

Student's Perception on Education Quality through Online Learning

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Abstract:-

How to make sure the quality of online learning in institutions of upper education has been a growing concern during the past several years. While several studies have focused on the perceptions of faculty and administrators, there has been a paucity of research conducted on students' perceptions toward the standard of online education. This study utilized quantitative methods to investigate the perceptions of students from universities and one community college regarding the standard of online education supported their own online learning experiences. Questionnaires were collected from the students through google forms. Factors that contribute to those experiences were also identified. The findings of this research shows that time availability, effectiveness of cost, online research availability, simple connection to the web, and well-designed class interface were students' positive experience. The students' negative perception were caused by not getting feedback from instructors or tutors, unable to get the technical support from tutor, lack interest and self-motivation, the sense of isolation, monotonous instructional methods, and poorly-designed course content. The findings can be used by instructors to understand students' perceptions for online learning, and simultaneously improve their online learning practices.

Keywords:- Online learning, Students perception, Quality of education, Online courses.

INTRODUCTION

With the fast development of the Internet, many Edu-tech companies have offered online courses. However, among the students there are many problems have developed, particularly as it relates to the quality of online learning. Online learning, according to Harasim (1989), is a new domain of learning that combines distance education with the practice of face-to-face instruction utilizing computer-mediated communication. Internet has developed into a new distributive channels for many products. With the help of internet, we can easily search the products and find information about them. Therefore, internet has developed a highly competitive market, where the competition over the consumer is fierce. New technologies, the Internet, streaming video, net-meeting etc. now makes higher education more accessible and affordable for many students, and for those who would have been unable to pursue higher education in a traditional in-class setting (From Bianco & Carr-Chellman, 2002).

Consequently, online learning has now become an integral part of all the education institutions' to expanding curriculum. The term online education is associated with Internet education, virtual learning, cyber-education, and asynchronous learning (From Office of Sustainable Development, 2000). Kersley (2000) reported the following points that shape online education: collaboration, connectivity, student-centeredness, unboundedness, community, exploration, shared knowledge, multisensory experience, and authenticity (p. 4- 10). Online courses and degrees are widely adopted by education institutions as another method to substitute traditional classroom instruction. Allen and Seaman's (2003) recent survey on online education delivered by education institutions within the us, found that a minimum of 80% of the course content delivered by those institutions were delivered online. no matter the definition, an early indication of the widespread popularity of 862. Online education courses are often found during a survey conducted by the U.S. Department of Education, which revealed that quite 54,000 online education courses were being offered in 1998, with over 1.6 million student's enrolled (cited in Lewis, et al., 1999). during a newer study, Allen and Seaman (2003) reported that: (a) over 1.6 million students took a minimum of one online course during the autumn of 2002, (b) over one-third of those students (578,000) took their courses online, (c) among all U.S. students in 2002, 11 percent took a minimum of one online course, and (d) among those students at institutions where online courses were offered by 13 percent took at least one online course.

Statement of Problem

Although it's has been reported during a recent study that 80% in fact content offered in institutions of higher learning are being delivered online (Allen & Seaman, 2003), students during this study were still reluctant to require online courses and complained about the web classes that they had taken. One participant noted, "Not only does the courses costs more, but they made me feel lost all the time" (Personal communication, Veterans' Day, 2003). Another student mentioned that, "The online classes are very boring, (Personal communication, Veterans' Day, 2003). It appeared that these students held unpleasant experiences from their prior online learning experiences. What caused their negative experiences? Was it the learner themselves? Was it the program? Or was it due to the instructor? How do students perceive the standard of online education based upon their own online learning experiences? Are they satisfied or dissatisfied with the web education

they have received? What are the factors that shape students' online learning experiences? All of these questions prompted this study and its investigation to explore students' perceptions towards the standard of online education.

REVIEW OF LITERATURE

There are several researches and studies concerning about the online learning and student's perception towards quality of education. Proponents are in support of online education. they need suggested that the shortage of face- to-face interaction can be substituted by online discussions in bulletin board systems, online video conferences or on listservs (Blake, 2000).

Online education also can promote students' critical thinking skills, deep learning, collaborative learning, and problem-solving skills (As cough, 2002; Rosie, 2000 & Briggs, 1999). Proponents also argue that online education can encourage non-discriminatory teaching and learning practices since the teachers and students, also as students and their 863 classmates typically don't meet face-to-face.

Pall off and Pratt (1999) reported that because students cannot tell the race, gender, physical characteristics of every other and their teachers, online education presents a bias-free teaching and learning environment for instructors and students. Quality, as utilized in this study is that

the extent to which an internet-based distance education program meets the benchmark criteria established by the Institute of upper Education Policy in 2000 (IHEP 2000).

so as for a distance education program to be recognized as a top quality program it should meet these specific criteria (Hensrud, 2001).

Numerous research projects are conducted from the perspectives of college (Bennett & Bennett, 2002; Bower, 2001; O'Quinn & Corry, 2002; Yueng, 2001) and administrators (Alley, 2001; Giannoni & Tesone, 2003; Husman & Miller, 2001) toward the standard of distance education, where the web was used because the major delivery method, based upon the IHEP's quality benchmarks. However, there's a scarcity of research to live the standard of online education from the students' perspective. Little is known about the standard of programs that provide online education, especially those programs supported the web. Faculty, administrators, and policy makers got to skills their "customers" view the standard of online education programs based upon their own learning experiences.

RESEARCH GAP

From all the previous research we can observe that the lack of interest in students about online learning and also not getting effective feedback from the mentor is the major gap that was identified in this research.

OBJECTIVES

- The main objective of the study is to how online learning can be utilized by the students, the quality of online learning and also the perception of the students towards online learning.
- To determine the negative perception of students about online learning.

HYPOTHESIS

H01: There is no significant effect of quality of online learning with respect to the feedback from the mentor and lack of interest in students from learn through online.

H11: There is significant effect of quality of online learning with respect to the feedback from the mentor and lack of interest in students from learn through online.

POPULATION

A research population is also known as collection of data from the individuals who have similar characteristics. Here the maximum population of 100 is taken to analyze the purchase behavior of the consumers in the online shopping.

SAMPLE AND SAMPLING TECHNIQUE

The stratified random sampling method is used in this study. In this method the population is divided into smaller units named as strata. Here the strata are formed based on the members who shared same attributes or characteristics.

TOOLS USED FOR DATA COLLECTION

In this study both primary data and secondary data is used but the major source of information used is with the help of primary data. The primary data is collected with the help of surveys, interviews and experiments. Various secondary sources of data are also used for the study purpose such as relevant books, journal, magazines and internet.

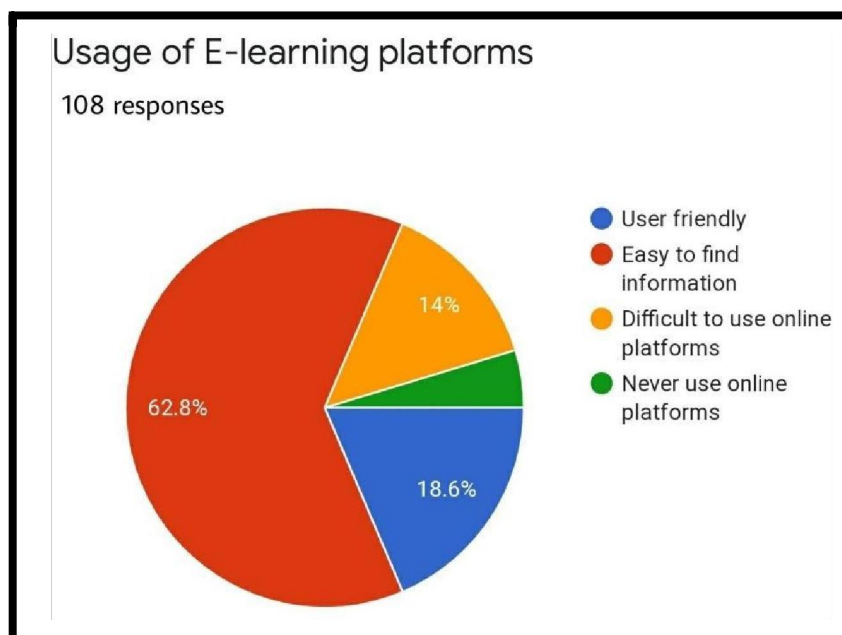
STATISTICAL TOOLS USED

The common and convenient statistical tools for research process are f-test, t-test and regression analysis. The various tools used for the calculation to draw conclusion on the analysis of the data are; Percentage analysis, Factor analysis, One-way ANOVA, Correlation analysis

LIMITATIONS

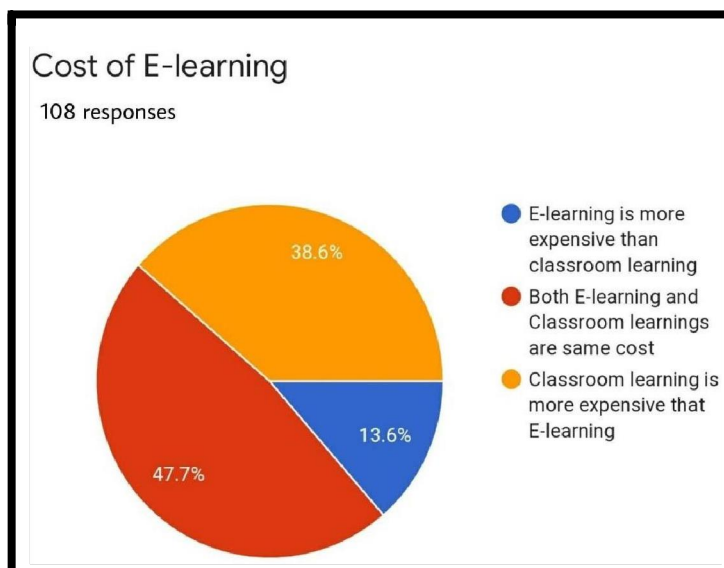
A time constraint has been one of the major problems because the topic is vast and the time is very limited. Limited number of samples was taken for the study and this sample may not be a true representation of the entire population.

Preference of the Respondents on usage of E-Learning platforms

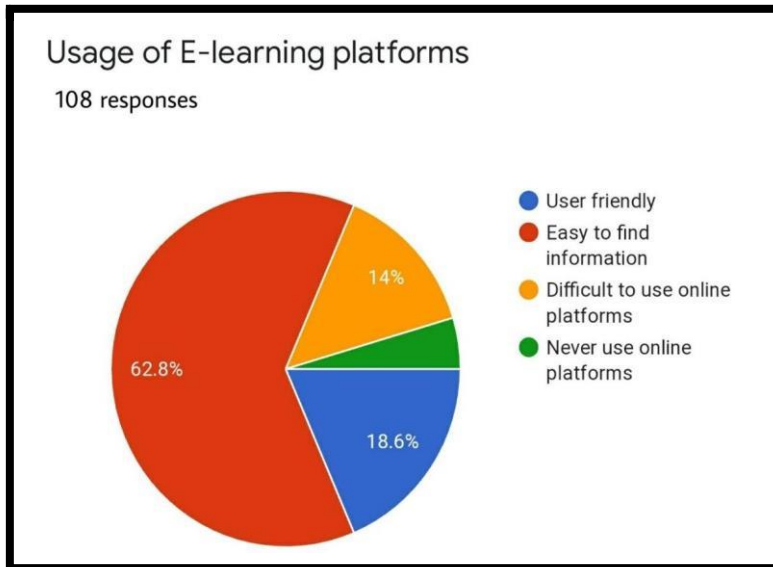


From the above chart it is clear that 62.8% of the students are says that easy to find information in E-Learning platforms, 14% of the students are says that difficult to use online platforms, and 18.6% of the students says that online platforms are user friendly.

Opinion of the Respondents on cost of E-Learning

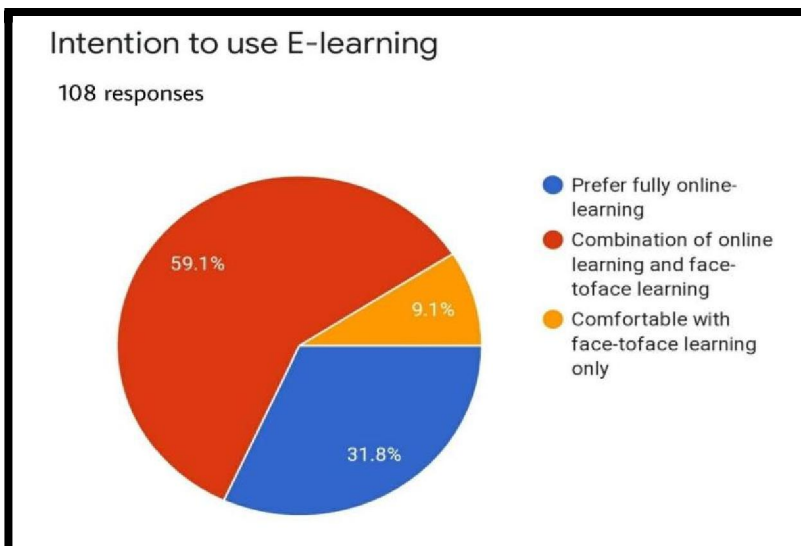


From the above chart it is clear that 47.7% of the students says that both E-learning and classroom learnings are same

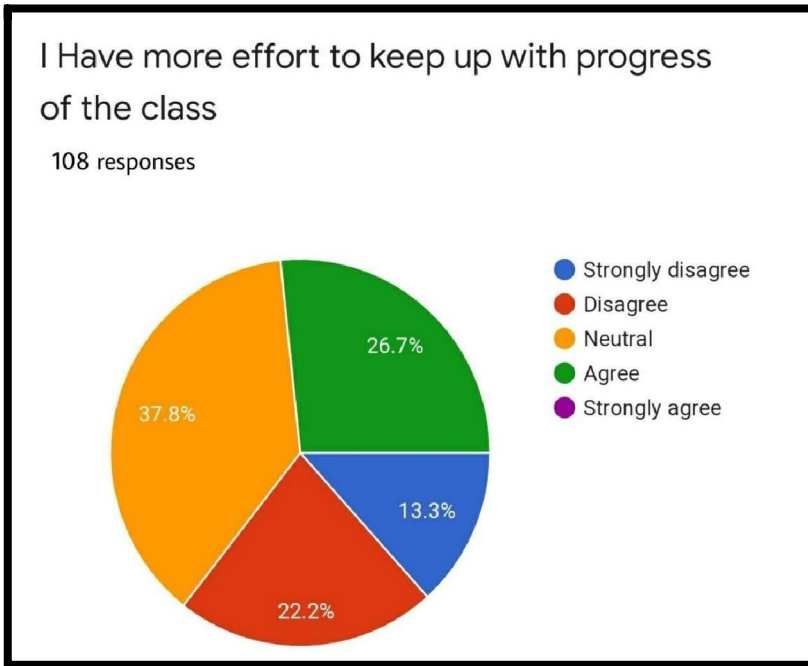


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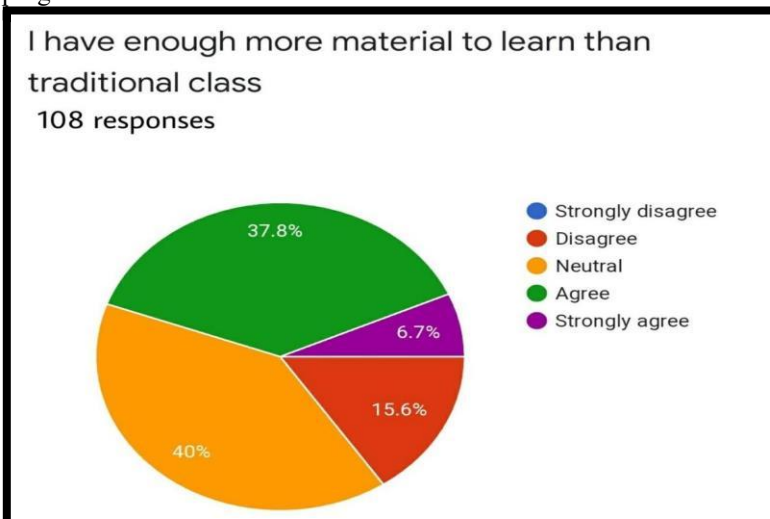
From the above chart it is clear that 47.7% of the students says that both E-learning and classroom learnings are same cost, 38.6% of the students are says that classroom learningis more expensive than E-learning.



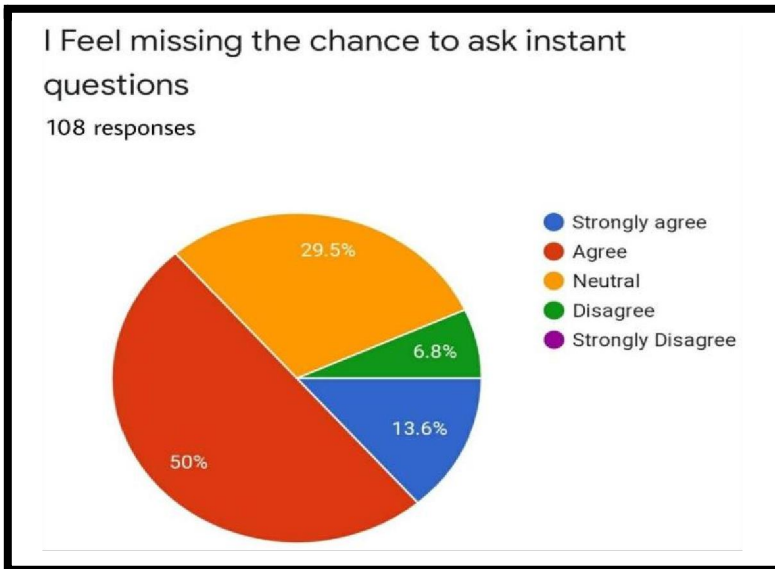
From the above chart it is clear that 59.1% of the students are says that combinationof online learning and face to face learning are most preferred one.



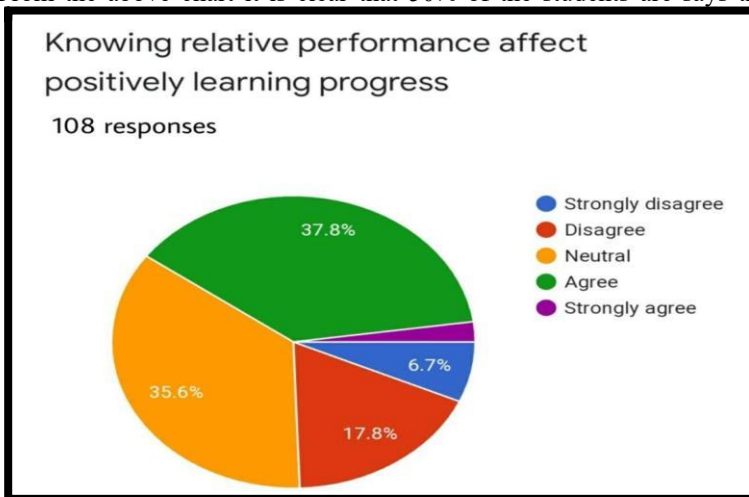
From the above chart it is clear that 37.8% of the students are neutrally agreed that they have more effort to keep up with progress of the class.



From the above chart it is clear that 40% of the students are says that they have enough more materials to learn than traditional class.



From the above chart it is clear that 50% of the students are says that they are feelmissing the chance to ask instant



From the above chart it is clear that 37.8% of the students are agreed that relative performance may affect positive learning progress.

Hypothesis testing at 90% confidence interval

H0 : Students doesn't have the negative perception towards online learning H1 : Students have negative perception towards online learning.

Dependent Variable: Qp1

Source		Type III Sum of Squares	df	Mean Square	F	Sig.
Intercept	Hypothesis	14.742	1	14.742	20.979	.000
	Error	22.194	31.584	.703 ^a		
Agegrp5	Hypothesis	.280	4	.070	.096	.983

	Error	64.799	89	.728 ^b		
Gender	Hypothesis	.437	1	.437	.600	.441
	Error	64.799	89	.728 ^b		
Education	Hypothesis	.218	2	.109	.150	.861
	Error	64.799	89	.728 ^b		
Internet usage	Hypothesis	2.972	4	.743	1.020	.401
	Error	64.799	89	.728 ^b		
Online learning is waste of time	Hypothesis	4.927	4	1.232	1.692	.159
	Error	64.799	89	.728 ^b		
Prior E-learning experience.	Hypothesis	4.413	2	2.206	3.030	.053
	Error	64.799	89	.728 ^b		

Since the significant value of Age group, gender, education, internet usage, online learning is waste of time and prior E-learning experience, are more than 0.1 we accept the Null Hypothesis that means the students doesn't have negative perception towards online learning. which meansthe Null hypothesis is rejected.

FACTOR ANALYSIS

Since there are 12 different questions, we can't do analysis separately for each question so based on the nature of the question we have selected five question in perception of students and did a factor analysis to reduce the number of questions. After doing factor analysis we havereduced the number of questions to two questions which on a cumulative has a 68.284% representation of the five-question taken in common.

These two new questions together represent the perception of students towards E-learning.

Component	Initial Eigen values			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	1.389	27.770	27.770	1.389	27.770	27.770
2	1.026	20.514	68.284	1.026	20.514	68.284
3	.956	19.121	77.404			
4	.862	17.243	84.647			
5	.768	15.353	100.000			

Hypothesis testing at 90% confidence interval

H0: Online learning doesn't have a significant relationship with the Age group, gender, education, Internet Usage, Region

H1: Online learning does have a significant relationship with the Age group, Gender, education,

, Region, Internet usage.

Since the significant value of Age group, Gender, education is more than 0.1 we accept the Null Hypothesis that means the students doesn't have negative perception towards E- learning but if he she in the below table the Region, mostly preferred in online has a significant less than 0.1 which means the Null hypothesis is rejected that means there is a significant relationship between Region, mostly preferred by students in online and negative perception of students towards E-learning.

Dependent Variable: REGR factor score 1 for analysis 1

Source		Type III Sum of Squares	df	Mean Square	F	Sig.
Intercept	Hypothesis	2.177	1	2.177	1.874	.185
	Error	25.536	21.988	1.161 ^a		
Agegrp5	Hypothesis	.919	4	.230	.291	.883
	Error	70.371	89	.791 ^b		
Gender	Hypothesis	.054	1	.054	.069	.794
	Error	70.371	89	.791 ^b		
Education	Hypothesis	1.823	2	.912	1.153	.320
	Error	70.371	89	.791 ^b		
Region	Hypothesis	14.887	4	3.722	4.707	.002
	Error	70.371	89	.791 ^b		
Internet usage	Hypothesis	9.737	4	2.434	3.079	.020
	Error	70.371	89	.791 ^b		
Mostly preferred in online	Hypothesis	1.348	2	.674	.852	.430
	Error	70.371	89	.791 ^b		

The Second new question also says the same. "Hypothesis testing at 90% confidence interval

H0: Students doesn't have the negative perception towards online learning

H1 : Students have negative perception towards online learning.

Since the significant value of Age group, Gender, education are more than 0.1 we accept the Null Hypothesis that means the students doesn't have negative perception towards E- learning but if he she in the below table the Region, Mostly preferred in online has a significant less than 0.1 which means the Null hypothesis is rejected that means there is a significant relationship between Region, Mostly preferred by students in online and negative perception of students towards E-learning.

Dependent Variable: REGR factor score 2 for analysis 1

Source		Type III Sum of Squares	df	Mean Square	F	Sig.
Intercept	Hypothesis	.666	1	.666	.528	.474
	Error	33.841	26.829	1.261 ^a		
Agegrp5	Hypothesis	1.093	4	.273	.283	.888
	Error	86.003	89	.966 ^b		
Gender	Hypothesis	.020	1	.020	.021	.886
	Error	86.003	89	.966 ^b		
Education	Hypothesis	3.622	2	1.811	1.874	.160
	Error	86.003	89	.966 ^b		
Prior online learning experience	Hypothesis	11.851	4	2.963	3.066	.020
	Error	86.003	89	.966 ^b		
Internet usage	Hypothesis	9.152	4	2.288	2.368	.059
	Error	86.003	89	.966 ^b		
Mostly preferred to use	Hypothesis	2.279	2	1.139	1.179	.312
	Error	86.003	89	.966 ^b		

Findings:

From the percentage analysis, it is found that people between the ages of 21-25 are using E- learning platforms. Majority of the E- learners are male. Majority of the E- learners are unmarried. Majority of the people who have completed under graduation has more interest to use E-learning platforms. The respondents belong to the rural region are very less in using E-learning platforms. Majority of students are preferred social media instead of E-learning platforms. Majority of students have prior experience in E-learning. Majority of students are feels that they are missing face to face interaction with tutor. Majority of students who using E-learning platforms are from Urban area. Majority of students are preferred combination of both online learning as well classroom learning. Majority of students are saying that online learning is not waste of time. Majority of students are having online certification.

Suggestion:

Most of the students are more comfortable with both online learning as well classroom learning, so that fully online learning is not recommended. The rural students are very less in using internet this due to may be poor network, need more research about whether the students are facing difficulty in online learning because of the connectivity issue. Most of the students are spending their full time in social media and other entertaining apps so that it clearly saying that students are interested in Edutainment (video, games, or other material indent to be both educational and enjoyable. Students doesn't have negative perception towards E-learning, but students are not interested in E-learning, Students should be educated about how to use E-learning platforms and what are all the benefits are behind the E-learnings are available should be taught to students.

Conclusion:

Due to increased level of internet penetration students are interested in social medias and other entertaining platforms, need enough awareness among the students when they started their first year of college and tutors have to make a path to students to travel smooth. This study clearly stated that highest number of respondents are from the post-graduation, lack

of awareness about online learning can be seen from these students.

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