Journal DOI: 10.36713/epra1013 | SJIF Impact Factor (2025): 8.619 ISSN: 2347-4378
EPRA International Journal of Economics, Business and Management Studies (EBMS)
Volume: 12 | Issue: 5 | May 2025 -Peer-Reviewed Journal

A STUDY ON FACTORS INFLUENCING STUDENT ENGAGEMENT AND LEARNING EXPERIENCE TOWARDS ONLINE COURSES

Ms. Agalya T[1], Dr. R. Balaji Vignesh[2], Mr. T. Sivagnana Selvakumar[3]

[1]*Final Year MBA*

[2]*Associate Professor*

[3]*Assistant Professor*

Sakthi Institute of information and Management Studies, Pollachi, Coimbatore, Tamil Nadu 642001

ABSTRACT

The rapid growth of online education has reshaped the learning landscape, with more students now opting for online courses as a flexible and accessible means of education. This study explores the key factors influencing student engagement and learning experiences in online courses, examining the role of various elements such as course design, interaction with instructors, technological tools, and the overall learning environment. By analyzing feedback from students and instructors, the research seeks to uncover the critical components that contribute to a successful online learning experience. The findings highlight the importance of clear and interactive course structures, timely communication, user-friendly platforms, and the role of self-motivation in fostering engagement. Additionally, the study addresses the challenges faced by students in remote learning settings, including issues with technology, social isolation, and lack of immediate support. Understanding these factors is crucial for educational institutions and course providers to improve the effectiveness of online learning, increase student satisfaction, and promote better learning outcomes. The study also discusses recommendations for optimizing online courses, emphasizing the need for continuous adaptation and innovation in teaching methods to meet the evolving needs of learners in a digital age.

KEYWORDS: *Student Engagement, Online Learning, E-Learning, Learning Experience, Online Courses, Student Satisfaction, Course Design.*

I. INTRODUCTION

Online courses are educational programs conducted via the internet, allowing students to learn remotely. They provide flexibility in terms of time and location, making education accessible to a broader audience. Students can access course materials such as video lectures, readings, and assignments at their convenience. These courses can cover a wide variety of subjects, from academic topics to skill-building and professional development. Online courses may be self-paced or instructor-led, with deadlines or scheduled live sessions. Many platforms offer interactive features like quizzes, forums, and peer discussions to enhance learning. Some courses also provide certificates or credentials upon completion. They are often more affordable compared to traditional in-person education. Online courses allow learners to balance their studies with other personal or professional commitments. The widespread availability of the internet has made online learning a convenient and popular choice for many.

II. REVIEW LITERATURE

1.Suresh Sannapu, Divya Goel (2023), This study aims to explore, identify and understand the factors motivating students to enroll in online courses and facilitate decision-making for students, EdTech firms and policymakers at government level. The study used predominantly a qualitative research design drawing data from students pursuing graduation/post-graduation from universities in the Delhi NCR region. In the first phase, 10 groups with 8–10 members were formulated, and focus group discussions were held. The study is limited to students from the Delhi NCR region.The growth of EdTech companies and government inclination towards online education necessitates research on student perceptions of online courses.

2.Yenny Maya Dora, Joko Rizkie Widokarti ,Andy Ismail,Dwinto Martri Aji Buana(2023), The results of data processing and analysis revealed that the factor influencing students' decisions to continue choosing online learning methods was students' attitudes towards online learning methods. This research used Attitude, Perception, Motivation, and Experience as mediators to analyze students' decisions to continue choosing online learning methods. In addition to perception and motivation, attitude and experience factors as mediators can help to understand the factors that most influence student decisions.

3.Markus Deli Girik Allo(2020), The purpose of this study is to investigate the learners' perception on online learning in the midst of a COVID-19 pandemic. The study showed that the learners' perception on online learning reveals that it is good in the midst of COVID-19 pandemic. They perceived online learning is very helpful in the middle of pandemic. This study not only report that online learning is good in the midst of COVID-19 pandemic but also spotted the light on the availability of internet access, financial issue, and online learning implementation.
4.Hamid R,Sentryo I & Hasan S, (2020), The results of the study showed that the Students of the Department of PGSD FKIP UHO in the online learning process were concentrated in 3 main districts/cities, namely Kendari City, Muna Regency, and Konawe Selatan Regency, The main supporting factors for the effectiveness of online learning in the Covid-19 period were the carrying capacity of network access and the ability of devices to access the internet, Students perceive that the implementation of online learning during the Covid-19 period has not been fully effective.
5.Baber H. (2020), This study aims to examine the determinants resulting in students' perceived learning outcomes and their influence on student satisfaction. There is no significant difference in the students' perceived learning outcome and student satisfaction in the two countries. The study will be helpful for the educationists and academics to identify the factors which will enhance student learning outcome and satisfaction level in online classes during the coronavirus pandemic.
6.Devisakti A, & Ramayah T (2019), The results agreed that most of the constructs in the proposed model have Cronbach alpha ranges from 0.801 to 0.906 which indicates the constructs have good reliability. The result provides useful information to the e-learning portal adopted by HEIs on factors that could affect usage and further outcome of the e-learning portal.
7.Nurakun K.Z., R Ismailova and H. Dündar, (2018), The results indicate a residual adoption of serious games and gamification approaches only appear in less than 20% of the projects. It was also possible to identify that most projects involve several stakeholders such as teachers, students and university managers, and typically involve multidisciplinary competencies fields.
8.Shivani Inder(2021), The purpose of the study is to develop and validate the scale for measuring the extent of student engagement for online courses. The study draws a battery of variables from literature on student engagement.. The results indicated that skills, emotional, participation and performance engagement along with value to students are the main drivers of student engagement for online courses. The scale can provide an insight to educators about the main factors that can lead to enhanced levels of engagement while delivering courses online and improve the learning experience for students.

III. RESEARCH OBJECTIVE

1. To study the factors influencing the choice of online courses
2. To understand the outcome of online course
3. To find the level of family support for the students towards learning online

VI. SCOPE OF RESEARCH

1.Reasons Behind the Selection of Online Courses:This study explores the factors that influence undergraduate and postgraduate students in choosing online courses. Key considerations include flexibility, affordability, and the variety of course options. The research aims to understand how students prioritize these factors in their decision-making process.
2.Student Engagement in Online Education:This section examines how different factors affect student engagement in online courses. It looks at the role of course design, interaction with instructors, and the use of interactive tools. The study also investigates how engagement impacts student motivation and academic performance.
3.Learning Experience in Online Courses:The study evaluates the overall learning experience of students in online education. It considers the quality of course content, user-friendly platforms, and available support. The research also highlights challenges like isolation and self-motivation in an online learning environment.

V. HYPOTHESIS

1) There exists no association between experience of the respondents with online course and influence of well-wishers.
2) There exists no association between experience of the respondents with online course and improvement in their problem-solving ability.
3) There exists no association between educational qualification of the respondents and domain knowledge improvement as an influencer.

Journal DOI: 10.36713/epra1013 | SJIF Impact Factor (2025): 8.619 ISSN: 2347-4378
EPRA International Journal of Economics, Business and Management Studies (EBMS)
Volume: 12 | Issue: 5 | May 2025 -Peer-Reviewed Journal

VI. RESEARCH METHODOLOGY

Data collection:

Data are the bricks with which the researcher has to make a house. While the quality of research findings depends on data, the adequacy of appropriate data in turn depends upon proper method of data collection. A number of methods are at the disposal of the researcher of which one has to select the most appropriate one for visualizing the research objective.

a) Primary Data: Data which are collected fresh and for the first time and thus happens to be original in character. Primary data are gathered for specific purpose.

b) Secondary data: Data that collected from primary data i.e., they are already exit somewhere. For the purpose of the study, I collected both the data.

Sample Size: 114 Customers In Pollachi

Analysis Technique Data Analysis Tools: Statistical software such as SPSS and Excel will be used to perform quantitative analysis of the survey data including descriptive statistics.

Sample Unit The target population in this study was the consumers who belong to Pollachi Area. Non-probability, convenience sampling method is used in the study.

VIII. DATA ANALYSIS AND INTERPRETATION

1.Experience with online course and Influence of well wishers

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	14.892	6	.021
Likelihood Ratio	15.701	6	.015
Linear-by-Linear Association	2.814	1	.093
N of Valid Cases	114		

H_0: There exists no association between experience of the respondents with online course and influence of well-wishers. Calculated $\chi 2$ Value: 14.892, Degree of freedom: 6, Signification level: .021

2.Experience with online course and Problem-solving abilities

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	15.266	6	.018
Likelihood Ratio	16.726	6	.012
Linear-by-Linear Association	3.285	1	.070
N of Valid Cases	114		

H_0: There exists no association between experience of the respondents with online course and improvement in their problem-solving ability. Calculated $\chi 2$ Value: 15.266, Degree of freedom: , Signification level: .018

3.Educational qualification of the respondents and improving domain knowledge

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	1.321	3	.724
Likelihood Ratio	1.317	3	.725
Linear-by-Linear Association	.991	1	.318
N of Valid Cases	114		

H_0: There exists no association between educational qualification of the respondents and domain knowledge improvement as an influencer. Calculated $\chi 2$ Value: 1.321, Degree of freedom: 3, Signification level: .724

IX. FINDINGS

- As the calculated $\chi 2$ value (14.892) is significant (.021) at five percent level, there exist an association between experience of the respondents with online course and influence of well-wishers. Hence the null hypothesis is rejected.
- As the calculated $\chi 2$ value (15.266) is significant (.018) at five percent level, there exist an association between experience of the respondents with online course and improvement in their problem-solving ability. Hence the null hypothesis is rejected.
- As the calculated $\chi 2$ value (13.21) is not significant (.724) at five percent level, there exist no association between educational qualification of the respondents and improvement in domain knowledge as a factor influencing the choice of online courses. Hence the null hypothesis is accepted.

X. SUGGESTIONS AND RECOMMENDATIONS

Following are the suggestions made from the above findings.

- It is understood from the study that; the cost and module of the course also influence a considerable number of students in the selection of online courses. Though their number is less when compared to others, chances are there were these students can become prospective clients for online courses provided the cost and module of the courses are fine tunned in par with the students' economic background.
- The study reveals that, there are many students who do not strongly believe that the online quiz and assignment help them in their learning. Hence, the online course providers may consider this and make sure that, the course is promoted in such a way to create a positive attitude among students towards online courses.
- Majority of the students are found to be strongly disagreeing to the fact that doing online course developed their ability to submit assignments quickly. Taking this into consideration, the online course providers may think about giving small assignments and make the students submit them in frequent intervals. This will create a positive mindset among the students about online courses.
- It is evident from the study that, many respondents have not spent more time doing on line courses. This indicates that, the students like to get multiple certifications and hence are willing to do courses that are short term in duration. The course providers can create a greater number of short-term courses which will in turn motivate students to pursue online courses.
- It is essential to have a good quality website to enable easy navigation, ease of use, appeal and mobile compatibility. Content customization based on user profiling to optimize learning should be implemented. Professionally produced and recorded videos may be implemented rather than recording offline videos. Course clarity of online platforms in terms of learning objectives and outcomes and syllabus is essential to target the correct type of learner.

XI. CONCLUSION

Technology innovations have transformed the education related services. Every shift in information and communication technology has improved education's awareness, acceptability, accessibility and affordability. The idea of teaching and learning in a globally connected world has been made possible with the internet and the introduction of online learning platforms. The internet has enabled learning and creating content anywhere and anytime. Online education has offered an unparalleled opportunity to millions of students around the globe to access higher education. Online learning system owing to their nature are free of restrictions of time or place and can prove to be a useful platform for students where they can continue their studies when it is not possible for them to go to regular class owing to different reasons. With the identification of key factors that affects online learning of students, it will be more helpful to provide improved services for effective learning.

REFERENCES

1. *Suresh Sannapu, Divya Goel (2023)," Factors Influencing Student Choice Towards Enrolment in Online Courses in India" Advanced Series in Management, Vol. 31, Emerald Publishing Limited, Leeds, Page no. 175-187.*
2. *Yenny Maya Dora, Joko Rizkie Widokarti, Andy Ismail, Dwinto Martri Aji Buana (2023), "Online Course: Factors Influencing Students' Decision" Journal Organisasi dan Manajemen 19(2)*
3. *Markus Deli Girik Allo(2020), "Is the online learning good in the midst of Covid-19 Pandemic? The case of EFL learners" Jurnal Sinestesia, Vol. 10*
4. *Hamid R,Sentryo I & Hasan S, (2020) "Online learning and its problems in the Covid-19 emergency period", Jurnal Prima Edukasia, 8(1), 86–95.*
5. *Baber H. (2020),"Determinants of Students' Perceived Learning Outcome and Satisfaction in Online Learning During the Pandemic of COVID19", Journal of Education and E-Learning Research, 7(3), 285–292.*
6. *Devisakti A, & Ramayah T (2019),"E-Learning usage outcomes among university learners: A pilot study", Journal of Education and e Learning Research, 6(3), 149-155.*
7. *Nurakun K.Z., R Ismailova and H. Dündar, (2018),"Learning management system implementation: A case study in the Kyrgyz Republic", Interactive Learning Environments, 26(8): 1010-1022.*
8. *Shivani Inder(2021), "Factors Influencing Student Engagement for Online Courses: A Confirmatory Factor Analysis",CONT ED TECHNOLOGY, Volume 14, Issue 1, Article No: ep336*