

REVEALING E-LEARNING OBSTACLES – AN IN-DEPTH STUDY

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ABSTRACT

Purpose: Through the development of technology higher education classes come under electronic gadgets like mobile phones, computers, laptops, etc. Both the learners and faculties come under a single window system, which makes a classroom effective for them. During the pandemic situation, online education has become popular and several platforms are issued and open to all to learn. However, learners faced lots of issues and challenges such as health issues, technological issues, lack of interactions between the faculties and learners, etc.

Research Methodology: The current research aims to find out the learner's overall satisfaction and obstacles faced by the learners with e-learning with 200 respondents we have implemented the Simple Random Sampling Technique for data collection.

Practical Implications: The study suggests that to avoid those hindrances e-learning platform providers must provide several services with user-friendly, face-to-face interaction that would help them to learn online.

Conclusion: The study concludes that higher educational institutions also take remedial measures to avoid problems and challenges faced by the learners by providing smooth network connections, creating awareness about using technology to the faculties and learners, etc., and hence the study.

Key Words: E-learning, Education, Higher Educational Institutions, Learning and Online.

JEL number: I24,I22,D83,I29

INTRODUCTION:

“The beautiful thing about learning is nobody can take it away from you”.

Education is most important for everyone's life. In the present era, the development of computer technology and Information and Communication (ICT) education makes it easier for everyone to gain knowledge. Electronic learning is nothing but learning facilitated through a range of electronic technology which includes computers, laptops, audio and visual tapes, mobile phones, etc. Nowadays, e-learning has become popular with students delivered through the internet.

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Higher educational institutions allow online courses to develop the learner's education and enhance their skills and knowledge also provide better job opportunities. These online courses can be learned through virtual classes, as well as online assessments will be conducted for the learners. Online education eliminates the face-to-face connection between the instructor and students, they face lots of problems and challenges while learning through online education such as lack of motivation, no smooth internet connectivity, etc. (A.Kulal, et.al). The present study examines the problems and challenges faced by learners when learning online.

STATEMENT OF THE PROBLEM

Online education brings students and teachers under one window, learning improves one's knowledge and skills. Even with the development of technology learners face problems while learning online. In today's world number of platforms for teaching and learning processes are available to learners, and it brings education to the home. Learning online learners face a lot of problems like isolation, lack of motivation, technical issues, online distractions, no proper time management, lack of technical equipment, etc.

Questions:

1. What are all the problems faced by the students learning online?
2. How do they accept learning platforms as their learning system?

OBJECTIVES OF THE STUDY:

To study the acceptance level of learning in e-learning systems, its problems and challenges, and learner's overall satisfaction through online education.

METHODOLOGY

Research Area	The scope of the current research is to find out the learner's overall satisfaction with online education in higher educational institutions.
Sampling Design	Simple Random Sampling Method
Sample Size	200 respondents
Method of Data Collection	Primary Data (Questionnaire Method)
Tools for Analysis	Percentage Analysis Weighted Average Score

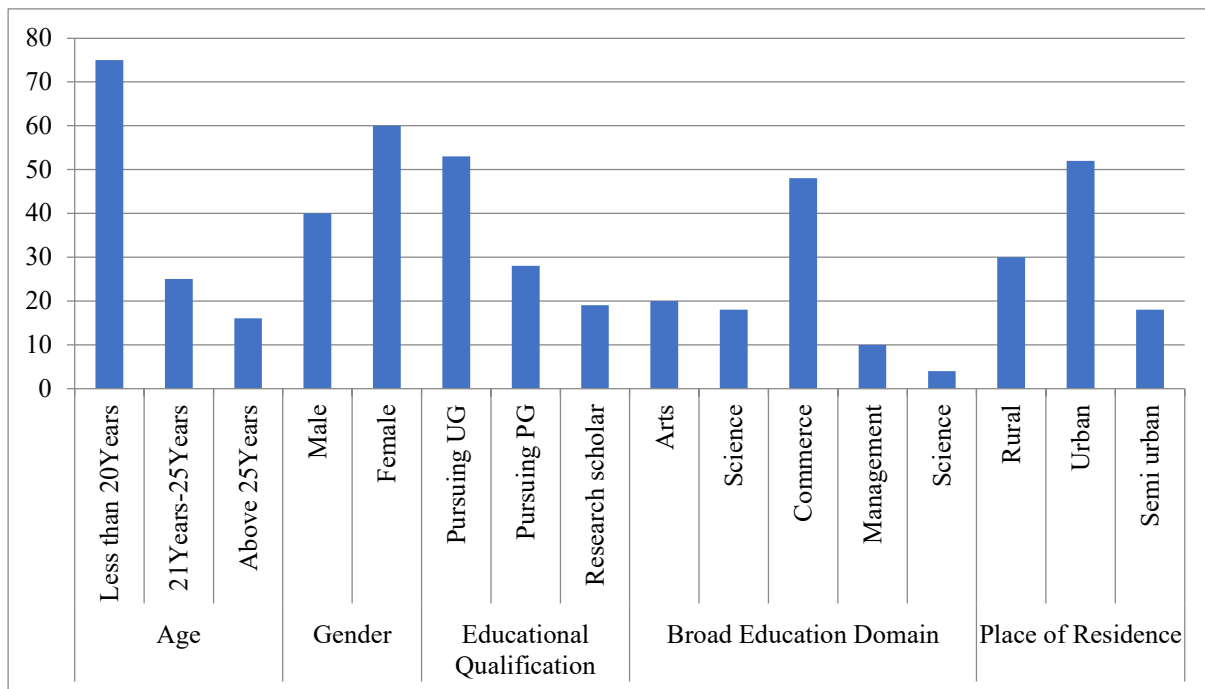
LITERATURE REVIEW

Yahiaoui.et.al (2022), conducted a study on the impact of e-learning systems motivating the students and enhancing their outcomes during COVID-19 under a mixed-method approach. The study concludes that according to the model, there is a positive relationship between the motivating students and their outcomes are significantly affected by the e-learning systems. **Darkwa.B.F.(2021)**, conducted a study from classroom to online, comparing the effectiveness and

student academic performance of classroom learning and online learning. The study concludes that the learning performance of the students through traditional mode is better and better when compared with online classroom performance. With the development of technology online teaching-learning process has become more effective and essential in the pandemic situation, so it is highly acceptable and adoptable by teachers and students is more. **Padmalini Singh.et.al (2021)**, undertook a study on a comparative study on the effectiveness of online and offline learning in higher education. The study concludes that the abrupt change from traditional classes to online classes students is troublesome. In any case, in the current circumstance, the reception of online classes is required, and the greater part of the understudies favored the offline method of education. **Kingie G. Micabalo.et.al (2020)**, undertook a study on, the effectiveness of online and traditional classes: a comparative analysis. The study concludes that on the web and conventional schooling, educators utilized innovation to show the students. These days, this internet-based training has become significant for advancement, particularly during the pandemic period.

RESULTS AND DISCUSSIONS

Exhibit:1 Demographic Profile of the Respondents



The above chart inference a diverse representation across various age groups, genders, educational qualifications, broad education domains, and places of residence. The majority of respondents, comprising 75%, are below the age of 20, while 25% fall within the age bracket of 21 to 25 years, and 16% are above 25 years old. In terms of gender distribution, females constitute 60% of the respondents, while males account for 40%. Regarding educational qualifications, the largest proportion, at 53%, are pursuing undergraduate studies, followed by 28% pursuing postgraduate studies, and 19% are research scholars. The respondents come from varied educational domains,

with commerce being the most prevalent at 48%, followed by arts at 20%, management at 10%, and science at 4%. Interestingly, the data also highlights diversity in the respondents' places of residence, with 52% residing in urban areas, 30% in rural areas, and 18% in semi-urban areas. Overall, this comprehensive snapshot of the demographic profile provides valuable insights into the characteristics of the respondents participating in the study.

Table 1: Reasons for Choosing Online Courses

Reasons	No. of Respondents	Percentage
Convenience	42	21
Improving Technical Skills	31	15.5
Low Cost	85	42.5
Gain Experience	18	9
Enriching Knowledge	24	12

Source: Primary Data

Table 1 shows that notably, convenience emerged as a pivotal factor, with 21% of respondents highlighting its importance, indicating a preference for easily accessible options. Additionally, 15.5% of respondents expressed a strong desire to enhance their technical skills, emphasizing a proactive approach to personal or professional development. Financial considerations played a significant role, with 42.5% citing low cost as a primary motivator, reflecting a practical mindset. Furthermore, 9% of respondents prioritized gaining hands-on experience, underscoring a preference for practical learning opportunities. Lastly, 12% emphasized the pursuit of enriching their knowledge, reflecting a commitment to intellectual growth. Overall, these findings depict a complex interplay of factors shaping individuals' decision-making processes, highlighting the importance of understanding and catering to diverse motivations in designing engaging initiatives.

Table 2: Level of Satisfaction towards online learning

Level of Satisfaction	Teaching Methods	Online exams	Assignments	Discussion forums	Practical classes through online
Average Score	4.11	3.16	3.39	3.47	3.86
Rank	I	V	IV	III	II

Source: Primary Data

Table 2 found that the teaching method that garnered the highest average score, with a rating of 4.11, is practical classes conducted online, placing it at the top rank. Following closely behind are discussion forums, ranked third with a score of 3.47, and assignments, ranked fourth with a score of 3.39. Online exams received the lowest average score of 3.16, positioning it at the bottom rank. Notably, practical classes through online platforms were deemed the most satisfactory, while online exams were rated the least satisfactory among the surveyed respondents. This indicates a preference for interactive and hands-on learning experiences over assessment methods conducted solely online.

Table 3: Problems faced by the students

Problems	Weighted Average Score	Rank
Time management	3.33	VII
Difficulty in understanding	3.59	V
Easier and flexible	3.09	VIII
Technical issues	4.27	I
Adaptability issues towards new technology	3.44	VI
Lack of interaction	4.12	II
Work pressure	3.60	IV
Stress and health issues	3.69	III

Source: Primary Data

Table 3 shows that technical issues emerged as the most significant concern, earning the highest average score of 4.27 and ranking first. Lack of interaction followed closely behind, ranking second with a score of 4.12, indicating a notable challenge in maintaining engagement and communication in online learning environments. Stress and health issues garnered a score of 3.69, placing them third, while difficulty in understanding course material ranked fourth with a score of 3.59. Other issues such as adaptability issues towards new technology, work pressure, time management, and the perceived easiness and flexibility of the program also contributed to the challenges faced by respondents, although they received lower average scores and corresponding ranks. Overall, the data underscores the multifaceted difficulties encountered by individuals participating in online education, emphasizing the importance of addressing technical glitches, enhancing interactive elements, and providing adequate support to mitigate stress and health concerns.

SUGGESTIONS

Nowadayseverywork comes online, especially in higher education institutions, teaching learning process can be done online.Though the development of technology provides door-to-step advantages to everyone, it encourages students also to learn online. Prioritize providing seamless internet connectivity, especially in semi-urban and rural areas, to ensure uninterrupted access to online educational resources.Develop e-learning platforms that are intuitive and user-friendly, making it easier for students to navigate and engage with course materials.Facilitate Face-to-Face

Interaction: Incorporate opportunities for face-to-face interaction between students and instructors through video conferencing or virtual classrooms to foster a sense of connection and collaboration. Interactive Learning: Implement interactive teaching methods such as video lectures, group discussions, and collaborative projects to enhance student engagement and comprehension of course content. Create a supportive learning environment by providing resources and assistance to help students overcome technical challenges and adapt to online learning tools. Encourage active participation in online forums and discussions by posing thought-provoking questions, providing timely feedback, and fostering a respectful and inclusive learning community. Offer guidance and resources to help students effectively manage their time and balance online learning with other responsibilities, reducing feelings of overwhelm and stress. Continuously gather feedback from students to identify areas for improvement in the online learning experience, and adapt strategies accordingly to meet their evolving needs and preferences.

CONCLUSION

The study concludes that nowadays, higher educational institutions are upgraded with the help of technology. While learning online, the learners faced lots of problems such as network issues, practical classes conducted online, lack of interactions between students and teachers, etc. To overcome those obstacles e-learning platforms and educational institutions take remedial measures by providing smooth network connectivity to the students then only they concentrate on their studies without any distractions.

SCOPE OF THE STUDY

The study concentrates only on problems and challenges faced by the students while learning online and its acceptance by the learners. Future studies need research to know the learner's perception and a greater number of platforms available for online courses that are adopted by higher educational institutions with models.

LIMITATIONS OF THE STUDY

Due to the time constraints, we have taken only Coimbatore city for the study purpose which is limited to 200 respondents.

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