ISSN (Online): 2455-3662
EPRA International Journal of Multidisciplinary Research (IJMR) - Peer Reviewed Journal
Volume: 10| Issue: 4| April 2024|| Journal DOI: 10.36713/epra2013 || SJIF Impact Factor 2024: 8.402 || ISI Value: 1.188

A STUDY ON AWARENESS ANN IMPACT OF ONLINE LEARNING PLATORM

Ms Sathiyapriya R[1], Ms. J Sri Keerthana[2]

[1]*II. M.COM(CS), Department of Corporate Secretaryship, PSG College of Arts & Science, Coimbatore-641014.*

[2]*Assistant Professor, Department of Corporate Secretaryship, PSG College of Arts & Science, Coimbatore-641014.*

Article DOI: https://doi.org/10.36713/epra16364
DOI No: 10.36713/epra16364

ABSTRACT

This study investigates the awareness and impact of online learning platforms among students in India. The research aims to understand the extent of students' knowledge about various online learning platforms, their usage patterns, and the perceived benefits and challenges associated with these platforms. A mixed-methods approach was employed, including surveys and interviews with students from different educational backgrounds. The findings reveal that while there is a high level of awareness about online learning platforms, usage varies significantly among students. The study also identifies several factors influencing the adoption of online learning, such as access to technology, internet connectivity, and the perceived quality of online courses. The results suggest that online learning has the potential to complement traditional education methods but also highlight the need for addressing barriers to access and enhancing the overall quality of online learning experiences.

KEYWORDS: *Online learning platforms, Awareness, Access to education, Online courses, User experience, Learning outcomes, Student engagement, Teacher effectiveness*

INTRODUCTION

Online learning platforms have revolutionized education, providing unparalleled accessibility and flexibility. They offer a vast array of courses spanning academic disciplines to practical skills, enabling learners to study anytime, anywhere. These platforms are cost-effective, often eliminating the need for traditional expenses like commuting and accommodation. They employ interactive tools such as videos, quizzes, and forums to enhance learning, and many offer live sessions for real-time engagement. Online courses focus on practical skills relevant to the job market, with certifications that can boost resumes. They also foster community and networking, connecting learners with peers, instructors, and industry experts. With personalized recommendations and self-paced learning, online platforms cater to diverse learning styles and goals. They empower continuous learning, keeping individuals updated with industry trends and advancements. Online learning platforms have democratized education, offering a diverse range of courses that cater to individual learning styles and goals. These platforms provide access to high-quality educational content from top universities and experts around the world, allowing learners to acquire new skills and knowledge at their own pace. By leveraging technology, online learning platforms offer interactive and engaging learning experiences through videos, simulations, and virtual labs. They also provide opportunities for collaboration and networking through discussion forums and group projects, enabling learners to connect with peers and experts from diverse backgrounds. Additionally, many platforms offer career services and job placement assistance, helping learners apply their newly acquired skills in the workforce. Online learning platforms have revolutionized education by making it more accessible, flexible, and engaging for learners worldwide. Overall, online learning platforms provide a dynamic, accessible, and personalized educational experience, transforming how people learn and grow.

OBJECTIVES OF THE STUDY

- To Study the level of awareness on online learning platforms.
- To analysis factor influence to choose online learning platforms.
- To figure out the problem faced in online learning platforms.
- To find out the outcome of online learning platforms.

RESEARCH METHODOLOGY

SOURCES OF DATA

The research should keep in mind two types of data while collecting data via primary data and secondary data.

PRIMARY DATA

Primary data may be described as those data that have been observed and recorded by the researcher for the first time to their

ISSN (Online): 2455-3662
EPRA International Journal of Multidisciplinary Research (IJMR) - Peer Reviewed Journal
Volume: 10| Issue: 4| April 2024|| Journal DOI: 10.36713/epra2013 || SJIF Impact Factor 2024: 8.402 || ISI Value: 1.188

knowledge. The survey method frank questionnaire with general face-to-face interaction of students. A questionnaire was prepared and with the help of which the primary data has been collected.

SAMPLE SIZE

The sample size of the study is to be 108 respondents.

FINDINGS AND RESULT

TABLE NO 1 AGE

SNO	AGE (in years)	NO OF RESPONDENTS	PERCENTAGE
1	18 – 21	54	50%
2	22 – 25	49	45.4%
3	26 – 29	2	1.9%
4	30 and above	3	2.8%
TOTAL		108	100%

(Source: Primary Data)

INTERPRETATION

The above table shows that out of 108 respondents, 50% are in the age group of 18-21 years, 45.4% are in the age group of 22 - 25 years, 1.9% are in the age group of 26 – 29 years and 2.8% are in the age group of above years.

TABLE NO .2 GENDER

SNO	GENDER	NO OF RESPONDENTS	PERCENTAGE
1	MALE	39	36.1%
2	FEMALE	69	63.9%
TOTAL		108	100%

(Source: Primary Data)

INTERPRETATION

The above table shows that out of 108 respondents, 36.1% are male and 63.9 % are female.

TABLE NO 3 INCOME

SNO	INCOME (per annum)	NO OF RESPONDENTS	PERCENTAGE
1	Rs 1,00,000 – 2,00,000	66	61.1%
2	Rs 2,00,001 – 3,00,000	22	20.4%
3	Rs 3,00,001 – 4,00,000	9	8.3%
4	Rs 4,00,001 Above	11	10.2%
TOTAL		108	100%

(Source: Primary Data)

INTERPRETATION: The above table shows that out of 108 respondents, 61.1% earns 1,00,000 – 2,00,000, 20.4% earns Rs 2,00,001 – 3,00,000, 8.3% earns Rs 3,00,001 – 4,00,000 and 10.2% earns above Rs 4,00,001.

ANOVA

TABLE NO 4

ANOVA

		Sum of Squares	df	Mean Square	F	Sig.
Technical issues (e.g., connectivity problems, software glitches)	Between Groups	.906	2	.453	.404	.669
	Within Groups	117.641	105	1.120		
	Total	118.546	107			
Lack of real-time interaction with instructors and peers	Between Groups	.147	2	.073	.105	.901
	Within Groups	73.511	105	.700		
	Total	73.657	107			
Difficulty staying motivated and focused	Between Groups	1.344	2	.672	.719	.490
	Within Groups	98.175	105	.935		
	Total	99.519	107			
	Between Groups	5.767	2	2.884	2.114	.126

ISSN (Online): 2455-3662
EPRA International Journal of Multidisciplinary Research (IJMR) - Peer Reviewed Journal
Volume: 10| Issue: 4| April 2024|| Journal DOI: 10.36713/epra2013 || SJIF Impact Factor 2024: 8.402 || ISI Value: 1.188

Insufficient feedback on assignments or assessments	Within Groups	143.196	105	1.364		
	Total	148.963	107			
Limited access to supplementary resources or support services	Between Groups	14.098	2	7.049	4.659	.012
	Within Groups	158.865	105	1.513		
	Total	172.963	107			
User interface/navigation issues	Between Groups	4.345	2	2.172	1.880	.158
	Within Groups	121.322	105	1.155		
	Total	125.667	107			
Inadequate customization for diverse learning preferences	Between Groups	8.903	2	4.452	3.254	.043
	Within Groups	143.643	105	1.368		
	Total	152.546	107			

(Source Primary Data

INTERPRETATION

The above table gives a result of relationship between occupation and challenges faced by respondents in online learning platforms by using one way ANOVA.

Relationship between area of resident and technical issues

From the above table the significant value association between occupation and technical issues is >0.05 so, we are accepting null hypothesis and rejecting alternative hypothesis. So, there is no significant association between occupation and technical issues.

Relationship between area of resident and Lack of real-time interaction with instructors and peers

From the above table the significant value association between occupation and Lack of real-time interaction with instructors and peers is >0.05 so, we are accepting null hypothesis and rejecting alternative hypothesis. So, there is no significant association between occupation and Lack of real-time interaction with instructors and peers.

Relationship between area of resident and Difficulty staying motivated and focused

From the above table the significant value association between occupation and Difficulty staying motivated and focused is >0.05 so, we are accepting null hypothesis and rejecting alternative hypothesis. So, there is no significant association between occupation and Difficulty staying motivated and focused.

Relationship between area of resident and Insufficient feedback on assignments or assessments

From the above table the significant value association between occupation and Insufficient feedback on assignments or assessments is <0.05 so, we are accepting null hypothesis and rejecting alternative hypothesis. So, there is no significant association between occupation and Insufficient feedback on assignments or assessments.

Relationship between area of resident and Limited access to supplementary resources or support services

From the above table the significant value association between occupation and Limited access to supplementary resources or support services is <0.05 so, we are accepting null hypothesis and rejecting alternative hypothesis. So, there is significant association between occupation and Limited access to supplementary resources or support services.

Relationship between area of resident and User interface/navigation issues

From the above table the significant value association between occupation and User interface/navigation issues is <0.05 so, we are accepting null hypothesis and rejecting alternative hypothesis. So, there no is significant association between occupation and User interface/navigation issues.

Relationship between area of resident and Inadequate customization for diverse learning preferences:

From the above table the significant value association between occupation and Inadequate customization for diverse learning preferences is <0.05 so, we are accepting null hypothesis and rejecting alternative hypothesis. So, there is significant association between occupation and Inadequate customization for diverse learning preferences.

CHI SQUARE

TABLE NO 5 COMPARISION OF PERSONAL FACTOR AND HOW THE RESPONDENTS FIRST CAME TO KNOW ABOUT ONLINE LEARNING PLATFORM

FACTOR	P VALUE	DF	SIG.VAL	S/NS
Age	14.168 a	9	.116	Ns
Gender	7.691 a	3	.053	S
Area of resident	14.751 a	6	.022	S

(Source Primary Data)

Level of significance: 5% or a = 0.05

ISSN (Online): 2455-3662
EPRA International Journal of Multidisciplinary Research (IJMR) - Peer Reviewed Journal
Volume: 10| Issue: 4| April 2024|| Journal DOI: 10.36713/epra2013 || SJIF Impact Factor 2024: 8.402 || ISI Value: 1.188

INTERPRETATION

H0: There is no significant association between personal factors and how the respondents came to know about online learning platform.

H1: There is significant association between personal factors and how the respondents came to know about online learning platform.

From the above table, the P value of chi square test is less 0.05. so, we are rejecting the null hypothesis and accepting the alternative hypothesis and in one case the p value of chi square test is greater than 0.05 so ,we are rejecting null hypothesis and accepting alternative hypothesis.

It is concluded that the gender and area of resident have significant association on how the respondents came to know about online learning platform and age have no significant on how the respondents came to know about online learning platform.

CONCLUSION

This study has shed light on the current awareness levels and the impact of online learning platforms. It is evident that these platforms have significantly increased access to education and provided learners with flexibility in their learning journeys. Despite these benefits, there are challenges such as ensuring quality education and addressing technical issues. To enhance the effectiveness of online learning platforms, there is a need for continuous improvement in content quality, user engagement strategies, and accessibility features. Additionally, policymakers and educators should collaborate to integrate online learning into mainstream education systems and promote digital skills development.

REFERENCE

1. *Narang, U., Yadav, M. S., & Rindfleisch, A. (2022). The "idea advantage": How content sharing strategies impact engagement in online learning platforms. Journal of Marketing Research, 59(1), 61-78.*
2. *Collazos, C. A., Fardoun, H., AlSekait, D., Pereira, C. S., & Moreira, F. (2021). Designing online platforms supporting emotions and awareness. Electronics, 10(3), 251.*
3. *Huang, C. H. (2021). Exploring the continuous usage intention of online learning platforms from the perspective of social capital. Information, 12(4), 141.*
4. *A Study on Awarness and Usage of E-Tickets in Railways. The International Journal of Business & Management, 2(10), 31.*
5. *Sari, F. M., & Oktaviani, L. (2021). Undergraduate Students' Views on the Use of Online Learning Platform during COVID-19 Pandemic. Teknosastik, 19(1), 41-47.*
6. *Jabbar Alkubaisi, G. A. A., Al-Saifi, N. S., Al-Shidi, A. R., & Al-Shukaili, Z. S. (2021). The quality of selected online learning platforms and their effect on education in the Sultanate of Oman. Education Research International, 2021, 1-11.*
7. *Ouadoud, M., Rida, N., & Chafiq, T. (2021). Overview of E-learning Platforms for Teaching and Learning. Int. J. Recent Contributions Eng. Sci. IT, 9(1), 50-70.*
8. *Liu, Z. Y., Lomovtseva, N., & Korobeynikova, E. (2020). Online learning platCLASSROOM. constructing modern higher education. International Journal of Emerging Technologies in Learning (iJET), 15(13), 4-21.*
9. *SS, R. (2022). E-Service Quality of Catering and Hospitality in Indian Railways.*
10. *Daniela, L., & Rūdolfa, A. (2019). Learning platforms: How to make the right choice. Didactics of smart pedagogy: Smart pedagogy for technology enhanced learning, 191-209.*
11. *Albashaireh, R., & Ming, H. (2018, December). A Survey of Online Learning Platforms with Initial Investigation of Situation-Awareness to Facilitate Programming Education. In 2018 International Conference on Computational Science and Computational Intelligence (CSCI) (pp. 631-637). IEEE.*
12. *Lim, S., Tucker, C. S., Jablokow, K., & Pursel, B. (2018). A semantic network model for measuring engagement and performance in online learning platforms. Computer Applications in Engineering Education, 26(5), 1481-1492.*
13. *A Study on Awarness and Usage of E-Tickets in Railways. The International Journal of Business & Management, 2(10), 31.*
14. *A REVIEW ON CONSUMER INCLINATION TOWARDS IMITATION JEWELLERY. EPRA International Journal of Multidisciplinary Research (IJMR), 10(2), 17-24.*