

# A STUDY OF DIVERSE DISCIPLINARY PERSPECTIVES IN ANALYZING LEARNERS' PERCEPTIONS OF ONLINE LEARNING PLATFORMS

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## Abstract

Online learning is a method of education that utilizes the internet instead of requiring attendance at a physical classroom. It enables individuals to access learning materials, interact with instructors, and complete coursework from any location with internet access.

In this form of education, students can make use of various digital resources, including videos, interactive activities, and discussion boards, to engage with the content. Communication with teachers and peers typically takes place through emails, chat platforms, or video calls. This mode of learning offers flexibility, allowing students to progress at their own pace and on a schedule that suits them, which is especially helpful for those balancing other responsibilities.

A major benefit of online learning is its accessibility, offering opportunities for individuals who face barriers to attending traditional educational settings, such as living in remote areas, dealing with physical disabilities, or managing work commitments. Furthermore, online courses often use a variety of formats to support different learning preferences, such as multimedia content and hands-on activities, ensuring a more inclusive learning experience.

The COVID-19 pandemic significantly accelerated the adoption of online learning platforms, with many educational institutions shifting to virtual classrooms to continue their operations. Microsoft Teams (MS Teams) became one of the primary tools for facilitating remote learning, offering features like video conferencing, file sharing, and real-time collaboration.

This shift to online platforms changed the way students and educators perceived education. Many students, especially those who were not familiar with digital tools, had to quickly adapt to new learning environments. Preferences regarding online learning vary, with some students enjoying the flexibility it offers,

## INTRODUCTION

Due to the COVID-19 pandemic, online classrooms have become a common way for students and teachers to continue education remotely. Instead of attending physical schools, students are now using various apps to participate in classes and study from home. In India, many learning apps are available for both Android and iOS devices, covering a wide range of topics, from general subjects to more specialized ones like math or science. These apps aim to make learning engaging through features like animated videos and live classes, allowing students to ask questions in real time. This approach helps students stay on track with their studies, even when attending school in person is not possible.

E-learning is essentially the use of technology to facilitate teaching and learning, bringing the classroom experience to devices like smartphones and computers over the internet. With online learning, students can access lessons, communicate with classmates, ask teachers questions, share study materials, and track their academic progress.

As a result of the pandemic, online education has become crucial for continuing education while schools remain closed. However, in regions like India, not all students have reliable internet access or the necessary devices to participate in online learning. This creates barriers for some students, limiting their ability to engage fully with the content.

A recent survey of 307 agricultural students revealed that most are comfortable with online learning during the pandemic. They prefer using smartphones for this purpose and appreciate recorded lessons combined with quizzes, as it enhances their learning experience.

Online classes are popular for their flexibility and convenience, but in rural areas, poor internet connectivity remains a challenge. For subjects that require practical, hands-on learning, like agriculture, purely online education may not be the most effective solution. A blended approach, combining both online and in-person

instruction, may be the best way forward.

## INDUSTRY PROFILE

The e-learning market in the United States is projected to grow significantly, with an expected increase of approximately \$6.22 billion between 2017 and 2021, reflecting an annual growth rate of over 5%. The COVID-19 pandemic forced schools worldwide to close, prompting many to shift to online learning to continue education. However, concerns remain about the readiness for fully online learning, particularly in countries like India, where challenges such as access to proper devices and reliable internet connections persist.

A study focused on agricultural students surveyed 307 individuals to understand their perspectives on online learning. The findings showed that a majority (70%) of students were open to taking online classes during the pandemic. Many students preferred using smartphones for their online education and appreciated features like recorded lectures with quizzes, which they believed helped improve their understanding. While students valued the flexibility and convenience of online learning, issues such as poor internet connectivity, particularly in rural areas, created barriers to participation.

In India, the online learning market is expected to grow by approximately 23.44% from 2024 to 2028, reaching a projected market value of \$12.77 billion by 2028. To support this growth, the Indian government has launched initiatives like Swayam, aimed at increasing access to quality education and promoting fairness in learning opportunities.

Overall, e-learning is becoming increasingly crucial on a global scale, particularly during the COVID-19 crisis. It offers students the ability to tailor their education to their personal strengths and needs. With the continued advancement of technology, online education is transforming the landscape of learning and opening new doors for students worldwide.

## SCOPE OF THE STUDY

The scope of a study on online learning defines the specific areas the research intends to explore or understand about online education. Here's a clear explanation of what this may involve:

- Understanding Student Preferences:** Researchers may seek to discover what students enjoy or dislike about online learning. This could involve gathering insights into which types of courses they prefer, the features they find most beneficial, or the obstacles they face during online learning.
- Examining Effectiveness:** A key part of the study might focus on comparing the effectiveness of online learning with traditional classroom learning. Researchers could look at various factors such as student performance, satisfaction levels, or how well students retain information in both online and in-person settings.
- Identifying Challenges:** The study may aim to uncover the challenges students encounter when engaging in online learning. This could involve issues like technical difficulties, lack of access to necessary resources, or struggles with maintaining motivation and focus.
- Exploring Opportunities:** Another focus might be to explore the opportunities that online learning offers. Researchers could examine aspects like the ability to access a broader range of courses, the flexibility of studying at one's own pace, or the potential for students to collaborate with peers from different parts of the world.

In summary, the scope of such a study would cover various aspects of online learning, from understanding student experiences to assessing its effectiveness and uncovering both challenges and opportunities.

## SIGNIFICANCE OF STUDY

### 1. Interdisciplinary Approach

By incorporating perspectives from various disciplines, your study can offer a well-rounded understanding of learners' perceptions. This approach enables a comprehensive analysis, taking into account elements such as pedagogy, technology, psychology, sociology, and educational theory, all of which play a role in shaping the experiences of students in online learning environments.

### 2. Enhancing Learning Experiences

Exploring learners' perceptions can provide valuable insights into which features of online learning platforms are most effective and where improvements are needed. By pinpointing both strengths and weaknesses, educators and developers can refine online learning experiences to better align with the needs and preferences of students, leading to improved learning outcomes.

## LITERATURE OF REVIEW

T. Muthu Prasad, S. Aishwarya, Ks. Aditya, Girish K. Jha (2021)

Research on students' perceptions and preferences for online education in India during the COVID-19 pandemic reveals that students are generally willing to embrace online learning. They particularly prefer recorded classes and the inclusion of quizzes at the end of each session, which they believe helps improve the effectiveness of their learning.

Hall (2000)

Hall argues that e-learning will evolve into various forms, such as complete courses, "just-in-time" learning resources, and a la carte courses and services. He emphasizes that learning is and will continue to be a lifelong process accessible at any time and from any location to meet specific needs or immediate challenges. Hall also suggests that more real-time data and research will be available, and terms like web-based training, online learning, e-learning, distributed learning, and net-based learning are closely interconnected.

Teresa, carmen Gonzales – 2005

Gonzales' study aims to explore online learning by qualitatively examining students' experiences. The goal is to understand their attitudes and perceptions regarding learning in a distance education setting, focusing on web-based course delivery. The findings are intended to help students achieve meaningful learning outcomes and inform the development of effective distance education programs.

Shumaila Bhutto and Imran Umer Chhapra (2013)

In their paper on constructivism, Bhutto and Chhapra argue that teachers who are aware of the progress and provide quality support, as well as practical suggestions, are crucial in the learning process. They emphasize the importance of teachers in guiding students through the learning journey.

Ye Diana wand – 2014

Wand's study, *Building Students' Trust in Online Learning Environments*, identifies the social and technical factors that affect students' trust in online courses. The research aims to empirically validate these factors, addressing the challenge of fostering trust in virtual learning environments.

Bada and Steve (2015)

Bada and Steve discuss the constructivist learning process, where students are not passive recipients of knowledge but active participants in constructing their own understanding through experiences, observation, analysis, and reflection. Constructivist teachers encourage continuous assessment of students' understanding, facilitating deeper learning.

Dr. Sunita Singh and Sangeeta Yaduvanshi (2015)

Singh and Yaduvanshi highlight the benefits of constructivism in science education, stating that it helps students not only understand scientific knowledge but also develop critical thinking skills. Their study found that students who learned through a constructivist approach showed improved performance, particularly in mathematics, by enhancing their understanding and application of difficult concepts.

Adnan Majeed (2015)

Majeed's paper on mobile learning (M-learning) discusses its transformative impact on the education sector. He notes that mobile learning, facilitated by smartphones, tablets, and educational apps, has significantly enhanced the teaching and learning process, providing students with increased access to learning resources and boosting productivity.

## BACKGROUND OF STUDY

The background of a study on online learning serves as the foundation, providing context for why the study is being conducted and what the researchers aim to discover.

**Why Study Online Learning:** Researchers are focusing on online learning because it has become increasingly popular, especially with the widespread use of technology and the internet. The COVID-19 pandemic has further highlighted the importance of online education, as many schools around the world had to close and transition to virtual classes. This shift has made it crucial to better understand the dynamics of online learning and its impact on students and educators.

**The Purpose of the Study:** The background also outlines the objectives of the study. Researchers may seek to assess the effectiveness of online learning in comparison to traditional classroom instruction, identify the challenges students encounter with online education, or explore ways to enhance the overall online learning experience. By examining these factors, the study aims to provide valuable insights that can help improve the online education process.

## Importance of online Learning

### 1. Technology Growth

Improvements in internet and computer technology have made online learning a reality. As more individuals gained access to the internet, it became easier to offer educational opportunities online.

### 2. Distance Education

Distance learning has existed for many years, starting with sending lessons by mail. Over time, radio and television were used to reach learners remotely. The advent of the internet further enhanced the ability to learn from a distance.

### 3. Teaching Ideas

For a long time, educators have been developing and refining teaching strategies to improve learning outcomes. These methods are also relevant to online learning, as they help create effective ways for students to engage with digital content.

## Online learning allows student to

### 1. Learn Anywhere, Anytime

Online learning offers the flexibility to study from any location with internet access, whether it's at home, in a café, or elsewhere. You aren't tied to a specific place or time for your lessons.

### 2. Choose What You Want to Learn

With a wide range of online courses available, you have the freedom to choose what interests you or aligns with your personal or professional goals.

## Some benefits of online learning include:

### 1. Flexibility

Online education offers the freedom to decide when and where you want to learn. You are not bound by a rigid timetable, allowing you to progress at a pace that suits you.

### 2. Convenience

Studying from home eliminates the need for commuting to a physical classroom, saving both time and transportation costs.

### 3. Skill Development

Engaging in online courses can enhance essential skills like self-motivation, time management, and digital proficiency, all of which are highly sought after in the modern world.

## RESEARCH METHODOLOGY

- A survey was conducted to gather students' views on online education.
- The survey questions focused on students' efforts and experiences with online learning.
- The responses were analyzed to draw clear conclusions regarding students' perspectives on online education.

### Research Design:

#### Type of Design

The research design employed in this study is Descriptive Research Design. I selected this approach for the survey as it allows for the collection of opinions from a specific group of individuals regarding the use of e-learning apps.

#### • Sample Frame

Under this research population would be the people (Vadodara city people) who are aware to use e learning app.

#### • Sampling Method

I used Judgmental Sampling method for survey.

bricks-and-mortar classrooms. The terms online learning, online teaching, online education, online instruction, and online courses are used interchangeably throughout the article.

### Research Gap:

Here are some Research Gap in Online Learning Education:

**Research Gaps:** Research on e-learning has large gaps, particularly at the institutional and system - wide levels.

**Learning Gaps:** A Survey blames five factors for the gap in Learning, including:

- A digital device
- Slow governance in Government Institutions

Challenges for Students:

- Technical difficulties
- Time management issues

Challenges for Learners:

- Financial difficulties
- Personal concerns

Benefits Of Study

- This study is helpful for -know the how e- leaning education is better than the traditional study.
- It is also helpful to know what is the reason behind it for transferring is tradition learning toe learning.

Limitation of Study

**1. Lack of face-to-face interaction**

While in-person interaction can enhance learning retention, some students may feel frustrated by the lack of direct engagement with teachers.

**2. Technical issues**

Problems such as audio, video, or internet connectivity issues can interfere with the flow of online classes.

**3. Limited social interaction**

Although online students can participate in virtual discussions and communicate with instructors via email, it doesn't fully replace the social experience of face-to-face interactions.

**Data Analysis: Hypothesis Statement**

H0 There is no significance relationship between students and Learner's opinion about the online learning.

H1 There is no significance relationship between students and Learner's opinion about the online learning.

**Table 1.1 Observed Frequency (Oij)**

Row Labels	Ease of access of information related to the course	Enables learning at any time anywhere	Helps in developing learner's skills	Students can learn at their own place	Grand Total
Female	21	12	3	29	65
Male	23	27	13	32	95
<b>Grand Total</b>	<b>44</b>	<b>39</b>	<b>16</b>	<b>61</b>	<b>160</b>

$$\text{Expected Value} = \frac{R_{i.} T_{.j.}}{Grand\ T_{..}}$$

**Table 1.2 Expected Frequency (Eij)**

Row Labels	Ease of access of information related to the course	Enables learning at any time anywhere	Helps in developing learner's skills	Students can learn at their own place
Female	17.88	15.85	6.5	26.43
Male	26.13	23.16	9.5	36.22

**Table 1.3 Calculation of  $\chi^2$  value**

Observed Value (O)	Expected Value (E)	(O-E)	(O-E) <sup>2</sup>	(O-E) <sup>2</sup> /E
21	17.88	3.12	9.73	0.54
12	15.85	-3.85	14.82	0.94
03	6.5	-3.5	10.5	1.62
29	26.43	2.57	6.60	0.25
23	26.13	-3.13	9.80	0.38
27	26.16	0.84	0.71	0.03

13	9.5	3.5	12.25	1.29
32	36.22	-4.22	17.81	0.49
<b>Total</b>				<b>X<sup>2</sup>= 5.54</b>

- **X<sup>2</sup>=5.54**
- Chi-Square value ( $\chi^2$ ) =  $\sum (O_{ij} - E_{ij})^2 / E_{ij} = 5.54$
- (Calculated) Level of Significance = 5%

Degree of freedom = {(No. of Rows – 1) \* (No. of columns – 1)} = 4

Tabular Chi-Square value = 9.49

- Since the calculated  $\chi^2$  value < Tabular  $\chi^2$  value, we will not reject the null hypothesis.

Hence, Students And Learners opinion about the online Learning over the offline learning may be very useful on this current time.

#### Whether respondents have attended any online classes:

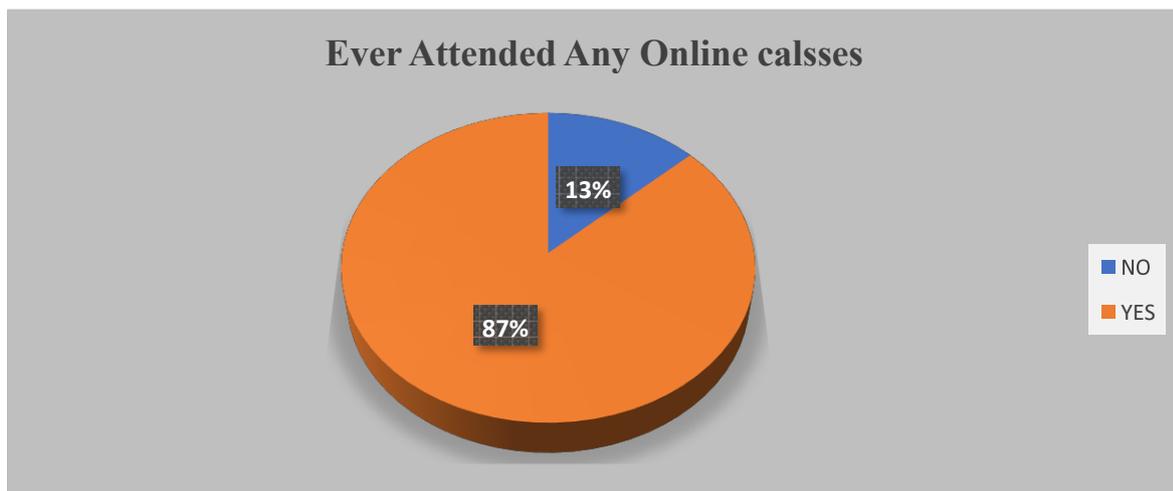
classes.

Most of the students who attended this survey are the regularly attending online

Table Gender Of The Respondents

S.no	Ever attended any online classes	Frequency	Percent	Valid Percent	Cumulative Percent
1.	No	21	13.1	13.1	13.1
2.	Yes	139	86.9	86.9	100.0
	Total	160	100.0	100.0	

#### Chat attended online classes



#### Interpretation

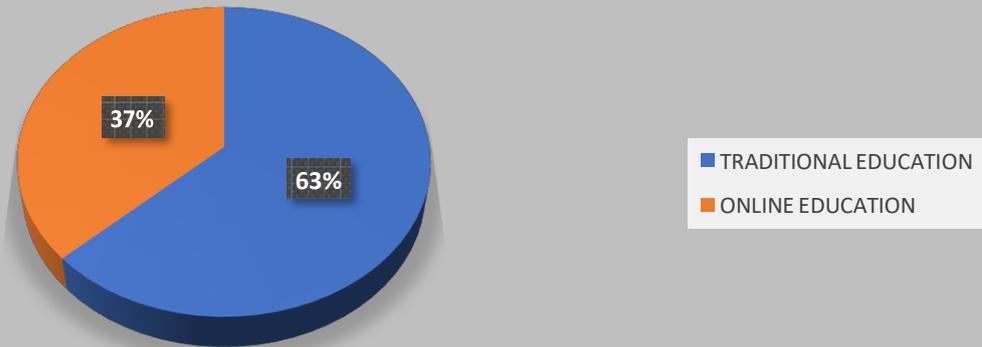
The data provided presents insights into the attendance of online classes within a sample size of 160 individuals. Among the respondents, 139 individuals, representing approximately 86.9% of the total sample, reported having attended online classes. Conversely, 21 individuals, comprising around 13.1% of the sample, indicated that they had not attended any online classes.

Examining the cumulative percentages reveals that nearly all respondents are accounted for, either by having attended online classes (86.9%) or by not attending (13.1%). This distribution emphasizes the comprehensive coverage of the data and provides a clear picture of the extent of online class attendance within the sample.

➤ Respondents perspective on different mode of education :  
In this study majority of the students are preferring traditional mode of Education.  
Table Different mode of education

S.no	Particulars	Frequency	Percent	Valid Percent	Cumulative Percent
1	Traditional education	101	63.1	63.1	63.1
2	Online education	59	36.9	36.9	100.0
	Total	160	100.0	100.0	

**Different Mode Of Education**



**Interpretation**

The provided data offers insights into the preferences for educational modalities within a sample of 160 individuals. Among the respondents, 101 individuals, representing approximately 63.1% of the total sample, indicated a preference for traditional education. On the other hand, 59 individuals, comprising around 36.9% of the sample, expressed a preference for online education.

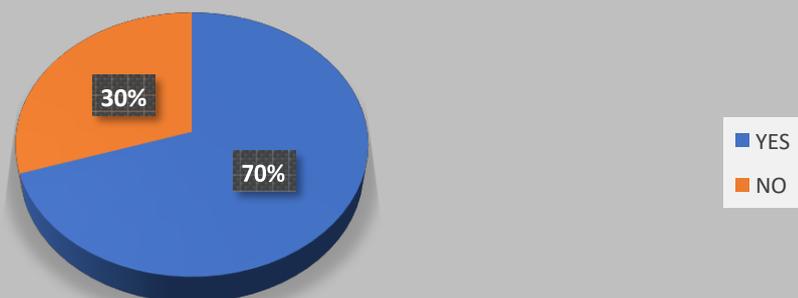
➤ **Respondents view on time consumption on online learning platforms**

Most of the respondent's view is E-learning consumes time only sometimes.

Equality of traditional education

S.no	Particulars	Frequency	Percent	Valid Percent	Cumulative Percent
1	Yes	112	70.0	70.0	100.0
2	No	48	30.0	30.0	30.0
	Total	160	100.0	100.0	

**Consumption Of Online Learning**



### Interpretation

The provided data offers insights into individuals' attitudes towards recommending online learning within a sample of 160 respondents. Among the respondents, 112 individuals, representing approximately 70% of the total sample, expressed a definite willingness to recommend online learning ("Yes").

### CONCLUSION

The findings of this study indicate that students hold diverse views on online learning. While some view it as challenging and stressful, others recognize its value, particularly during events like the COVID-19 pandemic. Nonetheless, concerns persist about the effectiveness of online education in comparison to traditional in-person learning.

This research, conducted in Surat city, explored students' perceptions of traditional learning versus technology-driven personalized education, focusing on platforms such as BYJU'S, UNACADEMY, VEDANTU, Topper, and Doubtnut. The study revealed that students tend to prioritize factors like the quality of teaching, video and audio clarity, class engagement, attendance, and other elements when choosing an e-learning platform.

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