A Study on the Impact of Online Education in Building up the Career with reference to Coimbatore District, Tamil Nadu

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Abstract— Online Education has been better utilized in the competitive world for training activities and at the specific level for educational purposes. With the advent of Internet technology, the advancement of education has made us global students who gain wisdom from diverse sources and servers. One of the major applications of Internet is E-Learning that can transform the effective platforms of education. It institutes digital classroom for anywhere & anytime and the term E-learning is widely accepted for E-education. The Academic excellence of Higher education institutions can be maintained and upgraded to a certain level through E-Learning system with different domain knowledge. The Government of India has now been considering the use of information and communication technologies (ICT) as a means for new emerging programmes and courses for various domain specific aspects. Various statistical analyses are used to know about the dependent and independent variables used in the study of research. Data collection is done through Google forms and it helps us to know about respondent's idea on the online education. Various findings are attained through the data collection of the survey to get the suggestions for this study.

Keywords— Applications, Online learning, digital classroom, E-education, & Emerging programmes.

I. INTRODUCTION

Online learning is learning and utilizing electronic technologies to access educational curriculum outside of a standard classroom. In most cases/scenario, it refers to a course, program or degree delivered fully in online platform. We have a tendency to outline online-Learning as courses that are specifically delivered via the online to somewhere other than the classroom wherever the academic is teaching. It's not a course delivered via a DVD or CD-ROM, video tape or over a channel. It's interactive in a very method that we are able to conjointly communicate with our teachers, professors or alternative students in our class. Generally it is delivered live, where we can "electronically" raise your hand and move in real time and generally it's a lecture that has been prerecorded. There's invariably a coach or tutor interacting /communicating with us and grading our participation, assignments and tests. A learning system supported formalized teaching however with the assistance of electronic resources are thought as on-line learning. The mode of teaching will be primarily based in or out of the classrooms, the employment of computers and therefore the net forms, wherever it plays the foremost element of E-learning. On-line learning can even be termed as a network enabled transfer of skills and knowledge, and therefore the delivery of education is created to an outsized range of recipients at an equivalent or completely different times. On-line learning has several interpretations however briefly it stands for learning by electronic means. this implies learning indirectly from lecture notes, books or face-to-face from teacher but through electronic means. Common varieties of E-learning/training are computer-based coaching and net primarily based lessons or on-line lessons. With the arrival of advanced technology, lessons are also taken anytime and anywhere. These lessons are often created a lot of attention-grabbing exploitation multimedia system i.e. combination of text, graphics, sound and animation. Lessons are often delivered to the learner via numerous suggests that for example PC, PDA, movable and TV. Online learning will be additional categorized into formal lessons, that are structured, and informal means e.g. discussions, e-mail and so on The a lot of talked regarding life-long learning through online learning includes each varieties of learning to assist solve performance problems.

Section I contains the introduction of online education, Section II contain the Need for the Study of online education, Section III contain the Statement of the Problem for this study, Section IV contain the Objectives of the Study for this research, Section V explain the Research Methodology for this study, Section VI describes the Analysis part of the study with tables and charts, Section VII contain the Findings of the study, Section VIII includes the suggestions for the study, Section IX contain the Conclusion of the Study

II. NEED FOR THE STUDY

This study can choose the benefits of online learning and its implications on building up the career. We can choose

anyplace that helps you learn the material to gain a greater understanding of the overall body of knowledge that exists in the learning environment. Online learning/training offers better opportunities to concentrate by not being around other people in any circumstances. The greatest benefits of getting an online degree is you can still work for full time and manage time to earn a degree in our off-hours.

III. STATEMENT OF THE PROBLEM

1. There is boredom in online education platform/online training.
2. Encounter technical difficulties in online education platform.
3. Encounter practical difficulties in online education platform.
4. Online course has on impact on the career or job entry qualification.
5. Online education is not as effective as traditional classroom practices.

IV. OBJECTIVES OF THE STUDY

Primary Objective:
To know about the impact of online education platform or online training in building up the career of professional life.

Secondary Objective:
1. To find out the reasons for boredom in online education platform/online training.
2. To know about the reason for technical difficulties faced in online education platform/online training.
3. To know about the reason for practical difficulties faced in online education platform/online training.
4. To know that the online education has any impact on the career or job entry qualification.
5. To know about the effectiveness of online education as compared to the traditional classroom practices.

V. RESEARCH METHODOLOGY

Research methodology is a method for systematically solving the research problem under different conditions. It can be understood as a science that examines or analyzes how research is scientifically completed. It is necessary that the researcher understand not only the research methods / techniques, but also the methodology. Deals with the aim of a research study, the method of defining the research problem, the type of hypothesis formulated, the type of data collected, the method of collecting and analyzing the data, etc., and this methodology includes the collection of primary and secondary data. Google Forms has been used to collect data from participants in different locations in Coimbatore. This survey will help me conduct an analysis of my research problem and there are different tools to analyze the research data for different objectives.

RESEARCH TYPE:
DESCRIPTIVE RESEARCH

This study follows a descriptive research method. The purpose of descriptive research is to accurately describe the characteristics of a particular group or research situation. Descriptive research includes investigation and research to establish various facts that support the research goals. The main purpose of descriptive research is to describe the state of the game. Descriptive research is about describing the characteristics of specific individuals or groups of interests. Here, researchers try to present popular facts by collecting data, including comparison and related methods. The research design determines the research method. The research design is created after defining the research question.

SAMPLING TYPE:
Simple random sampling: This type of sampling is also known as random sampling or probability sampling, in which each of the population samples has the same probability of being in the sample and each of the possible selection samples has the same probability in the case of a finite population.

Simple random sampling is a very basic type of research approach to sampling and can easily be part of a more complex sampling process. The main characteristic of this sampling method is that each sample has the same probability of being picked / chosen.

The sample size in this sampling method should ideally be greater than a few hundred samples so that a simple random sample can be properly applied to produce the results. Working with a large sample size is not an easy task in any research study, and it can sometimes be difficult to find a realistic sample size range.

SAMPLE SIZE CALCULATION:
The population of the respondents are unknown hence the below mentioned formula for the sample size calculation is incorporated in order to find the sample size. The error of significance is 95%.

$$S = \frac{Z^2 * P(1-P)}{M^2}$$

Here ,

S = Sample size of the study
Z = Level of confidence for (95%) is 1.96
P = Population proportion
M = Margin of Error (0.05)

The sample size thus arrived is 367 for an unknown population.

RESEARCH DESIGN
A research design is a basis of framework for any research and it provides guidelines for the rest of research process to be completed. It is the map of blueprint according to which, the research is to be conducted further for getting the results.

SOURCES OF DATA
Data is the raw material from which market research produces results. The data collection task begins after the

research problem has been defined and the research design has been marked. The data collected is divided into primary data and secondary data

PRIMARY DATA
Questionnaires were used for collecting primary data.

SECONDARY DATA
Secondary data were collected from the researcher's annual publications, newspapers, journals, and websites.

TOOLS FOR ANALYSIS:
- Percentage Analysis (used to get the response percentage for each data in the research)
- PIVOT table (table shows the concurrent items of two set of data)
- Chi-square test (used to find the relation between two factors that are associated with this scope of research)
- ANOVA (It is an analysis of variance to find the relation between the factors and its attributes of research)

VI.   DATA ANALYSIS & INTERPRETATION

Table 1: Response of Online education is boring

| Responses	No. of Responses	Response %
Agree	144	38.92
Disagree	148	40.00
Strongly Agree	40	10.81
Strongly Disagree	38	10.27
Grand Total	**370**	100.00

GRAPH 1: ONLINE EDUCATION IS BORING

Interpretation:
From the graph, for the case of online training/education is boring, 38.92% of respondents agree for that case, 40% of respondents disagree for that case, 10.81% of respondents strongly agree for that case and 10.27% of respondents strongly disagree for that case.

Table 2: Reason for boredom in online education platform

| Responses	No. of Responses	Response %
Long presentations	130	35.14
Monotonous way	146	39.46
Never ending texts	35	9.46
Unorganized contents	59	15.95
Grand Total	**370**	100.00
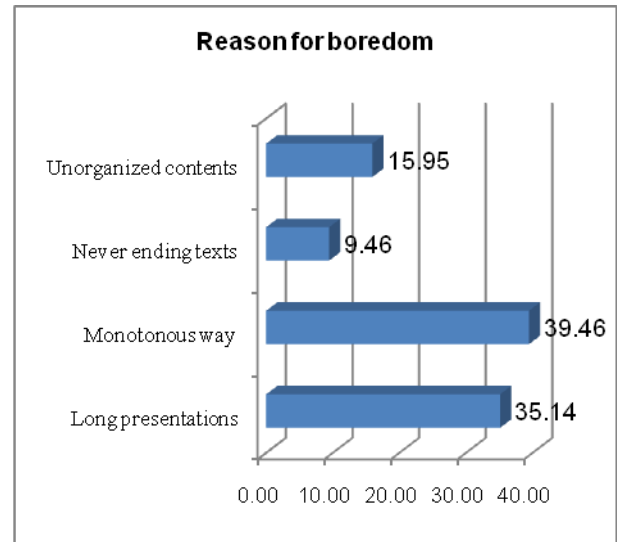
Graph 2: Reason for boredom in online education platform

Interpretation:
From the graph, the reason for boredom in online education platform, 15.95% of respondents says that of unorganized contents, 9.46% says that of never ending texts, 39.46% says that of monotonous way of teaching and 35.14% says that of long presentations.

Table 3: Reason for technical difficulties in online learning platform

Responses	No. of Responses	Response %
audio problem during presentations	31	8.38
browser problem	85	22.97
network problem	154	41.62
Some other problems in the learning platform	100	27.03
Grand Total	**370**	100.00
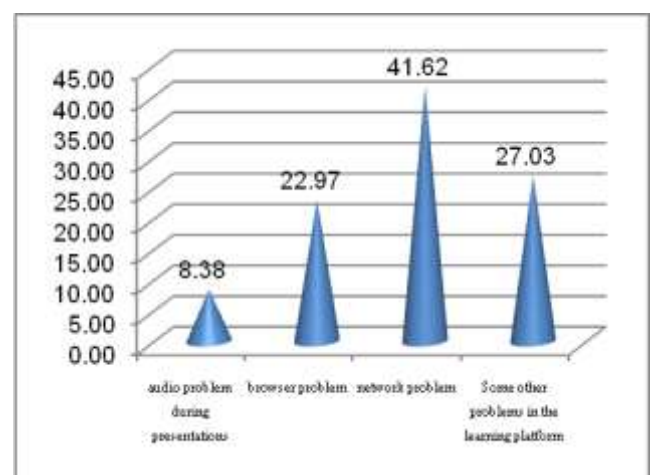
**Graph 3:** Reason for technical difficulties in online learning platform

Interpretation:
From this graph, 8.38% of respondents face audio problem during presentations, 22.97% of respondents face browser

problem as technical difficulty, 41.62% of respondents face network problem as technical difficulty and 27.03% of respondents face some other problems in the learning platform.

Table 4: Overcoming practical difficulties in learning any concepts with online learning platform

| Responses	No.of Responses	Response %
Any virtual tour with explanations	75	20.27
DIY activity	47	12.70
Providing Applications in real-time activity	156	42.16
Videos of the related concepts	92	24.86
Grand Total	**370**	100.00
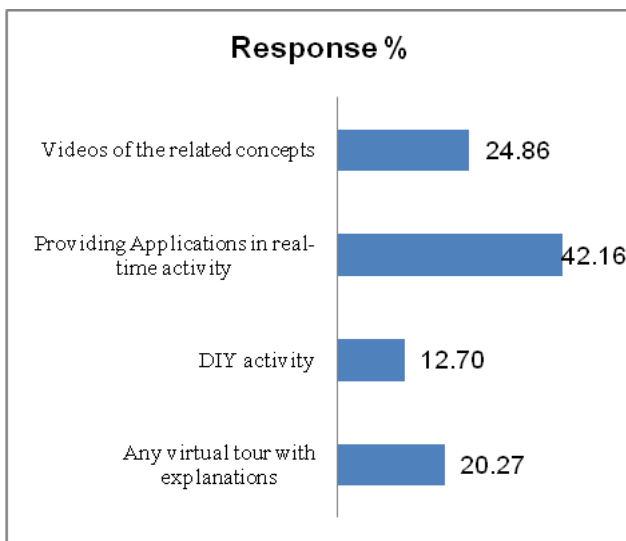
Graph 4: Overcoming practical difficulties in learning any concepts with online learning platform

Interpretation:
From the graph, for the overcoming factor of practical difficulties in online platform, 24.86% of respondents says that of videos of the related concepts, 42.16% of respondents says that of providing Applications in real-time activity , 12.70% of respondents says that of DIY activity, and 20.27% of respondents says that of any virtual tour with explanations.

Table 5: Employers consider the online learning degrees as a qualification for job entry

Responses	No.of Responses	Response %
Always	42	11.35
Based on the sector	258	69.73
Considered for lower grade jobs	40	10.81
Not at all	30	8.11
Grand Total	**370**	100.00
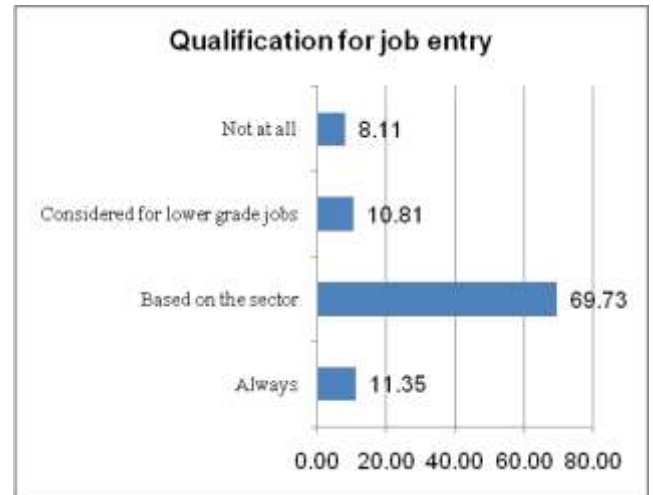
Graph 5: Employers consider the online learning degrees as a qualification for job entry

Interpretation:
From this graph, for the consideration of online learning degrees as a qualification for job entry, 8.11% of respondents says not at all considered, 10.81% of respondents says that of considered for lower grade jobs, 69.73% of respondents says that of considered based on the sector, and 11.35% of respondents says that of always considered for job entry.

Table 6: Online education as effective as traditional education

Responses	No.of Responses	Response %
100%	19	5.14
0% to 24%	17	4.59
25% to 49%	58	15.68
50% to 74%	157	42.43
75% to 99%	119	32.16
Grand Total	**370**	100.00
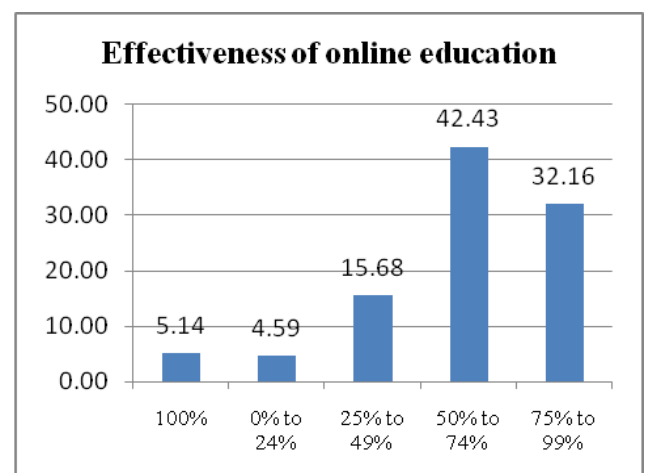
Graph 6: online education as effective as traditional education

Interpretation:
From the graph, for the consideration of online education as traditional education, 5.14% of respondents say that of 100%; 4.59% of respondents says that of 0% to 24%; 15.68% of respondents says that of 25% to 49%; 42.43% of respondents says that of 50% to 74% and 32.16% of respondents says that of 75% to 99% effectiveness in this study.

ANOVA TEST:
Gender vs Boredom towards online learning
H0: There is no significant difference between male and female towards boredom in online learning.
H1: There is a significant difference between male and female towards boredom in online learning.

Table 7: **Gender vs Boredom towards online learning**

Gender	Boredom towards online learning				
	Agree	**Disagree**	**Strongly Agree**	**Strongly Disagree**	**Grand Total**
Female	56	70	11	20	157
Male	88	78	29	18	213
Grand Total	**144**	**148**	**40**	**38**	**370**

Table 7.1 shows Summary of ANOVA

SUMMARY				
Groups	**Count**	**Sum**	**Average**	**Variance**
Agree	2	144	72	512
Disagree	2	148	74	32
Strongly Agree	2	40	20	162
Strongly Disagree	2	38	19	2

Table 7.2 shows result of ANOVA

ANOVA						
Source of Variation	*SS*	*Df*	*MS*	*F*	*P-value*	*F crit*
Between Groups	5729.5	3	1909.833	10.79002	0.02183	6.591382
Within Groups	708	4	177			
Total	6437.5	7				

Result:
The P-value (0.02183) is less than the alpha value (0.05). So, H1 is accepted. There is a significant difference between the male and female towards boredom in online learning.

Chi-Square Test - 1:
Educational Qualification vs Helpful for building career
H0: There is no significant difference between educational qualification and online education is helpful for building career.
H1: There is a significant difference between educational qualification and online education is helpful for building career.

Table 8: Educational Qualification vs Helpful for building career

Educational Qualification	Online education is helpful for building career.				
	Agree	**Disagree**	**Strongly Agree**	**Strongly Disagree**	**Grand Total**
11th to 12th class	20	3	11	2	36
Doctrate/PhD	3				3
PG degree	89	16	41	7	153
UG degree	84	20	66	8	178
Grand Total	**196**	**39**	**118**	**17**	**370**

Table 8.1 shows Observed values

Educational Qualification	Online education is helpful for building career.				
	Agree	**Disagree**	**Strongly Agree**	**Strongly Disagree**	**Grand Total**
11th to 12th class	20	3	11	2	36
Doctrate/PhD	3	0	0	0	3
PG degree	89	16	41	7	153
UG degree	84	20	66	8	178
Grand Total	**196**	**39**	**118**	**17**	**370**

Table 8.2 shows Expected values

Educational Qualification	Online education is helpful for building career				
	Agree	Disagree	Strongly Agree	Strongly Disagree	Grand Total
11th to 12th class	19	4	11	2	36
Doctrate/PhD	2	0	1	0	3
PG degree	81	16	49	7	153
UG degree	94	19	57	8	178
Grand Total	**196**	**39**	**118**	**17**	**370**

The chi-square test value is 0.710227225

Interpretation:
The P-value (0.710227225) of chi-square test is greater than the significance level (0.05). So, H1 is rejected. There is no significant difference between educational qualification and online education is helpful for building career.

Chi-square test – 2:
Educational qualification vs Effectiveness of online education
H0: There is no significant difference between educational qualification and effectiveness of online education.
H1: There is a significant difference between educational qualification and effectiveness of online education.

Table 9: **Educational qualification vs Effectiveness of online education**

Educational Qualification	Effectiveness of online education					
	100%	0% to 24%	25% to 49%	50% to 74%	75% to 99%	Grand Total
11th to 12th class	3	2	6	11	14	36
Doctrate/PhD	0	0	0	0	3	3
PG degree	3	6	14	88	42	153
UG degree	13	9	38	58	60	178
Grand Total	**19**	**17**	**58**	**157**	**119**	**370**

Table 9.1 shows Observed values

Observed Values						
	Effectiveness of online education					
Educational Qualification	100%	0% to 24%	25% to 49%	50% to 74%	75% to 99%	Grand Total
11th to 12th class	3	2	6	11	14	36
Doctrate/PhD	0	0	0	0	3	3
PG degree	3	6	14	88	42	153
UG degree	13	9	38	58	60	178
Grand Total	**19**	**17**	**58**	**157**	**119**	**370**

Table 9.2 shows Expected values

Educational Qualification	Effectiveness of online education					
	100%	0% to 24%	25% to 49%	50% to 74%	75% to 99%	Grand Total
11th to 12th class	2	2	6	15	12	36
Doctrate/PhD	0	0	0	1	1	3
PG degree	8	7	24	65	49	153
UG degree	9	8	28	76	57	178
Grand Total	**19**	**17**	**58**	**157**	**119**	**370**

The chi-square test value is 0.000987867

Interpretation:
The P-value (0.000987867) of chi-square test is less than the significance level (0.05). So, H0 is rejected. There is a significant difference between educational qualification and effectiveness of online education.

VII. FINDINGS

1. From the ANOVA test analysis, it showed that there is a significant difference between the male and female towards boredom in online learning.

2. The analysis showed that there is no significant difference between educational qualification and online education is helpful for building career.

3. From the chi-square analysis, it is known that there is a significant difference between educational qualification and effectiveness of online education.
4. For the case of online training/education is boring, 38.92% of respondents agree for that case, 40% of respondents disagree for that case, 10.81% of respondents strongly agree for that case and 10.27% of respondents strongly disagree for that case.
5. From the analysis, the reason for boredom in online education platform, 15.95% of respondents says that of unorganized contents, 9.46% of respondents says that of never ending texts, 39.46% of respondents says that of monotonous way of teaching and 35.14% of respondents says that of long presentations.
6. For the overcoming factor of practical difficulties in online platform, 24.86% of respondents says that of videos of the related concepts, 42.16% of respondents says that of providing Applications in real-time activity , 12.70% of respondents says that of DIY activity, and 20.27% of respondents says that of any virtual tour with explanations.
7. For the consideration of online learning degrees as a qualification for job entry, 8.11% of respondents says not at all considered, 10.81% of respondents says that of considered for lower grade jobs, 69.73% of respondents says that of considered based on the sector, and 11.35% of respondents says that of always considered for job entry.

VIII. SUGGESTIONS

1. There should be proper instructions about the technical aspects involved in the online learning platform.
2. Make a clear understanding about the concepts that is involved in online learning for all domains.
3. Proper engagement activities like quizzes, riddles etc, to avoid the boredom in online learning.
4. Keep a separate qualification aspect for online education/training in the relevant field of study.
5. Increase the time with tutors to clear all their doubts with respect to the concepts learning in online-platform.
6. Provide the concepts in text form to reduce the difficulties in learning with any tutors electronically.
7. Provide real time applications in learning any concepts in the online platform.

IX. CONCLUSION

The study develops the better understanding of different concepts involved in the online education platform. Online-learning is not intended to replace conventional methods of teaching and learning in classroom. E-learning offers opportunity to raise standard of education. With the evolution of more user-friendly applications for students and interactive content encompassed in learning objects, one need not be a coding expert to take advantage of the learning opportunities that are becoming available on the Web content for all time. As the cost of hardware, software, and telecommunications getting to an affordable one, even developing countries can look forward to a future where access to the wealth of the world's knowledge is assured. This research will help us to have a comprehensive, holistic and clearer understanding of factors that the online learning can held with it.

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CONFLICT OF INTEREST

There is no conflict of research (in any research aspects) in this research article. The manuscript has not been submitted to, nor is under review in another journal or other publishing.

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