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LEARNERS ATTITUDE TOWARDS ONLINE LEARNING PLATFORMS

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Abstract:

The research paper is aim to explore the factors those motivate learning through online learning platforms and the learner's digital engagement on learning. The primary Data for the study have been collected from the 270 users in Coimbatore district through issue of well-structured questionnaire by using convenient sampling technique. The simple percentage has been used to analysis the data. The study finds that majority of the users are in the age group between 26-30 years and are female users and majority of the learners have 2-3 years of experience in online learning platforms and have completed more than two courses preferring Mobile Phone. To identify the Learners Attitude towards Online Learning There are eleven factors related to attitude have been taken for the study and it is identified that Majority of users have positive attitude towards Online Learning through platforms. And also the study finds that learns have negative attitude towards Online learning platforms are interactive like traditional class rooms.

Key words: Online Platforms - Digital Engagement - Learning Motivation Online learning Factors

Introduction

Technology development and technology inclusion accelerated the learning through e-learning or virtual learning platforms remotely. Now world-wide countries have adopted virtual learning platforms to empower the education system. An online learning platform facilitates students' centric method of teaching by adopting digital technologies. Engagement Theory of Learning says the learner's level of engagement in learning affects their learning process (**Greg Kearsley & Ben Schneiderman 1999**). The factors like cognitive, behavioural and affective have an impact on learner's attitude and level of engagement in online learning. (**Bond and Bedenlier 2019**). This article explores the Learners Attitude towards online learning platforms and their level of engagement level towards learning process.

Review of Literature

Nasser M. Sabah (2013), Entitled a study on "Students' Attitude and Motivation Towards E-learning". To examine the effect of in-person learning, blended learning, virtual classrooms and video stream on students at Alquds Open University and to investigate the students motivations, attitude and expectations regarding e-learning platforms. To analyse the data collected from 100 learners. Factor analysis is utilized to analyse the data. The study reveals that students have a favourable attitude towards the integration of e-learning and traditional face-to-face instruction. And there is a positive correlation between technical skill and student's attitude towards e-learning environment. Platforms Equipped with various facilities are advantageous for learners and computer experience influences the acceptance level of e-learning among students.

Evelyn Knowles and Dennis Kerkman (2007), their study entitled an "Investigation of Students Attitude and Motivation toward Online Learning". To know the factor those motivate to learn in online learning platforms. The study reveals that there is a notable connection between internal locus of control and online learning. Positive significant changes are observed in learners between the pre-course and post-course phases. The study indicates that online platforms offer learners ample time it is identified that through online

learning platform instructor can able to use their teaching methodologies. Internal motivation stands out as the most influential factor among learners, fostering disciplined learning and a commitment to complete their courses.

Hollister Brooke, Nair Praveen, Hill-Lindsay Sloan, Chukoskie Leanne (2022), their study titled “Engagement in Online Learning: Student Attitudes and Behavior during COVID-19”. To analysis the students level of engagement towards learning. For that the data is collected from 187 learners. The gathered data was analysed using statistical methods such as paired t-tests and Mann–Whitney U tests. The research reveals that most students indicated difficulties in remaining connected with their peers and instructors as well as managing the pace of their coursework. Nonetheless, students had favorable views regarding their instructional staff. A majority of students felt more at ease in asking and answering questions during online classes, indicating that there may be aspects of online learning that students are open to, which could also enhance in-person classes

Rui Wang, Jie Cao , Yachen Xu and Yanyan Li (2022), their study titled “Learning engagement in massive open online courses: A systematic review” to identify the learning engagement in MOOCs. The research indicates that both internal and external factors influence learning engagement, which may assist MOOC designers and educators. Learning engagement serves as a strong indicator of the state of learning. In light of this, designers and educators can implement more tailored learning support for various students and consider this in their course design.

Hassan, Hasmawati & Atan, Hanafi. (2012) their study titled “Student Engagement in Online Learning”, their objectives of Study is to identify the learner’s attitudes toward e mentoring. To examine data gathered from 205 learners, the data were analyzed using factor analysis and multiple regression techniques. The outcome of the factor analysis revealed there are two categories of learner attitudes: learner autonomy and teachers as assisted tutors. Learner attitudes contribute to the prediction of e-mentoring.

P.Divya Bharathi (2025), studied on title “Exposure of MOOCs Platforms among Learners”, objectives of Study is to identify the factors influencing their intention to learn through these digital platforms. The research reveals that the engagement with MOOCs platforms is greatly affected by institutional promotions, and additionally, the research finds that the ability to learn at flexible times and obtain a certificate are the primary factors that impact learning.

Statement of the Problem

With the rapid growth and adoption of technology highly influenced the education sectors by providing wide range of courses to the learners. Now a day’s people can learn any course from any institution. The only thing they should adopt the environment of online learning by controlling their emotional and behavioural engagement. So there arise a question aims to address the problem: what factors motivate online learning?, how learners are digitally engaged towards learning’s. The study may help to address the above problem and will provide valuable insights.

Objectives:

- To identify the factors those motivate learning through online learning platforms.
- To analyses the learner’s digital engagement on learning.

Research methodology

The present study is based on primary data which have been collected from online learners in Coimbatore district through issue of well-structured questionnaire. It contains

questions relating to the learners Socio Economic Profile & online learning platform usage of Users, Learners Attitude towards Online Learning and Learners Attitude towards digital engagement. The data for the study have been collected from 270 learners through Google forms. Snowball sampling technique has been adapted to collect data. The data collected have been analysed using simple percentage.

Findings:

The findings of in the study have been divided into three parts namely Socio Economic Profile & online learning platform usage of Users, Learners Attitude towards Online Learning and Learners Attitude towards digital engagement.

i) Socio Economic Profile & online learning platform usage of Users

A survey conducted with a sample size of 270 participants. The analysis covers various demographic variables such as age, gender, years of experience in online learning; number of courses completed, and preferred devices for learning. The findings provide insights into the characteristics and preferences of the participants.

TABLE: 1 Socio Economic Profile & online platform usage of Users

| Socio Economic Profile | Variable | Frequency (N:270) | % |
|---|-----------------|-------------------|-------|
| Age | Up to 25 years | 57 | 21.11 |
| | 26-30 years | 67 | 22.71 |
| | 31-35 years | 46 | 15.60 |
| | 36-40 years | 45 | 15.25 |
| | Above 41 years | 46 | 15.60 |
| Gender | Female | 140 | 47.45 |
| | Male | 130 | 44.06 |
| Year of experience in online learning | Up to 1 year | 78 | 26.44 |
| | 2-3 years | 89 | 30.16 |
| | 4-5 years | 56 | 18.98 |
| | Above 5 years | 47 | 15.93 |
| No of courses completed | One | 95 | 32.20 |
| | Two | 78 | 26.44 |
| | Above two | 97 | 32.88 |
| Type of Devise That You Prefer to Use for Learn | Mobile Phone | 146 | 49.49 |
| | Personal Laptop | 124 | 42.03 |

Age Distribution: Among 270 learns majority of 67(22.71%) are aged between 26-30 years which suggests that online learning is particularly appealing to younger individuals.

Gender Breakdown: Among 270 learns majority of 140 (47.46%) are females.

Years of Experience in Online Learning: The majority of 89 (30.17%) learners have 2-3 years of experience in online learning Pandemic breakdown all the barriers; many are relatively new to this mode of education.

Number of Courses Completed: The majority of 97 (32.88%) has completed more than two courses reflecting a commitment to continuous learning and engagement with online educational resources.

Preferred Device for Learning: Among 270 learners majority of 146 (49.49%) preferring Mobile Phone. The preference for mobile phones as the primary device for learning highlights the importance of mobile accessibility in online education. This trend suggests that educational platforms should prioritize mobile-friendly content and interfaces to cater to this preference.

b. Learners Attitude towards Online Learning

Table: 2 shows that the Analysis of learners' attitudes towards online learning based on survey data. The findings reflect the perceptions of learners regarding various aspects of online education. The results indicate a generally positive attitude towards online learning with a significant number of learners expressing strong agreement with the benefits of digital platforms. This shows the positive attitude towards online learning platforms.

TABLE: 2 Learners Attitude towards Online Learning

| Factors | Strongly Agree | Agree | Disagree |
|--|----------------|-------------|-------------|
| I can effortlessly learn through a digital platform | 96 (36.06%) | 120(44.04%) | 54(20.00%) |
| I enjoy learning | 101(37.4%) | 80(29.06%) | 89(33.00%) |
| I have gained lot of information | 112(41.5%) | 102(37.08%) | 56(20.07%) |
| Online platforms are user friendly, convenient, time saving | 117(43.03%) | 89(33.00%) | 64(23.07%) |
| Online learning platforms are interactive like traditional class rooms | 60(22.02%) | 90(33.03%) | 120(44.04%) |
| Online learning platforms simplified the process of distance learning | 130(48.01%) | 90(33.3%) | 50(18.05%) |
| Online learning help me to achieve my academic excellence | 120 (44.04%) | 80(29.06%) | 70(25.09%) |
| Online learning help me to balance my work and studies | 143(53.00%) | 80(29.06%) | 47(17.04%) |
| Online learning help me to gain knowledge on my specialization | 133(49.03%) | 98(36.03%) | 39(14.04%) |
| Online learning is task oriented | 150(55.06%) | 90(33.03%) | 30(11.01%) |
| The educational Content was very informative | 133(49.03%) | 116(43.00%) | 21(7.08%) |

Ease of Learning: Among 270 learners majority of learners (80.10%) are either strongly agree or agree that they can learn effortlessly through digital platforms indicating a strong comfort level with online learning environments.

Enjoyment of Learning: Among 270 learners majority of learners (66.46%) are enjoy learning and a notable portion of 89 (33.00%) disagrees suggesting that online learning may not be adoptable by all the people.

Information Retention: The data shows that among 270 learners 112(41.5%) are strongly agreeing and 102(37.08%) learners are agreeing they have gained a lot of information which highlights the effectiveness of online platforms in delivering educational content.

User-Friendliness: The data shows that among 270 learners (76.03%) finds online platforms is user-friendly, time saving and convenient which is more important for he users of learning platforms and it creates motivations among learners.

Interactivity: The data shows that among 270 learners 120(44.04%) learners responded that online learning is less interactivity. This indicates a potential area for improvement in online education.

Simplification of Distance Learning: Among 270 learners a strong majority of learners (81.34%) agree that online learning simplifies distance education, showcasing its effectiveness in reaching learners remotely. It shows the education and technology inclusion in the society.

Academic Excellence: Among 270 learners 73.10% of learners believe online learning aids in achieving academic excellence reinforcing its value in educational attainment.

Work-Study Balance: Among 270 learners a strong majority of 82.06% feel that online learning helps balance work and studies which is particularly beneficial for adult learners and those with multiple commitments.

Specialization Knowledge: The data shows that among 270 learners nearly 85.06% of learners agree that online learning enhances their knowledge in their specialization indicating its relevance to professional development.

Recommendation of Online Learning: The data shows that among 270 learners nearly (88.09%) would recommend online learning reflecting overall satisfaction with the experience.

Informative Content: The data shows that among 270 learners nearly the educational content is viewed positively with 92.03% finding it informative which is essential for effective learning.

c. Learners Attitude towards digital engagement:

Table: 3 Digital Engagements towards Learning

| Factors | Strongly Agree | Agree | Disagree |
|--|----------------|-------------|------------|
| I have a regular plan of work to complete the course | 102(37.77%) | 120(44.44%) | 48(17.77%) |
| I download and prepare a notes for references | 128(47.40%) | 97(35.92%) | 45(16.66%) |
| I compare materials with other websites | 119(44.0%) | 101(37.40%) | 50(18.51%) |
| I regularly visit the portal for further updates | 130(48.14%) | 94(34.81%) | 46(17.03%) |
| If I have difficult in understanding I use chat box, forums on the platforms | 146(54.07%) | 89(32.96%) | 35(12.96%) |
| Online learning is interesting | 120(44.44%) | 89(32.96%) | 61(22.59%) |
| I regularly participating on discussion forums | 110(40.74%) | 70(25.92%) | 90(33.33%) |
| I always check availability of new courses | 125(46.29%) | 115(42.59%) | 30(11.11%) |

Regular Work Plan: Among 270 learners majority of 120(44.44%) of the learners are strongly agreeing that that they have a regular plan of work to complete the course indicating a structured approach to their studies.

Pre Preparation: Among 270 learners majority of 128 (47.40%) of learners actively download and prepare notes for reference this shows their commitments towards learning's

Material Comparison with Other Websites: Among 270 learners majority of 119 (44.0%) learners are Strongly Agreeing that they compare materials with other websites this shows their reflecting a proactive approach to ensuring the quality and comprehensiveness of their learning resources.

Regular Portal Visits for Updates: Majority of 130 (48.14%) learners regularly visiting the portal for updates it is shows their positive attitude towards online learning and their engagement towards course completion and related updates.

Utilization of Chat Box and Forums for Difficulties: majority of 146 (54.07%) learners strongly agreeing that they utilize chat boxes and forums when facing difficulties. indicating a strong reliance on community support for overcoming challenges.

Interest in Online Learning: majority of 120 (44.44%) learners find online learning is interesting

Participation in Discussion Forums: The participation rate in discussion forums is mixed; with only 66.66% learners are actively engaging.

Checking Availability of New Courses: majority of 120 88.88% of learners are regularly checked for new courses.

Suggestions

Based on the data analysis and learners suggestion in this study as follows;

- Creating user friendly platforms and free certificates creates more learners to take and complete the course.
- More interactive class may increase learner's engagement level in learning.

Conclusion

This paper examines the Learners Attitude towards online learning platforms

The study concludes that the learners have positive attitude towards online learning platforms. And digital engagement towards learning is improved in a positive way this shows that Digital inclusion in economy changed the way of learning process. Now any one any were at any time can learn anything.

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