional under graduate programmes.

*H$_{0.206}$ Perception of students studying in traditional under graduate and professional post graduate programmes does not differ in terms of Inclusive dimension.*

<table>
<thead>
<tr>
<th>Traditional under graduate (Mean=32.99)</th>
<th>Traditional under graduate $&gt; 0.01$ $(Z = 3.06)$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional post graduate (Mean=30.92)</td>
<td></td>
</tr>
</tbody>
</table>

A comparison of two groups on **Inclusive** dimension indicated that the mean score for the students of traditional under graduate programmes was 32.99, whereas mean score for the students of professional post graduate programmes was 30.92. The results of
“z” test indicate that this variation in mean scores is statistically significant at 0.01 level of significance.

H$_{0.206}$ stands rejected.

Students of traditional under graduate programmes perceive e-Learning to be more Inclusive than the students of professional post graduate programmes.

$H_{0.207}$ Perception of students studying in traditional post graduate and professional post graduate programmes does not differ in terms of Inclusive dimension.

<table>
<thead>
<tr>
<th>Traditional post graduate</th>
<th>Traditional post graduate $&gt; 0.01$</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Mean=34.02)</td>
<td>(Z= 4.34)</td>
</tr>
</tbody>
</table>

Professional post graduate

(Mean=30.92)

A comparison of two groups on Inclusive dimension indicated that the mean score for the students of traditional post graduate programmes was 34.02, whereas mean score for the students of professional post graduate programmes was 30.92. The results of “z” test indicate that this variation in mean scores is statistically significant at 0.01 level of significance.

H$_{0.207}$ stands rejected.

The students of traditional post graduate programmes perceive e-Learning to be more Inclusive than the students of professional post graduate programmes.

$H_{0.208}$ Perception of students studying in professional under graduate and traditional post graduate programmes does not differ in terms of Inclusive dimension.

<table>
<thead>
<tr>
<th>Professional under graduate</th>
<th>Traditional post graduate $&gt; 0.01$</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Mean=27.01)</td>
<td>(Z=8.40)</td>
</tr>
</tbody>
</table>

Traditional post graduate

(Mean=34.02)
A comparison of two groups on **Inclusive** dimension indicated that the mean score for the students of professional under graduate programmes was 27.01, whereas mean score for the students of traditional post graduate programmes was 34.02. The results of “z” test indicate that this variation in mean scores is statistically significant at 0.01 level of significance.

\( H_{0.208} \) stands rejected.

Students of traditional post graduate programmes perceive e-Learning to be more **Inclusive** than the students of professional under graduate programmes.

\( H_{0.209} \) Perception of students studying in professional under graduate and professional post graduate programmes does not differ in terms of Inclusive dimension.

<table>
<thead>
<tr>
<th>Professional under graduate (Mean=27.01)</th>
<th>Professional post graduate (Mean=30.92)</th>
</tr>
</thead>
<tbody>
<tr>
<td>( Z = -4.08 )</td>
<td></td>
</tr>
</tbody>
</table>

A comparison of two groups on **Inclusive** dimension indicated that the mean score for the students of professional under graduate programmes was 27.01 whereas mean score for the students of professional post graduate programmes was 30.92. The results of “z” test indicate that this variation in mean scores is statistically significant at 0.01 level of significance.

\( H_{0.209} \) stands rejected.

Students of professional post graduate programmes perceive e-Learning to be more **Inclusive** than the students of professional under graduate programmes.

**Dimension 5: Power**

\( H_{0.210} \) Perception of students studying in traditional and professional streams of education does not differ in terms of Power dimension.

<table>
<thead>
<tr>
<th>Traditional (Mean=34.39)</th>
<th>Traditional&gt;0.01 (Z=3.36)</th>
</tr>
</thead>
</table>
A comparison of two groups on Power dimension indicated that the mean score for the students of traditional stream was 34.39, whereas mean score for the students of professional stream was 32.03. The results of “z” test indicate that this variation in mean scores is statistically significant at 0.01 level of significance.

$H_{0.210}$ stands rejected.

Students of traditional programmes perceive e-Learning to be having more Power than the students of professional programmes.

$H_{0.211}$ Perception of students studying in under graduate and post graduate programmes does not differ in terms of Power dimension.

<table>
<thead>
<tr>
<th>Under graduate (Mean=31.66)</th>
<th>Post graduate&gt;0.01</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(Z= -4.92)</td>
</tr>
</tbody>
</table>

A comparison of two groups on Power dimension indicated that the mean score for the students of under graduate programmes was 31.66, whereas mean score for the students of post graduate programmes was 34.76. The results of “z” test indicate that this variation in mean scores is statistically significant at 0.01 level of significance.

$H_{0.211}$ stands rejected.

Students of post graduate programmes perceive e-Learning to be having more Power than the students of under graduate programmes.

$H_{0.212}$ Perception of students studying in traditional under graduate and traditional post graduate programmes does not differ in terms of Power dimension.

A comparison of two groups on Power dimension indicated that the mean score for the students of traditional under graduate programmes was 33.39, whereas mean score for the students of traditional post graduate programmes was 35.40. The results of “z”
test indicate that this variation in mean scores is statistically *insignificant* at 0.05 level of significance.

$H_{0.212}$ stands accepted.

$H_{0.213}$ *Perception of students studying in traditional under graduate and professional under graduate programmes does not differ in terms of Power dimension.*

<table>
<thead>
<tr>
<th>Traditional under graduate</th>
<th>Traditional under graduate $&gt; 0.01$</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Mean=33.39)</td>
<td>(Z=4.03)</td>
</tr>
</tbody>
</table>

A comparison of two groups on **Power** dimension indicated that the mean score for the students of traditional under graduate programmes was 33.39, whereas mean score for the students of professional under graduate programmes was 29.94. The results of “z” test indicate that this variation in mean scores is statistically *significant* at 0.01 level of significance.

$H_{0.213}$ stands rejected.

Students of traditional under graduate programmes perceive e-Learning to be having more **Power** than the students of professional under graduate programmes.

$H_{0.214}$ *Perception of students studying in traditional under graduate and professional post graduate programmes does not differ in terms of Power dimension.*

A comparison of two groups on **Power** dimension indicated that the mean score for the students of traditional under graduate programmes was 33.39, whereas mean score for the students of professional post graduate programmes was 34.13. The results of “z” test indicate that this variation in mean scores is statistically *insignificant* at 0.05 level of significance.

$H_{0.214}$ stands accepted.
$H_{0.215}$ Perception of students studying in traditional post graduate and professional post graduate programmes does not differ in terms of Power dimension.

A comparison of two groups on Power dimension indicated that the mean score for the students of traditional post graduate programmes was 35.40, whereas mean score for the students of professional post graduate programmes was 34.13. The results of “z” test indicate that this variation in mean scores is statistically insignificant at 0.05 level of significance.

$H_{0.215}$ stands accepted.

$H_{0.216}$ Perception of students studying in professional under graduate and traditional post graduate programmes does not differ in terms of Power dimension.

<table>
<thead>
<tr>
<th>Professional under graduate (Mean=29.94)</th>
<th>Traditional post graduate&gt;0.01 (Z=5.92)</th>
</tr>
</thead>
</table>

A comparison of two groups on Power dimension indicated that the mean score for the students of professional under graduate programmes was 29.94, whereas mean score for the students of traditional post graduate programmes was 35.40. The results of “z” test indicate that this variation in mean scores is statistically significant at 0.01 level of significance.

$H_{0.216}$ stands rejected.

Students of traditional post graduate programmes perceive e-Learning to be having more Power than the students of professional under graduate programmes.

$H_{0.217}$ Perception of students studying in professional under graduate and professional post graduate programmes does not differ in terms of Power dimension.
A comparison of two groups on **Power** dimension indicated that the mean score for the students of professional under graduate programmes was 29.94 whereas mean score for the students of professional post graduate programmes was 34.13. The results of “z” test indicate that this variation in mean scores is statistically *significant* at 0.01 level of significance.

$H_{0.217}$ stands rejected.

Students of professional post graduate programmes perceive e-Learning to be having more **Power** than the students of professional under graduate programmes.

**Dimension 6: Pertinent**

$H_{0.218}$ *Perception of students studying in traditional and professional streams of education does not differ in terms of Pertinent dimension.*

A comparison of two groups on **Pertinent** dimension indicated that the mean score for the students of traditional stream was 36.79, whereas mean score for the students of professional stream was 35.90. The results of “z” test indicate that this variation in mean scores is statistically *insignificant* at 0.05 level of significance.

$H_{0.218}$ stands accepted.

$H_{0.219}$ *Perception of students studying in under graduate and post graduate programmes does not differ in terms of Pertinent dimension.*
A comparison of two groups on **Pertinent** dimension indicated that the mean score for the students of under graduate programmes was 34.65, whereas mean score for the students of post graduate programmes was 38.02. The results of “z” test indicate that this variation in mean scores is statistically **significant** at 0.01 level of significance.

H$_{0.219}$ stands rejected.

Students of post graduate programmes perceive e-Learning to be more **Pertinent** than the students of under graduate programmes.

**H$_{0.220}$**  *Perception of students studying in traditional under graduate and traditional post graduate programmes does not differ in terms of Pertinent dimension.*

<table>
<thead>
<tr>
<th>Traditional under graduate</th>
<th>Traditional post graduate$&gt;0.01$</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Mean=35.49)</td>
<td>(Z=3.75)</td>
</tr>
</tbody>
</table>

A comparison of two groups on **Pertinent** dimension indicated that the mean score for the students of traditional under graduate programmes was 35.49, whereas mean score for the students of traditional post graduate programmes was 38.04. The results of “z” test indicate that this variation in mean scores is statistically **significant** at 0.01 level of significance.

H$_{0.220}$ stands rejected.

Students of traditional post graduate programmes perceive e-Learning to be more **Pertinent** than the students of traditional under graduate programmes.

**H$_{0.221}$**  *Perception of students studying in traditional under graduate and professional under graduate programmes does not differ in terms of Pertinent dimension.*

A comparison of two groups on **Pertinent** dimension indicated that the mean score for the students of traditional under graduate programmes was 35.49, whereas mean score for the students of professional under graduate programmes was 33.81. The
results of “z” test indicate that this variation in mean scores is statistically insignificant at 0.05 level of significance.

H$_{0.221}$ stands accepted.

$H_{0.222}$ Perception of students studying in traditional under graduate and professional post graduate programmes does not differ in terms of Pertinent dimension.

<table>
<thead>
<tr>
<th>Traditional under graduate (Mean=35.49)</th>
<th>Professional post graduate (Mean=38.00)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Professional post graduate&gt;0.01 (Z= -3.33)</td>
</tr>
</tbody>
</table>

A comparison of two groups on Pertinent dimension indicated that the mean score for the students of traditional under graduate programmes was 35.49, whereas mean score for the students of professional post graduate programmes was 38.00. The results of “z” test indicate that this variation in mean scores is statistically significant at 0.01 level of significance.

H$_{0.222}$ stands rejected.

Students of professional post graduate programmes perceive e-Learning to be more Pertinent than the students of traditional under graduate programmes.

$H_{0.223}$ Perception of students studying in traditional post graduate and professional post graduate programmes does not differ in terms of Pertinent dimension.

A comparison of two groups on Pertinent dimension indicated that the mean score for the students of traditional post graduate programmes was 38.04, whereas mean score for the students of professional post graduate programmes was 38.00. The results of “z” test indicate that this variation in mean scores is statistically insignificant at 0.05 level of significance.

H$_{0.223}$ stands accepted.

$H_{0.224}$ Perception of students studying in professional under graduate and traditional post graduate programmes does not differ in terms of Pertinent dimension.
Traditional post graduate
(Mean=38.04)

A comparison of two groups on **Pertinent** dimension indicated that the mean score for the students of professional under graduate programmes was 33.81, whereas mean score for the students of traditional post graduate programmes was 38.04. The results of “z” test indicate that this variation in mean scores is statistically **significant** at 0.01 level of significance.

H0.224 stands rejected.

Students of traditional post graduate programmes perceive e-Learning to be more **Pertinent** than the students of professional under graduate programmes.

\[ H_{0.225} \text{Perception of students studying in professional under graduate and professional post graduate programmes does not differ in terms of Pertinent dimension.} \]

Professional under graduate
(Mean=33.81)

Professional post graduate
(Mean=38.00)

A comparison of two groups on **Pertinent** dimension indicated that the mean score for the students of professional under graduate programmes was 33.81 whereas mean score for the students of professional post graduate programmes was 38.00. The results of “z” test indicate that this variation in mean scores is statistically **significant** at 0.01 level of significance.

H0.225 stands rejected.
Students of professional post graduate programmes perceive e-Learning to be more **Pertinent** than the students of professional under graduate programmes.

**Dimension 7: Challenging**

\[ H_{0.226} \quad \text{Perception of students studying in traditional and professional streams of education does not differ in terms of Challenging dimension.} \]

<table>
<thead>
<tr>
<th>Traditional (Mean=10.82)</th>
<th>Traditional(&gt;0.01)</th>
<th>(Z=3.93)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional (Mean=9.81)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

A comparison of two groups on **Challenging** dimension indicated that the mean score for the students of traditional stream was 10.82, whereas mean score for the students of professional stream was 9.81. The results of “z” test indicate that this variation in mean scores is statistically **significant** at 0.01 level of significance.

\[ H_{0.226} \] stands rejected.

Students of traditional stream perceive e-Learning to be more **Challenging** than the students of professional stream.

\[ H_{0.227} \quad \text{Perception of students studying in under graduate and post graduate programmes does not differ in terms of Challenging dimension.} \]

<table>
<thead>
<tr>
<th>Under graduate (Mean=9.89)</th>
<th>Post graduate(&gt;0.01)</th>
<th>(Z=-3.29)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Post graduate (Mean=10.74)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

A comparison of two groups on **Challenging** dimension indicated that the mean score for the students of under graduate programmes was 9.89, whereas mean score for the students of post graduate programmes was 10.74. The results of “z” test indicate that this variation in mean scores is statistically **significant** at 0.01 level of significance.
$H_{0.227}$ stands rejected.

Students of post graduate programmes perceive e-Learning to be more **Challenging** than the students of under graduate programmes.

$H_{0.228}$ *Perception of students studying in traditional under graduate and traditional post graduate programmes does not differ in terms of Challenging dimension.*

<table>
<thead>
<tr>
<th>Traditional under graduate (Mean=10.38)</th>
<th>Traditional post graduate (Mean=11.26)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Traditional post graduate&gt;0.05</td>
<td>(Z= -2.36)</td>
</tr>
</tbody>
</table>

A comparison of two groups on **Challenging** dimension indicated that the mean score for the students of traditional under graduate programmes was 10.38, whereas mean score for the students of traditional post graduate programmes was 11.26. The results of “z” test indicate that this variation in mean scores is statistically **significant** at 0.05 level of significance.

$H_{0.228}$ stands rejected.

Students of traditional post graduate programmes perceive e-Learning to be more **Challenging** than the students of traditional under graduate programmes.

$H_{0.229}$ *Perception of students studying in traditional under graduate and professional under graduate programmes does not differ in terms of Challenging dimension.*

<table>
<thead>
<tr>
<th>Traditional under graduate (Mean=10.38)</th>
<th>Traditional under graduate&gt;0.01 (Z= 2.71)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional under graduate (Mean=9.40)</td>
<td></td>
</tr>
</tbody>
</table>

A comparison of two groups on **Challenging** dimension indicated that the mean score for the students of traditional under graduate programmes was 10.38, whereas mean score for the students of professional under graduate programmes was 9.40. The
results of “z” test indicate that this variation in mean scores is statistically **significant** at 0.01 level of significance.

H\(_{0.229}\) stands rejected.

Students of traditional under graduate programmes perceive e-Learning to be more **Challenging** than the students of professional under graduate programmes.

\(H_{0.230}\) **Perception of students studying in traditional under graduate and professional post graduate programmes does not differ in terms of Challenging dimension.**

A comparison of two groups on **Challenging** dimension indicated that the mean score for the students of traditional under graduate programmes was 10.38, whereas mean score for the students of professional post graduate programmes was 10.22. The results of “z” test indicate that this variation in mean scores is statistically **insignificant** at 0.05 level of significance.

H\(_{0.230}\) stands accepted.

\(H_{0.231}\) **Perception of students studying in traditional post graduate and professional post graduate programmes does not differ in terms of Challenging dimension.**

<table>
<thead>
<tr>
<th>Traditional post graduate (Mean=11.26)</th>
<th>Traditional post graduate&gt;0.01 (Z= 2.91)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional post graduate (Mean=10.22)</td>
<td></td>
</tr>
</tbody>
</table>

A comparison of two groups on **Challenging** dimension indicated that the mean score for the students of traditional post graduate programmes was 11.26, whereas mean score for the students of professional post graduate programmes was 10.22. The results of “z” test indicate that this variation in mean scores is statistically **significant** at 0.01 level of significance.

H\(_{0.231}\) stands rejected.

Students of traditional post graduate programmes perceive e-Learning to be more **Challenging** than the students of professional post graduate programmes.
A comparison of two groups on **Challenging** dimension indicated that the mean score for the students of professional under graduate programmes was 9.4, whereas mean score for the students of traditional post graduate programmes was 11.26. The results of “z” test indicate that this variation in mean scores is statistically **significant** at 0.01 level of significance.

H\textsubscript{0.232} stands rejected.

Students of traditional post graduate programmes perceive e-Learning to be more **Challenging** than the students of professional under graduate programmes.

A comparison of two groups on **Challenging** dimension indicated that the mean score for the students of professional under graduate programmes was 9.4 whereas mean score for the students of professional post graduate programmes was 10.22. The results of “z” test indicate that this variation in mean scores is statistically **significant** at 0.05 level of significance.
Students of professional post graduate programmes perceive e-Learning to be more **Challenging** than the students of professional under graduate programmes.

**Dimension 8: Equitable**

\(H_{0.234}\) *Perception of students studying in traditional and professional streams of education does not differ in terms of Equitable dimension.*

<table>
<thead>
<tr>
<th></th>
<th>Equitable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Traditional</td>
<td>Mean=18.73</td>
</tr>
<tr>
<td>Professional</td>
<td>Mean=17.83</td>
</tr>
</tbody>
</table>

A comparison of two groups on **Equitable** dimension indicated that the mean score for the students of traditional stream was 18.73, whereas mean score for the students of professional stream was 17.83. The results of “z” test indicate that this variation in mean scores is statistically **significant** at 0.01 level of significance.

\(H_{0.234}\) stands rejected.

Students of traditional stream perceive e-Learning to be more **Equitable** than the students of professional stream.
Perception of students studying in under graduate and post graduate programmes does not differ in terms of Equitable dimension.

<table>
<thead>
<tr>
<th>Under graduate (Mean=17.47)</th>
<th>Post graduate (Mean=19.09)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Post graduate&gt;0.01</td>
<td>(Z= -4.67)</td>
</tr>
</tbody>
</table>

A comparison of two groups on Equitable dimension indicated that the mean score for the students of under graduate programmes was 17.47, whereas mean score for the students of post graduate programmes was 19.09. The results of “z” test indicate that this variation in mean scores is statistically significant at 0.01 level of significance.

H0.235 stands rejected.

Students of post graduate programmes perceive e-Learning to be more Equitable than the students of under graduate programmes.

Perception of students studying in traditional under graduate and traditional post graduate programmes does not differ in terms of Equitable dimension.

<table>
<thead>
<tr>
<th>Traditional under graduate (Mean=18.30)</th>
<th>Traditional post graduate (Mean=19.16)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Traditional post graduate&gt;0.05</td>
<td>(Z= -2.24)</td>
</tr>
</tbody>
</table>

A comparison of two groups on Equitable dimension indicated that the mean score for the students of traditional under graduate programmes was 18.30, whereas mean score for the students of traditional post graduate programmes was 19.16. The results of “z” test indicate that this variation in mean scores is statistically significant at 0.05 level of significance.

H0.236 stands rejected.
Students of traditional post graduate programmes perceive e-Learning to be more **Equitable** than the students of traditional under graduate programmes.

**H₀.237** Perception of students studying in traditional under graduate and professional under graduate programmes does not differ in terms of **Equitable** dimension.

<table>
<thead>
<tr>
<th>Traditional under graduate (Mean=18.30)</th>
<th>Traditional under graduate &gt; 0.01 (Z=3.39)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Professional under graduate (Mean=16.44)</td>
</tr>
</tbody>
</table>

A comparison of two groups on **Equitable** dimension indicated that the mean score for the students of traditional under graduate programmes was 18.30, whereas mean score for the students of professional under graduate programmes was 16.44. The results of “z” test indicate that this variation in mean scores is statistically **significant** at 0.01 level of significance.

H₀.237 stands rejected.

Students of traditional under graduate programmes perceive e-Learning to be more **Equitable** than the students of professional under graduate programmes.

**H₀.238** Perception of students studying in traditional under graduate and professional post graduate programmes does not differ in terms of **Equitable** dimension.

A comparison of two groups on **Equitable** dimension indicated that the mean score for the students of traditional under graduate programmes was 18.30, whereas mean score for the students of professional post graduate programmes was 19.02. The results of “z” test indicate that this variation in mean scores is statistically **insignificant** at 0.05 level of significance.

H₀.238 stands accepted.
Perception of students studying in traditional post graduate and professional post graduate programmes does not differ in terms of Equitable dimension.

A comparison of two groups on Equitable dimension indicated that the mean score for the students of traditional post graduate programmes was 19.16, whereas mean score for the students of professional post graduate programmes was 19.02. The results of “z” test indicate that this variation in mean scores is statistically insignificant at 0.05 level of significance.

H₀.239 stands accepted.

Perception of students studying in professional under graduate and traditional post graduate programmes does not differ in terms of Equitable dimension.

<table>
<thead>
<tr>
<th>Professional under graduate (Mean=16.44)</th>
<th>Traditional post graduate (Mean=19.16)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Traditional post graduate&gt;0.01</td>
</tr>
<tr>
<td></td>
<td>(Z=4.98)</td>
</tr>
</tbody>
</table>

A comparison of two groups on Equitable dimension indicated that the mean score for the students of professional under graduate programmes was 16.44, whereas mean score for the students of traditional post graduate programmes was 19.16. The results of “z” test indicate that this variation in mean scores is statistically significant at 0.01 level of significance.

H₀.240 stands rejected.

Students of traditional post graduate programmes perceive e-Learning to be more Equitable than the students of professional under graduate programmes.

Perception of students studying in professional under graduate and professional post graduate programmes does not differ in terms of Equitable dimension.
A comparison of two groups on **Equitable** dimension indicated that the mean score for the students of professional under graduate programmes was 16.44 whereas mean score for the students of professional post graduate programmes was 19.02. The results of “z” test indicate that this variation in mean scores is statistically **significant** at 0.01 level of significance.

H$_{0.241}$ stands rejected.

Students of professional post graduate programmes perceive e-Learning to be more **Equitable** than the students of professional under graduate programmes.

### 4.2 Summary of Results

1. Factor analysis revealed that students perceive that e-Learning has 18 factors i.e., Comprehensive, Flexibility, Engaging, Empowering, User friendly, Suitable, Culturally fair, Feasible, Worthwhile, E-Learning efficacy, Interactive, Effective, Accessible, Challenging, Easy to learn, Technical competence, Workable and Convenient.

2. Second order factor analysis revealed that 18 factors can be classified into 8 dimensions i.e., Viable, Dependable, Adaptable, Inclusive, Power, Pertinent, Challenging and Equitable.

3. Students of traditional stream perceive e-Learning to be higher in terms of Comprehensive, Flexibility, Engaging, Empowering, User friendly, Suitable, Culturally fair, Feasible, Worthwhile, E-Learning efficacy, Interactive, Accessible, Challenging, Easy to learn, Workable and Convenient factors than the students of professional stream.
4. Students of post graduate programmes perceive e-Learning to be higher in terms of Comprehensive, Flexibility, Engaging, Empowering, User friendly, Suitable, Culturally fair, Feasible, Worthwhile, E-Learning efficacy, Interactive, Effective, Accessible, Challenging, Easy to learn, Technical competence, Workable and Convenient factors than the students of under graduate programmes.

5. Students of traditional post graduate programmes perceive e-Learning to be higher in terms of Engaging, Empowering, User friendly, Suitable, Worthwhile, Interactive, Effective, Challenging, Technical competence, Workable and Convenient factors than the students of traditional under graduate programmes.

6. Students of traditional under graduate programmes perceive e-Learning to be higher in terms of Comprehensive, Flexibility, Engaging, Empowering, User friendly, Culturally fair, Feasible, Worthwhile, E-Learning efficacy, Interactive, Accessible, Challenging, Workable and Convenient factors than the students of professional under graduate programmes.

7. Students of traditional under graduate programmes perceive e-Learning to be higher in terms of Comprehensive, Interactive, Effective, Easy to learn and Technical competence factors than the students of professional post graduate programmes.

8. Students of traditional post graduate programmes perceive e-Learning to be higher in terms of Comprehensive, Engaging, User friendly, Culturally fair, Feasible, Interactive, Challenging, Easy to learn and Workable factors than the students of professional post graduate programmes.

9. Students of professional post graduate programmes perceive e-Learning to be higher in terms of Easy to learn factor than the students of traditional post graduate programmes.

10. Students of traditional post graduate programmes perceive e-Learning to be higher in terms of Comprehensive, Flexibility, Engaging, Empowering, User friendly, Suitable, Culturally fair, Feasible, Worthwhile, E-Learning efficacy, Interactive, Effective, Accessible, Challenging, Technical competence, Workable and Convenient factors than the students of professional under graduate programmes.
11. Students of professional post graduate programmes perceive e-Learning to be higher in terms of Comprehensive, Flexibility, Engaging, Empowering, User friendly, Suitable, Culturally fair, Feasible, Worthwhile, E-Learning efficacy, Interactive, Effective, Accessible, Challenging, Easy to learn, Technical competence, Workable and Convenient factors than the students of professional under graduate programmes.

12. Students of traditional stream perceive e-Learning to be higher in terms of Viable, Dependable, Adaptable, Inclusive, Power, Challenging and Equitable dimensions than the students of professional stream.

13. Students of post graduate programmes perceive e-Learning to be higher in terms of Viable, Adaptable, Inclusive, Power, Pertinent, Challenging and Equitable dimensions than the students of under graduate programmes.

14. Students of traditional post graduate programmes perceive e-Learning to be higher in terms of Viable, Inclusive, Pertinent, Challenging and Equitable dimensions than the students of traditional under graduate programmes.

15. Students of traditional under graduate programmes perceive e-Learning to be higher in terms of Viable, Dependable, Adaptable, Inclusive, Power, Challenging and Equitable dimensions than the students of professional under graduate programmes.

16. Students of traditional under graduate programmes perceive e-Learning to be higher in terms of Inclusive and Pertinent dimensions than the students of professional post graduate programmes.

17. Students of professional post graduate programmes perceive e-Learning to be higher in terms of Pertinent dimension than the students of traditional under graduate programmes.

18. Students of traditional post graduate programmes perceive e-Learning to be higher in terms of Viable, Dependable, Adaptable, Inclusive, Power, Pertinent, Challenging and Equitable dimensions than the students of professional under graduate programmes.
19. Students of traditional post graduate programmes perceive e-Learning to be higher in terms of Viable, Dependable, Inclusive and Challenging dimensions than the students of professional post graduate programmes.

20. Students of professional post graduate programmes perceive e-Learning to be higher in terms of Viable, Depedable, Adaptable, Inclusive, Power, Pertinent, Challenging and Equitable dimensions than the students of professional under graduate programmes.

4.2 GRAND SUMMARY OF THE RESULTS

- Faculty members perceived that e-Learning has 23 factors i.e., E-Learning efficacy, Flexibility, Valuable tool, Empowering, Culturally fair, Easy to learn, Enabling, Contemporary, Outlook dependence, Interactive, Autonomous, Exciting, Participative, Appealing, Proficient, Effective, Stimulating, Insightful, Efficient, Reliable, Lucid, Simple and Capturing. On the other hand, students perceived them to be 18 only i.e., Comprehensive, Flexibility, Engaging, Empowering, User friendly, Suitable, Culturally fair, Feasible, Worthwhile, E-Learning efficacy, Interactive, Effective, Accessible, Challenging, Easy to learn, Technical competence, Workable and Convenient.

- Faculty members perceived that e-Learning has 10 dimensions i.e., Reflective, Exquisite, Meticulous, Facilitating, Responsive, Perceptive, Equitable, Absorbing, Simple and Reliable, whereas students perceived them to be 8 only i.e., Viable, Dependable, Adaptable, Inclusive, Power, Pertinent, Challenging and Equitable.

- Faculty members of traditional stream perceived e-Learning to be higher in terms of Interactive and Capturing factors than faculty members of professional stream, whereas students of traditional stream perceived e-Learning to be higher in terms of Comprehensive, Flexibility, Engaging, Empowering, User friendly, Suitable, Culturally fair, Feasible, Worthwhile, E-Learning efficacy, Interactive, Accessible, Challenging, Easy to learn, Workable and Convenient factors than the students of professional stream.

- Faculty members of traditional stream perceived e-Learning to be higher in terms of Meticulous and Absorbing dimensions than the faculty members of
professional stream, whereas students of traditional stream perceived e-Learning to be higher in terms of Viable, Dependable, Adaptable, Inclusive, Power, Pertinent, Challenging and Equitable dimensions than the students of professional stream.

- Students of post graduate programmes perceived e-Learning to be higher in terms of Comprehensive, Flexibility, Engaging, Empowering, User friendly, Suitable, Culturally fair, Feasible, Worthwhile, E-Learning efficacy, Interactive, Effective, Accessible, Challenging, Easy to learn, Technical competence, Workable and Convenient factors than the students of under graduate programmes. They also perceived e-Learning to be higher in terms of Viable, Adaptable, Inclusive, Power, Pertinent, Challenging and Equitable dimensions than the students of under graduate programmes.

- Students of traditional post graduate programmes perceived e-Learning to be higher in terms of Engaging, Empowering, User friendly, Suitable, Worthwhile, Interactive, Effective, Challenging, Technical competence, Workable and Convenient factors than the students of traditional under graduate programmes. They also perceived e-Learning to be higher in terms of Comprehensive, Engaging, User friendly, Culturally fair, Feasible, Interactive, Challenging, Easy to learn and Workable factors than the students of professional post graduate programmes.

- Students of traditional under graduate programmes perceived e-Learning to be higher in terms of Comprehensive, Flexibility, Engaging, Empowering, User friendly, Culturally fair, Feasible, Worthwhile, E-Learning efficacy, Interactive, Accessible, Challenging, Workable and Convenient factors than the students of professional under graduate programmes. They also perceived e-Learning to be higher in terms of Comprehensive, Interactive, Effective, Easy to learn and Technical competence factors than the students of professional post graduate programmes.

- Students of professional post graduate programmes perceived e-Learning to be higher in terms of Easy to learn factor than the students of traditional post
graduate programmes. They also perceived e-Learning to be higher in terms of Comprehensive, Flexibility, Engaging, Empowering, User friendly, Suitable, Culturally fair, Feasible, Worthwhile, E-Learning efficacy, Interactive, Effective, Accessible, Challenging, Easy to learn, Technical competence, Workable and Convenient factors than the students of professional under graduate programmes.

- Students of traditional post graduate programmes perceived e-Learning to be higher in terms of Comprehensive, Flexibility, Engaging, Empowering, User friendly, Suitable, Culturally fair, Feasible, Worthwhile, E-Learning efficacy, Interactive, Effective, Accessible, Challenging, Technical competence, Workable and Convenient factors than the students of professional under graduate programmes. They also perceived e-Learning to be higher in terms of Viable, Inclusive, Pertinent, Challenging and Equitable dimensions than the students of traditional under graduate programmes.

- Students of traditional under graduate programmes perceived e-Learning to be higher in terms of Viable, Dependable, Adaptable, Inclusive, Power, Challenging and Equitable dimensions than the students of professional under graduate programmes. They also perceived e-Learning to be higher in terms of Inclusive and Pertinent dimensions than the students of professional post graduate programmes.

- Students of professional post graduate programmes perceived e-Learning to be higher in terms of Pertinent dimension than the students of traditional under graduate programmes. They also perceived e-Learning to be higher in terms of Viable, Dependable, Adaptable, Inclusive, Power, Pertinent, Challenging and Equitable dimensions than the students of professional under graduate programmes.

- Students of traditional post graduate programmes perceived e-Learning to be higher in terms of Viable, Dependable, Adaptable, Inclusive, Power, Pertinent, Challenging and Equitable dimensions than the students of professional under graduate programmes. They also perceived e-Learning to be higher in terms of
Viable, Dependable, Inclusive and Challenging dimensions than the students of professional post graduate programmes.