DIVERSE DIMENSIONS OF ONLINE EDUCATION THROUGH THE LENS OF YOUTH: A COMPREHENSIVE EXPLORATION

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Abstract

Over the past few years, as technology has advanced, we have seen an increased adoption of online learning. A large number of students and working professionals have joined various e-learning platforms to improve their skills. In the near future also a large growth is anticipated in this sector. considering the same, this paper focuses on youth perspectives on online education on the basis of student experience, engagement, accessibility, technical advancement, global trends and assurance. For this purpose the data from 230 respondents was collected in the form of questionnaires. The study has been conducted in Thiruvalla Thaluk by Convenient sampling method. The paper also analyses the cultural and social dynamics of Online learning.

Key Words: online learning, student experience and engagement

Introduction

Online learning, often referred to as e-learning, is a mode of education that leverages digital technology and the internet to deliver educational content, instruction, and interaction remotely. It provides a diverse and flexible platform for learners of all ages and backgrounds to access courses, programs, and resources tailored to their needs and preferences. In the near future, a large growth is anticipated in this sector. considering the same, this paper focuses on youth perspectives on online education based on certain major focused areas of concerns like student experience, engagement, accessibility, technical advancement, global trends and assurance.

Review of Literature

Meinck Sabine et al.(2022) The study shows that school leaders, teachers, and students generally agreed that student learning Progress was inhibited during the period of altered arrangements to schooling In addition, a significant Percentage of schools in some countries did not offer any teaching and learning for considerable periods Of time.

Blalakamakshi TY(2021) The study highlights the effect of E-learning on students' academic learning performance at the College Level. The objective of the study was to find out the effects of E-learning

on students" interests and Learning. The data was analysed using the Percentage analysis and Chi-square test. The study found that E-learning provides time flexibility to the student. The study concluded that E-Learning provides for Effective time management and motivates students to learn independently.

Ram Gopal (2021) The study shows that four independent factors used in the study viz quality of instructor course Design, prompt feedback, and expectation of students positively impact students satisfaction and Further Student satisfaction positively impacts students' performance. For educational management. These four Factors are essential to have a high level of satisfaction and performance for online courses. This study is Being conducted during the epidemic period of COVID-19 to check the effect of online learning.

Renu Gupta (2021) In their survey show that the online survey found themselves inattentive during the online classes and Also somewhere are not satisfied with respect to understanding the topic. They get the conclusion that Online education has provided a solution in the current scenario, but it cannot replace offline learning With ensures the holistic development of young minds for a better future. With the current experience Of online education, advancement in technologies, proliferation of education, and ample opportunities Of learning from experts, the modes and ease of learning have been significantly changing over a period Of time. Hence, there is a need to develop new theories that

Abhinandan Kutal (2020) In their study proved that e-learning has a more significant role to play in the future, but it cannot be a Replacement for traditional face-to-face classroom learning. They concluded that the students are Comfortable with online classes and are getting enough support from teachers but they do not believe That online classes will replace traditional classroom teaching. It also finds that teachers are facing Difficulties in conducting online classes due to lack of proper training and development for doing online Classes.

Statement of the Problem

In the time of advanced technology and growing digital world online learning likely to become more popular especially among youngsters. Online Education will play a crucial role in helping individual upskill to remain competitive in their careers. Here it is an attempt to analyze youth perspectives on various factors which is having a direct connection to the prospects of online education. The identified variable for the same are Student experience and engagement, Accessibility and technical advancement, Cultural and social dynamics, global trends and Quality assurance.

Objectives

1. To evaluate the perspectives of youth on online learning relating to various factors;
    (a) student experience and engagement,
    (b) accessibility and technical advancement
    (c) Cultural and social dynamics
    (d) global trends and Quality assurance.

2. To understand the relation of the above said focused areas with demographic factors.

Research Methodology

The study was conducted in Thiruvalla Thaluk, the population with a sample size of 230. The study is basically descriptive in nature and the sampling technique adopted is convenience sampling considering the time factor available for the survey. The data were collected through google form. SPSS software is used for data analysis and the tools used were Mean, Standard Deviation, Mann-Whitney U Test.

Data Analysis

Reliability Test of Data Collected

Reliability Statistics

	Cronbach's Alpha	N of Items
Student Experience and Engagement	.809	5
Accessibility and Technical Advancement	.778	4
Cultural and Social Dynamics	.630	4
Global Trends and Quality Assurance	.888	5

It is observed that the underlying construct have more consistency as cronbach's alpha is more than 0.7 in case of the variables such as Student Experience and Engagement, Accessibility and Technical Advancement, Global Trends and Quality Assurance. In case of Cultural and Social Dynamics it shows a moderate consistency.

Normality Test

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Student Experience and Engagement	.117	230	.000	.974	230	.000
Accessibility and Technical Advancement	.159	230	.000	.965	230	.000
Cultural and Social Dynamics	.120	230	.000	.980	230	.002
Global Trends and Quality Assurance	.197	230	.000	.942	230	.000

Here, the sig. value is less than 0.05 at 5% level significance; the data is deviated from the normal distribution. Hence tests that must performed here are non-parametric

Data Analysis

(a) Student Experience and Engagement

Descriptive Statistics

		N	Minimum	Maximum	Mean	Std. Deviation
1	[I find online learning more comfortable]	230	1	5	3.04	1.036
2	[Time freedom in online learning is very important to me.]	230	1	5	3.40	1.035
3	[Here, I recieve more individual attention as it is more personalised.]	230	1	5	3.10	1.018
4	[I have ample opportunity to clarify my doubts.]	230	1	5	3.13	1.025
5	[Online learning has enhanced my technical and computer skills.]	230	1	5	3.33	1.170

Here the table represents descriptive statistics of five different statements relating to student experience and engagement in online learning. Each statement is rated on a scale from 1 to 5. The first statement indicates that on an average, students moderately agree that online learning is comfortable. A relatively high standard deviation shows that there is a fair amount of variability in how students perceive the comfort level of online learning. The same pattern is moving in the following statements. In summary, that data suggests that students generally have moderately positive perceptions of online learning.

(b) Accessibility & Technical Advancements

Descriptive Statistics

		N	Minimum	Maximum	Mean	Std. Deviation
1	[I feel that the online medium has made education easier for me]	230	1	5	3.00	1.034
2	[I could access courses based on my choices and preferences]	230	1	5	3.37	.984
3	[It has made education more cost effective]	230	1	5	3.27	1.067
4	[I am able to connect easily with not many technical issues]	230	1	5	3.04	1.025
5	[Content delivery is more effective in online learning system]	230	1	5	3.07	1.061

Here the table represents descriptive statistics of five different statements relating to Accessibility and Technical Advancement in online learning. In all the five statements the mean value shows that students generally have moderately positive perceptions on various aspects of online learning described here. However there are some variability in their perceptions, which is shown by the standard deviations.

(c) Cultural and Social Dynamics

Here the table represents descriptive statistics of five different statements relating to Cultural and Social

Dynamics in online learning. In all the four statements the mean value shows that students generally have moderately positive perceptions on various aspects of online learning described here. In case of the second and fourth statements, students somewhat agree that the lack of face to face interaction missing of real class room atmosphere is not a concern for them in online learning. However, there is notable variability in the responses, indicating that some students might have stronger concerns in these matters.

(4) Global Trends and Quality Assurance

Descriptive Statistics

		N	Minimum	Maximum	Mean	Std. Deviation
1	E-learning provides me with the same learning opportunities that everyone can acquire.	230	1	5	3.23	.833
2	The absence of face-to-face interaction is not a concern for me	230	1	5	2.78	1.121
3	I don't experience any social isolation in online learning	230	1	5	3.06	.956
4	I don't miss the feel of a real classroom atmosphere.	230	1	5	2.32	1.174

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
[Online learning enables a scenario based variety of learning experiences]	230	1	5	3.13	.980
[There is significant potential for utilizing artificial intelligence and data analytics]	230	1	5	3.28	.922
[Online learning platforms offer the credibility and expected quality of course content]	230	1	5	3.15	.871
[It enhances personalized learning experiences and the overall quality of online learning]	230	1	5	3.18	.910
[Continuous improvement in quality assurance measures will enhance the credibility of online degrees and certifications]	230	1	5	3.17	.910

Here the table represents descriptive statistics of five different statements relating to Global Trends and Quality Assurance in online learning. In all the five statements the mean value shows that students generally have moderately positive perceptions on various aspects of online learning described here. However there are some variability in their perceptions, which is shown by the standard deviations.

Hypothesis Tests

Hypothesis Test Summary

	Null Hypothesis	Test	Sig.	Decision
1	The distribution of EX_NG is the same across categories of Gender.	Independent-Samples Mann-Whitney U Test	.525	Retain the null hypothesis.

Asymptotic significances are displayed. The significance level is .05.

H01: 'Student Experience and Engagement' does not vary among Gender

Here as the P> 0.05, the null hypothesis is rejected. So it is concluded that the factor Student Experience and Engagement' does not vary among Gender

H01: 'Accessibility and Technical Advancement ' does not vary among Gender

Hypothesis Test Summary

	Null Hypothesis	Test	Sig.	Decision
1	The distribution of ACC_TA is the same across categories of Gender.	Independent-Samples Mann-Whitney U Test	.661	Retain the null hypothesis.

Asymptotic significances are displayed. The significance level is .05.

Here as the P> 0.05, the null hypothesis is rejected. So it is concluded that the factor 'Accessibility and Technical Advancement ' does not vary among Gender does not vary among Gender

H01: 'Cultural and Social Dynamics' does not vary among Gender

Hypothesis Test Summary

	Null Hypothesis	Test	Sig.	Decision
1	The distribution of CU_SD is the same across categories of Gender.	Independent-Samples Mann-Whitney U Test	.605	Retain the null hypothesis.

Asymptotic significances are displayed. The significance level is .05.

Here as the P> 0.05, the null hypothesis is rejected. So it is concluded that the factor 'Cultural and Social Dynamics' does not vary among Gender does not vary among Gender

H01: 'Global Trends and Quality Assurance' does not vary among Gender

Hypothesis Test Summary

	Null Hypothesis	Test	Sig.	Decision
1	The distribution of GT_QA is the same across categories of Gender.	Independent-Samples Mann-Whitney U Test	.567	Retain the null hypothesis.

Asymptotic significances are displayed. The significance level is .05.

Here as the P> 0.05, the null hypothesis is rejected. So it is concluded that the factor 'Global Trends and Quality Assurance' does not vary among Gender does not vary among Gender

Finding & Suggestions

From the study, it can be observed that all the factors identified related with the perception of youth on online education were relevant in deciding it prospects. The mean values associated with each statement related to the analysis shows that students generally have moderately positive perception on all the factors except few statements which describes the fact that lack of face-to-face interaction and missing of real class room atmosphere is not a concern for them in online learning. At the same time the standard deviation of the same statements has notable variability in the responses, indicating that some students might have stronger concerns in these matters.

Considering the impact of demographic factors on different variables, it is observed that the independent factors have no considerable impact on all the variables identified for the study.

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