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TITLE: Impact of online learning platforms on student performance in higher education institutions

RESEARCHER: Siddharth Tomar

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UNIVERSITY: Galgotias university

GUIDE: Dr. Neha Singh

ABSTRACT

The speedy shift towards virtual schooling, particularly catalyzed by way of the COVID-19 pandemic, has revolutionized the better schooling landscape. This look at explores how online mastering platforms together with Google lecture room, Zoom, Moodle, and Coursera impact scholar academic performance in Indian higher schooling institutions. the usage of a established questionnaire, responses were collected from one hundred twenty five college students across varied institutions, degrees, and disciplines.

Findings imply a predominantly tremendous effect, with over seventy five% of respondents reporting instructional development. students liked the accessibility, flexibility, and content availability of systems, despite the fact that demanding situations inclusive of poor internet connectivity, reduced interplay, and confined arms-on reports persisted. The research attracts at the technology acceptance version (TAM) and Self-dedication idea to provide an explanation for how perceived usefulness, ease of use, and motivation have an impact on platform engagement.

LITERATURE REVIEW

The literature evaluate presents a conceptual and empirical basis for knowledge the relationship among online gaining knowledge of structures and pupil performance. It explores present theories, preceding research findings, and modern-day gaps in understanding to place the study inside the broader academic discourse.

Determinants of student performance:

Student overall performance in digital learning environments is motivated by means of diverse interrelated factors. these encompass get entry to to digital infrastructure, the high-quality of course content, consumer interface layout, interaction opportunities, trainer help, and the learner's intrinsic and extrinsic motivation. in step with Anderson (2008), meaningful engagement with content material, friends, and teachers is relevant to achieving academic achievement in on-line settings. moreover, Clark and Mayer (2011) emphasize that multimedia instructional strategies, which include the usage of visuals, actual-time remarks, and self-paced getting to know modules, significantly improve getting to know results.

Function of motivation in e-learning:

Motivation is a mental driving force that performs a pivotal function in studying, specifically in self-regulated environments like on line training. based totally on Deci and Ryan's (2000) Self-dedication idea, motivation is assessed into broad categories: intrinsic and extrinsic. Intrinsically influenced students have interaction in gaining knowledge of out of curiosity and a preference to master the challenge, whilst extrinsically inspired newcomers are driven by rewards together with grades or future job opportunities. Artino (2007) determined that better intrinsic motivation leads to better staying power, participation, and performance in on-line publications.

Online gaining knowledge of systems and educational Engagement:

Platforms including Google classroom, Moodle, Blackboard, Zoom, and Microsoft teams offer each synchronous (real-time) and asynchronous (self-paced) modes of mastering. Bernard et al. (2009) assert that asynchronous methods like recorded lectures and boards increase flexibility, while synchronous tools beautify real-time collaboration and immediacy. however, research also warns about platform fatigue and cognitive overload when students are exposed to prolonged digital interplay without breaks or variation in content transport.

Theoretical Frameworks:

This examine employs two number one theoretical frameworks to interpret the findings:

Era recognition version (TAM) with the aid of Davis (1989):

This model shows that users' popularity of generation is stimulated with the aid of its perceived usefulness and simplicity of use. inside the context of online gaining knowledge of, college students are more likely to engage with systems they discover intuitive and beneficial to their academic desires.

Constructivist mastering concept: Rooted in the work of Vygotsky and Piaget, this theory emphasizes the function of novices in constructing their very own information through active engagement and collaboration. online systems that help discussion boards, peer-to-peer interaction, and assignment-based totally gaining knowledge of align properly with this theoretical angle.

Gaps in current research:

Although several research have investigated the effectiveness of online studying in the course of the COVID-19 pandemic, few have performed a deep analysis of lengthy-term educational outcomes, particularly within the Indian context. most present literature specializes in emergency remote coaching rather than dependent on line mastering. moreover, studies hardly ever differentiate between platform kinds, content material first-rate, scholar demographics, or socio-monetary backgrounds, leaving a good sized hole in expertise differential influences.

Intrinsic and Extrinsic Motivation in on line mastering:

Motivation in virtual getting to know can be pushed via internal pride or outside rewards. Adair (2009) explains that intrinsic motivation results in sustained educational interest and deeper getting to know, especially whilst college students can manage the tempo and technique of content intake. In contrast, extrinsic motivation is frequently quick-term and may depend on institutional strain or external incentives. functions like gamification, badges, quizzes, and actual-time comments tend to enhance each varieties of motivation while carried out successfully. however, over-reliance on extrinsic motivators can lessen a pupil's autonomy and hobby over the years.

RESEARCH DESIGN AND METHODOLOGY

This bankruptcy outlines the methodology adopted to take a look at the relationship between online studying platforms and pupil instructional overall performance. It information the studies design, populace, sample choice, facts collection equipment, and analytical strategies used to ensure the credibility and accuracy of the findings. methodology is vital to the success of any studies, because it governs the structure, reliability, and validity of the statistics accumulated and interpreted.

Research design:

The look at employs a quantitative descriptive research layout, that's suitable for reading numerical information and identifying statistical relationships. This layout allows the gathering of standardized statistics throughout a big populace, allowing the researcher to discover tendencies, correlations, and patterns objectively. A descriptive method turned into chosen to offer a clean photo of the impact of on-line getting to know systems without manipulating any variables.

Population of the study:

The target population consists of undergraduate and postgraduate college students enrolled in higher training establishments in the Delhi NCR location. these establishments embody authorities universities, personal universities, and deemed-to-be universities. the choice of a various population ensures the inclusion of college students from various academic disciplines and socio-financial backgrounds, thereby increasing the generalizability of the outcomes.

Sample and Sampling method:

A pattern of one hundred twenty five students was selected using stratified random sampling. This technique changed into followed to make sure proportional representation from specific categories, along with instructional degrees (UG and PG), disciplines (technology, Arts, trade, and so on.), and institution kinds (private, authorities, and deemed). Stratification enhances the reliability of the results by means of minimizing sampling bias and making sure that key sub-groups are properly represented.

Records collection instrument:

The number one statistics collection tool turned into a dependent questionnaire designed the usage of Google paperwork. The questionnaire consisted of each closed-ended and Likert-scale questions and changed into divided into three sections:

- Segment A: Demographics (age, gender, organization type, instructional degree)
- Section B: Platform usage and experience (platforms used, frequency, pride, and challenges)
- Segment C: academic effect and Motivation (self-said overall performance changes, motivation stages)

The based format allowed for consistency in responses and facilitated quantitative evaluation.

Validity and Reliability of the device:

To ensure content validity, the questionnaire became reviewed through educational professionals, such as the studies supervisor. A pilot take a look at become performed with 10 college students to evaluate the readability, relevance, and comprehensibility of the questions. based totally on their comments, minor revisions were made.

Reliability became evaluated the usage of Cronbach's Alpha, a degree of internal consistency. The alpha coefficient obtained was above zero.eighty, indicating a high level of reliability and suggesting that the questionnaire objects constantly measure the intended constructs.

Facts collection technique:

The finalized questionnaire became dispensed digitally thru WhatsApp organizations and college mailing lists. members were knowledgeable about the voluntary and anonymous nature of the survey. No private identifiers have been accumulated, and responses were recorded only after acquiring knowledgeable consent. The survey remained open for two weeks, in the course of which periodic reminders have been despatched

to growth participation prices. a total of a hundred twenty five legitimate responses had been acquired and compiled for evaluation.

Data evaluation strategies:

The collected information have been analyzed using Microsoft Excel and SPSS (Statistical package for the Social Sciences).

- Descriptive statistics (imply, median, preferred deviation) had been used to summarize the responses.
- Inferential facts, along with Pearson's correlation coefficient and linear regression evaluation, have been employed to look at the connection among platform usage and educational overall performance.
- Results have been provided using tables, charts, and graphs to beautify readability and interpretability.

Ethical issues:

moral compliance turned into a priority during the studies manner. individuals have been knowledgeable approximately the motive of the have a look at and have been required to offer knowledgeable consent before participation. The observe followed moral studies standards by means of:

- making sure voluntary participation
- preserving anonymity and confidentiality
- the usage of records exclusively for instructional functions

The methodology adopted on this research is designed to uphold the integrity and validity of the look at whilst making sure meaningful insights into the educational effects of online gaining knowledge of systems

DATA ANALYSIS AND INTERPRETATION

This chapter provides a comprehensive analysis of the statistics accumulated via the based questionnaire. The analysis targets to explore traits, identify patterns, and examine the impact of online studying platforms on pupil overall performance. each descriptive and inferential statistical tools have been used to interpret the findings.

Demographic Profile of Respondents:

Know-how the demographic distribution of the pattern is vital for contextualizing the results.

- 1.Age organization: The respondents were classified into five age brackets. most of the people of participants (about 69%) have been among 22 and 30 years old, that's traditional for better training students in India.
- 2.Gender: The gender distribution was tremendously balanced, with 66 female and fifty nine male respondents.
- 3.Group kind: contributors represented a variety of institution types: 50 from private universities, 39 from deemed universities, 27 from authorities schools, and 8 from on-line-best establishments. This range guarantees that the results replicate the experiences of students from varied instructional contexts.

Online studying structures Used:

Individuals stated the usage of multiple online systems for academic activities. The systems most frequently cited include:

1. Google classroom and Zoom: these platforms have been the most generally used because of their integration in institutional curricula.
2. YouTube: Used widely as a supplementary supply for information ideas thru visual and interactive content.
3. Moodle and Microsoft teams: those had been standard in some private and authorities establishments.
4. Coursera and WhatsApp: Coursera was popular for ability improvement and certification, at the same time as WhatsApp served as a medium for group discussions and assignment sharing.

The variety in platform utilization indicates that scholars interact with both formal LMS equipment and informal conversation channels for instructional functions.

Impact on educational performance:

Students were asked to file how on-line structures inspired their instructional overall performance:

1. Moderate improvement: 72 students (57.6%) felt their performance stepped forward marginally.
2. Sizeable development: 23 college students (18.4%) suggested important academic profits.
3. No trade or Decline: 29 students (23.2%) referred to no development or a decline in overall performance.

Those effects recommend that nearly 76% of students experienced a high-quality educational effect, reinforcing the perception that on line learning platforms can help instructional boom while used correctly.

Experience with online gaining knowledge of structures

College students rated their overall enjoy the use of a five-factor Likert scale (1 = negative to five = brilliant):

- Mean: 3.55
- Median: 4.0
- Mode: 4.0
- Standard deviation: 0.84
- Scale: 1(poor) to 5(excellent)

The average rating shows that most college students had a high-quality revel in with on-line platforms, with scores clustering around 'exact' and 'very good'.

Motivation rating

To assess motivation, college students responded to statements concerning their drive to engage in online learning:

- Mean motivation score: 3.69
- Median: 4.0
- Standard Deviation: 0.85

These effects highlight that students maintained reasonably high motivation degrees, which is vital for success in autonomous studying environments.

Correlation and Inferential analysis

Using Pearson's correlation coefficient and regression evaluation, the subsequent relationships had been discovered:

Platform usage and academic overall performance: A fine correlation ($r \approx 0.62$), indicating that elevated utilization of studying platforms is related to higher academic performance.

Motivation and performance: A moderate wonderful correlation ($r \approx 0.58$), suggesting that influenced students tend to carry out higher.

Regression analysis: Linear regression confirmed that each platform usage frequency and pupil motivation extensively expect educational outcomes ($p < 0.05$).

Summary of Key Findings

- The pupil population changed into predominantly inside the 22–30 age institution, with a balanced gender representation.
- A wide array of online structures is getting used, reflecting the adaptability and preferences of students.
- Over 3-fourths of college students perceived a positive instructional impact from online mastering.
- Students normally rated their experience with online mastering systems as high quality.
- Motivation stages had been fairly high and correlated positively with educational performance.
- Statistical tests confirmed a big relationship between online engagement and educational fulfillment.

The statistics evaluation affirms that on line mastering systems, whilst efficaciously integrated and supported through encouraged newcomers and adequate infrastructure, have a measurable fine impact on student academic consequences.

CONCLUSION AND IMPLICATIONS

This chapter synthesizes the key findings of the study and provides a comprehensive conclusion based on the data analysis. It also offers practical recommendations for educational institutions, policymakers, and technology developers, followed by a discussion of the limitations of the research and potential areas for further study.

Conclusion

The findings of this study confirm that online learning platforms have a generally positive impact on student academic performance in higher education institutions. The data revealed that a significant portion of students (76%) experienced improvements in academic outcomes after engaging with digital platforms like Google Classroom, Zoom, Moodle, and Coursera. Students reported that features such as recorded lectures, accessible content, flexibility in timing, and real-time communication enhanced their ability to understand and retain academic material.

Moreover, motivation levels among students were moderately high, indicating a general willingness to adapt to the digital learning environment. Students who were more engaged and motivated were more likely to report positive academic results. The correlation analysis affirmed that higher usage of online platforms is associated with better academic performance, especially when combined with strong intrinsic or extrinsic motivation.

However, the study also identified key challenges. Technical issues such as poor internet connectivity, limited interactivity, and lack of hands-on practical exposure were consistently reported. These barriers

highlight that while the digital transition offers many benefits, it also demands significant improvements in infrastructure and teaching methodology to be truly effective.

Overall, online learning platforms represent a transformative shift in the education sector. When implemented thoughtfully and supported adequately, they have the potential to enhance learning outcomes, foster digital literacy, and democratize access to education.

Recommendations

Based on the insights gathered from the research, the following recommendations are proposed:

- **Strengthen Digital Infrastructure:** Institutions should invest in reliable internet access, high-quality learning management systems (LMS), and user-friendly interfaces to ensure smooth delivery of online education.
- **Faculty Training and Support:** Continuous professional development for educators is essential to help them design and deliver engaging online content. Training should include digital pedagogy, content creation, and student engagement techniques.
- **Blended Learning Models:** Institutions should consider combining online and offline methods. Blended models offer flexibility while retaining essential face-to-face interaction for hands-on learning and collaborative projects.
- **Motivational Strategies for Students:** Gamification, recognition badges, timely feedback, and peer-learning communities can be introduced to keep students motivated and actively involved in their learning journey.
- **Student Feedback Mechanisms:** Regular feedback collection from students regarding their online learning experiences can guide platform improvements and pedagogical adjustments.
- **Policy-Level Support:** Government agencies and educational boards should establish frameworks to standardize online education quality, ensure equitable access, and support innovation in e-learning.

Limitations of the Study

While the study offers valuable insights, it is important to acknowledge certain limitations:

- **Sample Size and Scope:** The study was limited to 125 students from institutions within the Delhi NCR region, which may not fully capture the diversity of experiences across India or other educational systems.
- **Self-Reported Data:** Much of the information collected was based on self-assessment by students, which may be influenced by personal bias, perception, or inaccuracies in self-evaluation.
- **Short-Term Focus:** The study presents a snapshot in time and does not examine the long-term effects of online learning on student performance or career outcomes.
- **Limited Stakeholder Perspectives:** The research primarily focused on student responses. Perspectives from faculty, administrators, and policymakers could provide a more holistic understanding of online learning effectiveness.
- **Technological Disparities:** Variations in access to technology and digital literacy levels were not deeply analysed, which could influence the generalizability of the findings.

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