

A Study on Student's View towards Online Learning Platforms in Higher Educational Institutions (Hei"S)

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Abstract

Online education is electronically supported learning system . It is established with a proper Internet support and helpful for taking classes. Both the teacher and the students play a vital role in the success of this platform. It is very supportive in pandemic to both the students and faculties where the student can attend their regular classes in various platform anywhere provided they have internet access. These digital platforms have given a great solution to continue learning as HEI's can reach their students in this pandemic .The study objective is to understand the perception of students towards online learning in Higher Educational Institutions. The researcher has conducted this study in Chennai, Tamilnadu with a well designed questionnaire .A sample of 285 students from various educational institutions from different years and different courses were included as sample for the study. The study objective was to understand the perception of students towards online education. The major research findings help to understand student's attitude towards online education.

Keywords: Online education, HEI's, students perception, Covid -19

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INTRODUCTION

Online learning has been made popular quite for a period of time after the break of pandemic in 2020. It has created a wide platform for online education where world over all the educational institutions are eagerly adopting technology and changing to most of their programmes to online. Online learning platforms like zoom, team viewer, Google classroom et., are able to support for the smooth run of the classes . Moodle platforms are also able to support in educating students in the absence regular class works. Student community is not

left back in the pandemic but they are in a position to compete in the forthcoming days. In a developing country like India for many of the educational institutes online learning in entirely new way of education that they have had to adopt. The COVID-19 pandemic has compelled education institution to adapt to online learning. Online learning also extends to learning extracurricular activities for students apart from academics. We can see students going for online classes for various activities like singing learning instruments dancing etc.,. Adoption to online education in all level of schooling was one of very right decision taken by all the educational institution during covid. There was also equivalent support of government all over the world in adoption of technology by educational institutions resulting in demand for online learning. With educational institutes closed due to the COVID-19 in pandemic, the government of all countries have encouraged online education to achieve academic continuity. Educational institutions have switched to online platforms such as Zoom, Google classrooms, Microsoft teams, etc., and have successfully overcome the challenges in the field of education. Though there are many issues in the adaption of online learning still people have started using the term “new normal.” it means the usage on online in education should become a normal way of learning to students.

The adaption of online learning tools spontaneous and virtualization of education was a challenging and heavy for the administration, teachers and also the students. In spite of all the challenges students have started learning online since pandemic and so also the administrators have come out various customized platforms for education. Majorly it is the teacher who have played their part excellently in adapting to the new normal situations in education and making students to adapt to the new technological environment and make them learn all the latest online tools and knowledge on online learning platforms to continue their education. The present study focuses on student's perception towards the online learning tools used by higher education institutions. In this pandemic scenario students are encouraged to enroll for the courses due to the introduction of online education system. Students have realized in pandemic that online education is more affordable than the expense of going to . Digital education today is a mix between existing both new and old methods of education as creating pdf and uploading for the student and also new method where the document is uploaded in moodle platforms. Hence the students have been to study online without spending for travelling to campus. The process has also given them the flexibility to continue earning money at their existing job.

LITERATURE REVIEW

Covid19 pandemic has forced all the universities to adapt the educational process for exclusively online teaching and learning. Claudiu et.al.(2020) in this paper have focussed on adaption on online by Romanian universities in a very short time. It also focusses on how they have managed the pandemic and were able to provide knowledge during pandemic period, Sakshi and Jaya (2020) have stated that online sessions had broken the monotonous routine have been supportive in good utilization of time and are also able to motivate the students. Deepika (2020) has stated that with the help various service providers and along with support from different colleges and universities we can improve the quality of online classes and make online mode of education more effective and easily acceptable all over

India. A properly structured and user-friendly environment for online mode of education with accessibility if arranged would be also helpful in promoting online education. Cristina et.al.(2020) argued that the pandemic forced the stakeholders of the academic educational process to quickly accept some online tools, which will continue to be used to some extent once the educational system returns to a traditional format. Aras and Ramesh(2020) analysed the emergency remote teaching in a time of global crisis. In terms of educational processes, the interruption of education signifies the importance of openness in education and highlights issues that should be taken into consideration such as using alternative assessment and evaluation methods. Muthuprasad et.al. (2020) have focused on understanding Agricultural Student's perception and preference towards the online learning through an online survey of 307 students. Student's preferences for various attributes of online classes were studied with an objective to design effective online learning environment. The results indicated that majority of the respondents are ready to opt for online classes and the students to use smart phone for online learning. Content analysis, was done and it was found that students prefer recorded classes with quiz at the end of each class to improve the effectiveness of learning. The students were attracted in online due to its flexibility and whereas broadband connectivity issues was found to be a challenge in rural areas. Loknath et.al. (2020) has highlighted on [perception of both teachers and students in the implementation of online teaching in Mizoram University for the teaching-learning]. This paper focuses on the required essentialities of online teaching-learning in education has explored how existing resources of educational institutions effectively transform formal education into online education with the help of virtual classes and other pivotal online tools. In this continually shifting educational landscape. Mohammad et.al. (2020) stated their study revealed that there has been a positive impact of the COVID-19 pandemic on online medical education and stated that adaption of online platform boosted the confidence and made the institution effectively implement online teaching in medical education. Sandeep et.al. have stated that online learning is a innovative method that can be included to overcome the obstacles of online learning. and also stated that students should embrace the methods which are alternative to classroom learning to keep with their academic development., Naziya and Naved (2020) studied on students perception towards online education and found that students were enjoying online learning compared to traditional learning methods. It was identified that students liked the flexibility as the best and poor network and connectivity were the most disliked elements of online learning. It was also concluded that lack of interaction, distractions and one-sided learning were considered as the major disadvantages. hence online education is accepted and adopted among many students as a part of life and it has become mandatory to research in the continuous improvement with the quality of education.

RESEARCH METHODOLOGY

This objective of the study is to understand the perception of students towards online learning platforms used in Higher Educational Institutions. The study is descriptive in nature and convenience sampling method is used to collect a samples from students studying in various higher educational institutions. The researcher has collected a sample of 285 students

from various educational institutions in Chennai and the students were also included from different years and different courses. The study objective was to understand the perception of students towards online education the findings of the study would help to understand students attitude towards online education.

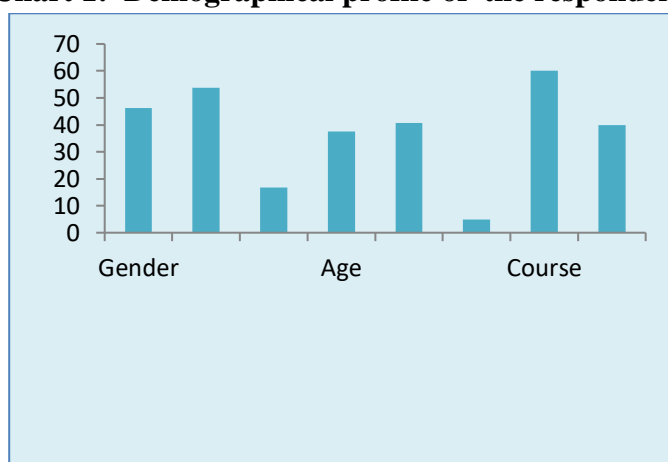
DATA ANALYSIS AND FINDINGS

Table 1: Demographical profile of the respondents

Demographic factors		No. of respondents	Percentage
Gender	Male	132	46.3
	Female	153	53.7
Age	17-19	48	16.8
	19-21	107	37.5
	21-23	116	40.7
	23 & above	14	4.9
Course	UG	171	60
	PG	114	40

Source : Primary Data

Chart 1: Demographical profile of the respondents

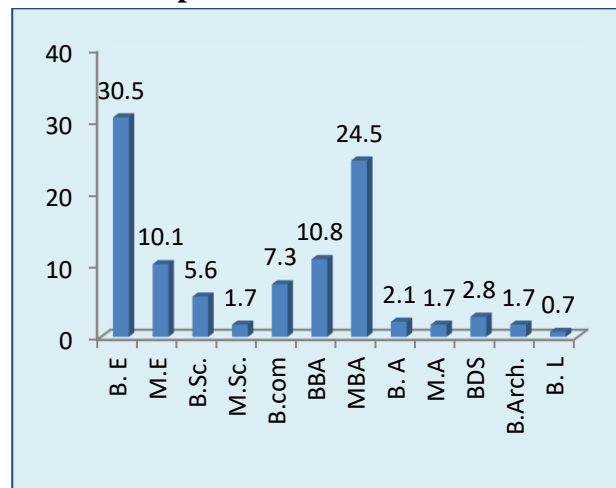


Interpretation

From the above table it is interpreted that 46.3 % of the students are male and 53.7% are female. Hence both the genders are equally considered for the study. Based on the age wise classification of respondents 16.8 % of respondents belong to 17-19years, 37.5% are in the age group of 19-21 years , 40.7 % are in the age group of 19-21 years and 4.9 are in the age group of 23 and above. Hence majority of the respondents are in the age group of 21-23 years. Based on the course 60% of the respondents belong to U.G courses and 40% belong to P.G. courses.

Table 2- Classification of Respondents based on the UG or PG courses pursued.

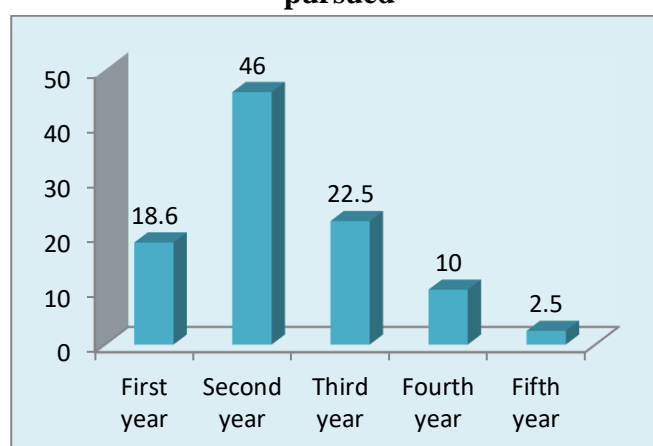
Program	No of Respondents	Percentage
B. E	87	30.5
M.E	29	10.1
B.Sc.	16	5.6
M.Sc.	5	1.7
B.com	21	7.3
BBA	31	10.8
MBA	70	24.5
B. A	6	2.1
M.A	5	1.7
BDS	8	2.8
B.Arch.	5	1.7
B. L	2	0.7
Total	285	100

*Source : Primary Data***Chart 2- Classification of Respondents based on the UG or PG courses pursued.****Interpretation**

From the above table it is interpreted that 30.5% students are pursuing B.E, 10.1% are pursuing M.E, 5.6% are pursuing B.Sc., 1.7% are pursuing M.Sc., 7.3% are pursuing B.com, 10.8% are pursuing BBA, 24.5% are pursuing MBA, 2.1% are pursuing BA, 1.7% are pursuing M.A, 2.85% are pursuing BDS, 1.75% are pursuing B.Arch. and 0.7% are pursuing B.L . Hence respondents have been considered from majority of the courses available in Higher Educational Institutions.

Table 3 showing Classification of Respondents based on the year of UG or PG courses they are pursuing

Academic year	No. of Respondents	Percentage
First year	53	18.6
Second year	131	46
Third year	64	22.5
Fourth year	30	10
Fifth year	7	2.5
Total	285	100

*Source : Primary Data***Chart 3- Classification of Respondents based on the year of UG or PG courses pursued****Interpretation**

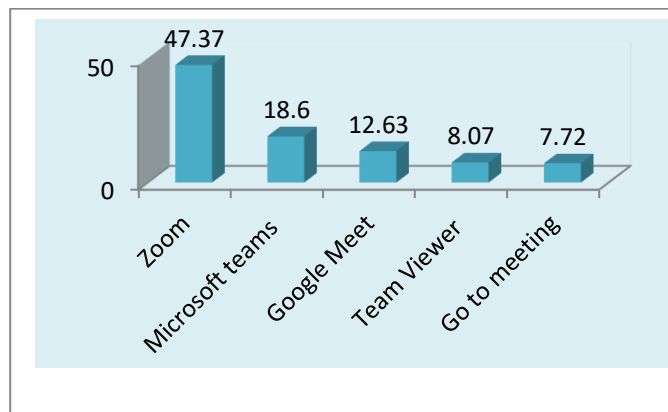
From the above table it is interpreted that 18.6 % are pursuing their first year , 46% of the students are pursuing their second year, 22.5 percentage are pursuing their third year , 10% of the students are in fourth year and 2.5 % are in fifth year. Hence students have been identified in all the years of the courses chosen for the study

Table 4: Showing student's usage of various online learning platforms available in Higher Education Institutions.

Online Platform	No. of Respondents	Total
Zoom	135	47.37
Microsoft teams	53	18.60

Google Meet	36	12.63
Team Viewer	23	8.07
Go to meeting	38	7.72
Total	285	100.00

Chart 4: Student's usage of various online learning platforms available in Higher Education Institutions.



Interpretation

From the above table it is interpreted that 47.37 % use zoom online platform for online classes, 18.60% state that they are using Microsoft team teams , 12.63% are using Team viewer, 8.07% are using , and 7.72% are using Go to meeting for online classes.

Table 5: Showing student's choice for various online learning platforms available in Higher Education Institutions

Table 5.1

Online app	1st	%	2nd	%	3rd	%
Zoom	226	79.30	61	21.40	21	7.37
Microsoft teams	30	10.53	167	58.60	39	13.68
Google Meet	47	16.49	48	16.84	166	58.25
Team Viewer	24	8.42	25	8.77	32	11.23
Go to meeting	29	10.18	9	3.16	19	6.67

Source : Primary data

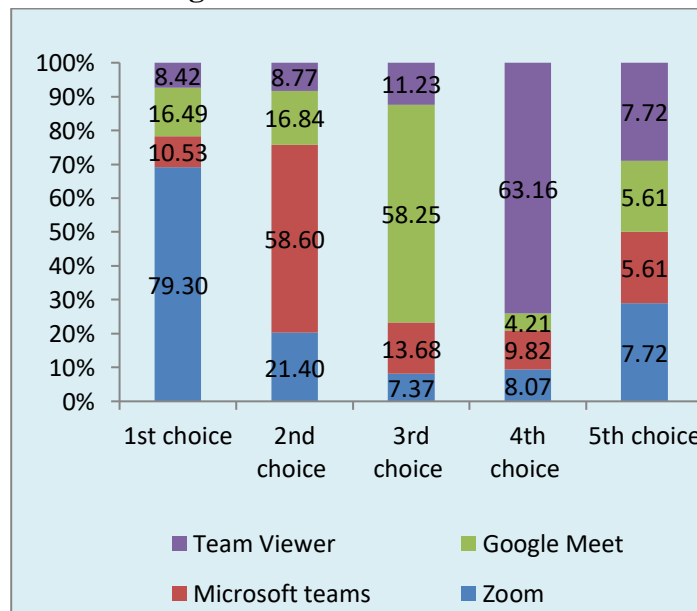
Table 5.2

Online app	4th	%	5th	%	Total	%
Zoom	23	8.07	22	7.72	285	100
Microsoft teams	28	9.82	16	5.61	285	100
Google Meet	12	4.21	16	5.61	285	100
Team Viewer	180	63.16	22	7.72	285	100
Go to meeting	24	8.42	185	64.91	285	100

Source : Primary data

Interpretation

Majority of the respondents have given Zoom platform 226 (79.30%) as their first choice as preference for online education, 167 (58.5%) respondents selected Microsoft teams as their second choice, 166 (58.25%) respondents selected Google Meet as their fourth choice, 180(63.1%) respondents selected Team Viewer their fifth choice, 185 (64.9%) respondents selected Go to meetings as their fifth choice for online learning.

Chart 5: Showing student's choice for various online learning platforms available in Higher Education Institutions**STATISTICAL ANALYSIS****Hypothesis-1**

Null hypothesis (H₀): There is no significance difference between the course studied by the

students and their perception towards their satisfaction towards online learning.

Alternative hypothesis (H1): There is significance difference between the course studied by the students and their perception towards their satisfaction towards online learning.

Chi-Square Tests			
	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	94.091a	52	.001
Likelihood Ratio	87.208	52	.002
N of Valid Cases	285		
53 cells (75.7%) have expected count less than 5. The minimum expected count is .11.			

Interpretation

Since P value (.001) is less than (0,05) at 5% level of significance we reject the null hypothesis and accept the alternate hypothesis. Hence there is significant difference between the course studied by the students and their perception towards their satisfaction towards online learning

Hypothesis 2

Null hypothesis (H0): There is no significance difference between the type of program studied by the students and their rating for online education platforms used by the institutions
Alternative hypothesis (H1): There is significance difference between the type of program studied by the students and their rating for online education platforms used by the institutions.

Chi-Square Tests			
	Value	Df	Asymptotic Significance (2-sided)
Pearson Chi-Square	84.258a	52	.003
Likelihood Ratio	79.210	52	.009
N of Valid Cases	285		
a. 55 cells (78.6%) have expected count less than 5. The minimum expected count is .03.			

Interpretation

Since P value (.005) is less than (0,05) at 5% level of significance we reject the null hypothesis and accept the alternate hypothesis. Hence There is significance difference between the type of program studied by the students and their rating for online education

platforms used by the institutions

Hypothesis-3

Null hypothesis (H0): There is no association between age of the students and their perception towards development of knowledge and skills by attending online lectures in pandemic .

Alternative hypothesis (H1): There is association between age of the students and their perception towards of knowledge and skills by attending online lectures in pandemic

ANOVA					
Age	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	5.617	4	1.404	2.160	.074
Within Groups	182.046	280	.650		
Total	187.663	284			

Interpretation

Since P value (.001) is less than (0,05) at 5% level of significance we accept the null hypothesis and reject the alternate hypothesis. Hence there is no association between the age of students and their perception towards of knowledge and skills by attending online lectures in pandemic. Hence age is not a hindrance in the adaption on online and up gradation of knowledge among students in HEI's.

Conclusion

Education has taken a new phase in this pandemic. Online education has been popular post pandemic as it has been the only choice of students to pursue their education without break. The acceptability of students community in a short span of time has given a great success to online learning platforms the best method to continue the education .The present study has tried to understand students perception towards online education and it is concluded that students have a positive attitude towards online education . In spite of the differences of opinion in their choice among the users over the online platforms .It was an advantage that all the students receptive towards online learning. Hence it could be concluded that Higher Educational Institutions have been successful in the introduction of Online platforms to continue learning and have supported their student community to be successful in their respective field of study .Adaption to online learning has paved way for many other learning concepts via online and it will help us to reach to the students in India who are in remote places and do not have access to education due to their backgrounds.

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