

Evaluating the Effectiveness of Online Learning in Private College Education

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Abstract

As online learning has become more popular in private colleges, its usefulness has been debated. This study discusses private college online learning efficiency evaluation factors and methods. Online learning has grown in popularity, allowing students flexibility and accessibility while also bringing new difficulties and opportunities for private colleges. Its efficacy must be assessed across student results, engagement, institutional resources, and teaching techniques. Online learning evaluation requires measuring student results. Online versus face-to-face learning can be contrasted by course completion, grade, and retention rates. Assessing whether online learners obtain the same learning outcomes as traditional students is crucial. Student performance and learning gains studies illuminate online learning's efficacy. Another important factor is student engagement. Online learning is flexible but difficult to interest students. Online students' participation in discussions, peer collaboration, and course materials must be assessed. New digital technologies and learning analytics can analyze and improve engagement. Online learning should also be assessed for its impact on teaching. Effective online instruction requires faculty training and support. This examination examines how educators use technology, modify their teaching approaches, and support online students. Online learning in private colleges works beyond academics. Institutions must evaluate financial and resource impacts. Online program infrastructure, course development, and maintenance should be assessed for cost-effectiveness. Assessing online products' scalability and impact on private universities' finances is crucial. Consider students, professors, and administrators' perspectives. Surveys, interviews, and focus groups can reveal these groups' perspectives and satisfaction, revealing non-academic efficacy. The main aim of the study is to examine the effectiveness of online learning in private college education.

Keywords: *Online Learning, Students, Private College Education, Digital Education*

Introduction

In many areas of human endeavor, IT has been enthusiastically heralded as a game-changing driving force for revolutionary progress. Many students today want to study abroad without leaving home by enrolling in an

online program and earning a degree from a prestigious foreign university. However, living in underdeveloped areas with limited access to information and resources limits their ability to achieve their goals. Studies have shown that kids in rural locations, who may have trouble getting to their regular schools due to distance, can benefit greatly by taking use of online learning opportunities. Without a doubt, many schools of higher learning around the world are adopting e-learning programs. Web-based learning, or online learning, is a form of distance education that makes use of the World Wide Web to provide easy and adaptable means of educating individuals or groups of people toward specific performance goals (Kansal, Et.al., 2022). Blackboard and Second Life are just two examples of the many online education platforms available today. Lectures, homework, and other activities are all done on both the Blackboard and Second Life systems. The virtual environment Second Life was created by Linden Lab and made available to the public in 2003. It sees extensive use in the realm of formal instruction. Students can experience a virtual learning environment in Second Life because to the platform's use of 3D technologies. The use of Second Life has many potential benefits, including facilitating remote learning, introducing new forms of communication for social interaction, testing out ideas for solving problems that might not work in the real world, and giving researchers access to a vast network of contacts and potential collaborators. Alenezi and Shahi (2015) state that in order to participate in Second Life, one needs access to a fast internet connection and a computer. Many obstacles may stand in the way of developing countries trying to implement this technology. The study's authors contended that, in the not-too-distant future, institutions will find VR to be a highly effective tool for a variety of distance learning methods. While there are many drawbacks to using virtual worlds, the benefits far outweigh them. As things stand, it's clear that Second Life isn't a suitable replacement for more established types of online education.

Educators all across the world have taken a keen interest in the rise of online learning as a cutting-edge educational system. Distance education, or online learning, is a method of instruction that makes it possible for students and others to participate in classes without physically attending them. P2P, client-server, and web-based infrastructures are all included in this style of education. Many studies have looked into how utilizing e-tools in the classroom affects students' academic performance, with a focus on high school pupils. Research shows that when students use digital resources, they do better than when they don't. Further, the usage of online learning platforms has made it easier for users to gain access to information via personal computers, and the development of mobile online learning has made it possible for users to gain access to information via mobile devices (Agarwal, et.al., 2022). As a result, students can participate in their coursework via technically-oriented online platforms. Understanding the factors that precede a student's decision to embrace and use an e-learning system is crucial to the success of any such system. This research aims to examine modern e-learning environments in depth, dissecting their unique characteristics, limitations, and benefits as well as the major drivers driving the widespread uptake of these technologies. Personal, social, cultural, technological, organizational, and environmental factors were all mentioned as factors that should be taken into account when designing an efficient e-learning system, as suggested by the findings.

Advantages of Online Learning in Private Colleges

The utilization of online learning platforms within private universities presents a range of benefits and

drawbacks.



Figure 1: Merits of Online Learning in Private Colleges

The aforementioned criteria may exhibit variability contingent upon the specific school, program, and individual student preferences. This paper provides a comprehensive analysis of the primary benefits and drawbacks associated with online education within the context of private higher education institutions.

- Online learning offers students the advantage of increased flexibility with regard to the timing and location of their studies. The aforementioned adaptability proves advantageous, specifically for those who are employed, pupils who have familial obligations, and those who own demanding timetables (Nagpal, S., 2015).
- Online courses offer individuals the opportunity to attend education from any location equipped with an internet connection, hence enhancing accessibility for those who lack physical campus access.
- Private institutions of higher education have the capacity to provide a comprehensive selection of online courses and programs, thereby accommodating a heterogeneous student population with varying educational requirements and areas of interest.
- Online education has the potential to offer cost-effective benefits to both students and educational institutions. The utilization of remote work arrangements can result in a reduction in the requirement for tangible infrastructure and has the potential to decrease expenses related to commuting and lodging.
- Adaptive technologies are frequently integrated into online learning platforms, enabling the customization of training to cater to the unique needs of each student. This integration serves to augment the overall quality of education provided.
- Private institutions of higher education have the capacity to draw the attention of students from outside, so broadening their worldwide influence and facilitating the cultivation of cultural variety and global viewpoints within the academic setting.

Disadvantages of Online Learning in Private Colleges



Figure 2: Demerits of Online Learning in Private Colleges

- The utilization of online learning platforms may result in a diminished opportunity for direct interpersonal engagement with both educators and fellow students, hence potentially impacting the social and collaborative dimensions inherent in the educational process.

- The task of sustaining student participation in online courses presents a notable challenge. In comparison to conventional classroom environments, students may have sensations of isolation or diminished opportunities for engagement.
- In order to facilitate successful online instruction, it is imperative to allocate resources towards the training and support of faculty members. There may be variations in the proficiency of educators in the domain of online instruction.
- Certain students may face challenges in accessing technology and establishing stable internet connections. The existence of the digital divide can impose restrictions on individuals' ability to access online educational resources.
- Maintaining academic integrity in the context of online assessments and exams presents heightened difficulties, since it opens up avenues for potential instances of cheating or plagiarism.
- Ensuring the integrity of online programs necessitates the implementation of meticulous course design, efficient faculty assistance, and continuous evaluation. The establishment of quality control measures is crucial in ensuring the legitimacy of online education.
- Certain disciplines, such as laboratory-based sciences or vocational programs that emphasize hands-on training, may present challenges when delivered through online platforms due to their reliance on physical and practical engagement (Tyagi, et.al., 2019).
- Certain students may have difficulties in terms of self-motivation and the necessary discipline associated with engaging in autonomous online study. The lack of in-person classroom sessions may result in experiences of social isolation.

Review Literature

Moravec et al. (2015) conducted research into how the use of e-learning tools influences students' grades. Two thousand pupils, give or take, took part in the study. In their study, Moravec et al. (2015) compared the results of questions asked in the subject of law between participants who had access to a pilot version of an e-learning tool and those who did not. Researchers found that using e-learning resources significantly improved students' academic performance. The theory, however, has been disproved, that students who rely solely on offered resources may suffer from the use of e-learning tools. Shannak (2013) explored the various features of mobile learning (m-learning) approaches and their potential utility within the framework of enterprise resource planning (ERP) systems. Acceptance, usefulness, and perceived simplicity of use of mobile learning (m-learning) were measured with the help of the technology acceptance model. The researchers found that the m-learning system was associated favorably with ratings of both ease of use and perceived utility. These results are consistent with other research that has highlighted the importance of using high-quality course content in online and mobile learning environments.

Both in a broad sense and in relation to the field of pharmacy, Salter et al. (2014) set out to demonstrate the features and benefits of online learning. The authors believe that by streamlining the analysis process and allowing for more precise and efficient quantification, online education can improve students' knowledge of pharmaceutical vehicles and their components. The writers also draw attention to the many hypotheses that help round out our understanding of the subject at hand. The aforementioned hypotheses seek to evaluate the system's efficiency and provide light on the occurrences of overlaps inside complex e-educational systems. As a result, the analytical capabilities of the system are much enhanced, and much less time, effort, and money are needed to solve problems. The study's authors found that e-learning was effective in improving knowledge right after training across a wide range of topics and contexts. In the discipline of pharmacy, e-learning has proven to be an effective method of instruction for both working pharmacists and future pharmacy students. There are a number of benefits to incorporating online courses into higher education. The use of a computerized system for keeping track of pupils' attendance and absences is one such advantage. This is an especially helpful addition to students' e-learning because it helps them to keep track of their attendance and absence records. Students can submit requests for help with their homework and receive responses in the same digital format. This simplified method ensures that organizational activities are completed accurately and in a timely fashion, increasing efficiency and

effectiveness. Teo (2014) set out to investigate how content dedicated instructors were with the rollout of an online education platform. Teo (2014) did a study to determine what aspects most affect educators' level of contentment with e-learning. Using structural equation modeling, the researchers found that all factors examined had strong predictive abilities in relation to e-learning satisfaction, with the exception of enabling conditions. Perceived ease of use and satisfaction were found to have a direct relationship; however, the concept of facilitating conditions was found to play a significant role in moderating this connection. There has been a recent uptick in the educational sector's adoption of e-learning platforms as a means of imparting knowledge. Suri and Sharma (2014) conducted a study in which they looked into how different majors' perspectives on and experiences with e-learning varied. At India's Panjab University in Chandigarh, 477 students from across six different departments were given questionnaires to fill out. To gauge how people feel about using computers and taking courses online, the researchers constructed a computer and e-learning attitude scale. Statistically significant links were found between student discipline and the variables of computer and e-learning attitude, demonstrating the study's central finding that the department has a substantial impact on student achievement and contentment. To improve the accessibility and dependability of grid-based e-learning services, Arasteh et al. (2014) developed a model for dynamic resource management. To successfully manage resource failure or unavailability during the execution of an e-learning service, the economic grid system made use of a dynamic replication technique. Research showed that the proposed model had better availability for e-learning services than for resource management services of a more fundamental nature. This framework strikes an excellent middle ground between low prices and high standards in the field of online education.

Ceobanu and Boncu (2014) undertook a theoretical study to explore the obstacles associated to the exploitation of mobile technology in the context of adult education. According to the authors, mobile learning bridges the gap between eLearning and mobile computing by making educational materials available to students at any time and place. This is made easier with the help of sophisticated search tools, a wealth of interactive features, abundant resources for efficient learning, and constant evaluation based on results. Many people consider m-Learning to be an extension of eLearning because of the way it eliminates barriers of location and time. In addition, m-Learning refers to the use of mobile technology in a variety of ways to improve teaching and learning in a variety of contexts. One definition of m-Learning is the merging of mobile computers and eLearning, which allows for learning to begin at any time and place. In their article "Training Mental Health Professionals in Suicide Prevention Recommendations," Beurs et al. (2015) noted a lack of randomized trials on the topic. Researchers assessed a train-the-trainer program made possible through e-learning's potential for bettering the employability of those contributing to the implementation of the Dutch interdisciplinary suicide prevention guideline. In the Netherlands, 45 psychiatric clinics were selected at random and clustered together. Through a train-the-trainer program and an online learning platform, the whole psychiatric department staff received training. We used multi-level analysis to figure out if the discrepancies we saw between cases could be traced back to differences in methodology or personnel. Results showed that professional performance significantly improved when the intervention was put into place. Compared to professionals who only received standard guideline distribution, those who were exposed to the intervention showed greater adherence to guidelines, a higher perception of their own expertise, and greater confidence in their ability to provide care at the three-month follow-up. Researchers found that nurses were more likely to follow protocols after receiving training, but that this was not the case for mental health professionals. Furthermore, the intervention did not significantly improve the team's overall performance.

Research Methodology

This study gathers comprehensive data on an event that impacts people's behavior by taking a descriptive approach to the research question. In point of fact, this is an unheard-of scenario, and its usefulness is a mystery. This research analyzes the usefulness of online learning in private college education as well as the consequences that it has on the learning of students by using a survey questionnaire. Respondents are able to more freely communicate their personal experiences, ideas, and opinions with the support of a standardized survey questionnaire. A questionnaire using a five-point Likert scale and ten items pertaining to online degree learning was developed with the assistance of the faculty and distributed. The undergraduate students aged 19–24 who

were selected from the private college population were selected using convenience sampling. This study is not examining a research hypothesis in order to extend it to the population; rather, the purpose of this study is to understand the students' perceptions of the usefulness of online learning and degree courses, as well as the challenges that they face when using their online learning facilities. There were 150 respondents total, 88 of whom were male and 62 of whom were female.

Objective of the study

- To examine the effectiveness of online learning in private college education
- To suggest the findings & conclusion.

Data Analysis & Interpretation

Table 1: Summary of the Survey Results Related to Various Aspects of Online Learning in Private College Education

S.No.	Statements	Strongly Justified (SJ)	Neutral (Ntrl)	Somewhat Good (SG)	Somewhat Better Option (SBO)	Strongly Unjustified (SUJ)	Interpretation of Results
1	Flexibility and Accessibility	55%	10%	40%	33%	12%	Results = The majority of respondents preferring (SJ)
2	Diverse Course Offerings	43%	18%	49%	24%	16%	Results = The majority of respondents preferring (SG)
3	Cost-Efficiency	49%	24%	59%	05%	13%	Results = The majority of respondents preferring (SG)
4	Personalized Learning	42%	27%	47%	13%	21%	Results = The majority of respondents preferring (SG)
5	Global Reach	42%	17%	44%	29%	18%	Results = The majority of respondents preferring (SG)
6	Student Engagement	45%	12%	51%	32%	10%	Results = The majority of respondents preferring (SG)
7	Online classes don't have time or place limits.	43%	19%	64%	15%	09%	Results = The majority of respondents preferring (SG)

8	Online learning students can be earned at the bachelor, graduate, or professional level.	59%	21%	49%	10%	11%	Results = The majority of respondents preferring (SJ)
9	Online learning allows students the flexibility to participate in class from anywhere they have access to an internet connection, including the comfort of their own homes.	48%	14%	66%	17%	05%	Results = The majority of respondents preferring (SG)

Overall Interpretation

Table 1 presents a comprehensive overview of the survey findings pertaining to diverse facets of online education. The table comprises seven statements, each of which denotes a prospective advantage of online learning. The table presents the distribution of respondents' responses to each statement, indicating the percentage of individuals who strongly justified the statement, expressed neutrality, moderately justified the statement, somewhat preferred an alternative option, or strongly unjustified the statement. The 10 statements are as follows: 1. Flexibility and Accessibility: This statement refers to the ability of online learning to allow students to participate in class from anywhere with an internet connection. The majority of respondents (55%) strongly justified this statement. 2. Diverse Course Offerings: This statement refers to the variety of courses available through online learning. The majority of respondents (43%) somewhat justified this statement. 3. Cost-Efficiency: This statement refers to the potential cost savings associated with online learning. The majority of respondents (49%) somewhat justified this statement. 4. Personalized Learning: This statement refers to the ability of online learning to cater to individual student needs and preferences. The majority of respondents (42%) somewhat justified this statement. 5. Global Reach: This statement refers to the ability of online learning to connect students from around the world. The majority of respondents (42%) somewhat justified this statement. 6. Student Engagement: This statement refers to the level of engagement and interaction that students experience in online learning. The majority of respondents (45%) somewhat justified this statement. 7. Online classes don't have time or place limits: This statement refers to the flexibility of online learning in terms of scheduling and location. Rest 8, 9,10 statements also indicated higher percentage in SJ & SJ. The survey did not provide a breakdown of responses for this statement. Overall, the survey results suggest that respondents generally view online learning as a flexible, accessible, and cost-effective option that offers a variety of courses and personalized learning opportunities. However, there is some variation in the degree to which respondents strongly justify or somewhat justify each statement.

Findings of the study

Based on the above table analysis, here are some key findings related to online learning in higher education, particularly in private colleges:

- Online classes provide students with the opportunity to access educational content at their convenience, without any restrictions on time or location, thereby offering a high degree of flexibility.
- Students have the opportunity to engage in classes from any geographical location, provided they have access to an internet connection. This flexibility allows for remote learning, enabling students to acquire knowledge and skills from the comfort of their own homes or other external environments.
- Online learning programs offer a comprehensive selection of courses at the undergraduate, postgraduate, and professional levels, accommodating a broad array of educational requirements and areas of interest.
- Online learning is a viable and economically advantageous alternative for students and educational institutions alike, as it typically necessitates fewer tangible resources and diminishes the necessity for traveling or on-campus amenities.
- Online learning systems frequently integrate customized and adaptive learning technologies, which effectively address the unique requirements of individual students, thereby augmenting the educational experience and customizing instruction to align with students' aptitudes and inclinations.
- Online education provides a wide-reaching platform that appeals to students from around the world, so extending the geographical scope of educational institutions. This expansion has the potential to bolster the reputation and global influence of these institutions.
- The difficulty of maintaining high levels of student engagement persists in the context of online learning, despite the flexibility it allows. In the context of online learning, it is possible for students to encounter emotions of isolation or decreased engagement in comparison to the conventional on-campus learning environment. This highlights the importance of implementing measures that foster active participation and interaction among students.
- The utilization of online learning platforms has the potential to enhance accessibility to higher education by eliminating limitations related to physical location and time availability. This, in turn, facilitates the participation of a broader range of students from varied backgrounds, fostering inclusivity in the pursuit of advanced education.

Conclusion

In conclusion, the assessment of the efficacy of online learning in the context of private college education is a multifaceted undertaking. Evaluating student outcomes, levels of involvement, instructional methodologies, financial ramifications, and stakeholder perspectives offers a comprehensive perspective on the whole influence of the subject matter. Ongoing assessments play a crucial role in informing best practices and improving the quality of education at private colleges amidst the continuous evolution of online learning. The preceding analysis explores the notable benefits of online education at private higher education institutions, encompassing aspects such as adaptability, availability, a wide range of course options, cost-effectiveness, and individualized instruction. Nevertheless, these findings also underscore the difficulty of sustaining student involvement and emphasize the necessity of implementing efficacious approaches to tackle this concern. In general, the utilization of online learning platforms inside private higher education institutions holds the capacity to foster educational democratization and provide access to educational opportunities for a more diverse student population. It is imperative to acknowledge that the efficacy of online education in private institutions of higher learning may fluctuate based on program design, the level of support offered to students and teachers, and the unique requirements and preferences of learners. Private institutions frequently implement strategies to mitigate the drawbacks associated with online education through the provision of comprehensive support mechanisms, meticulous course development, and considerable faculty preparation.

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