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“CONSUMER PREFERENCE FOR ONLINE EDUCATION”

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Abstract:

Industrial movement assumes a significant part in the monetary advancement of our country. The information on the present market situation is a lot of fundamental and keeping that in see, our school gave us a generally excellent chance of modern communication regarding Comprehensive Project.

As a piece of Our Academic necessity of the MBA program, we have chosen EDUCATION INDUSTRY as the business to be dissected under the subject CP. The motivation to pick Education Industry is self-evident. One, the online presence of individuals expanding and furthermore individuals need comfort for everything. The subsequent explanation is individuals attention to online schooling is expanded over the most recent couple of years thus, this motivates us to set up a venture on online training.

Besides, it effectively affects the disconnected/customary instruction framework. Along these lines, breaking down that impact we are setting up this report. Through instruction industry examination, we can have the great exercise of learning and furthermore assist us to comprehend the latest thing of the business with its every conceivable measurement.

We have alluded to numerous magazines, site, and article to consider this industry and the sort of changes it is going through. This undertaking not just going to help in our current situation however we are a lot of sure it will help us in our future too.

Keywords – online, classes, education, success, support, guide, edition, business, courses, learning.

I.Introduction:

Online training is a kind of instructive guidance that is conveyed through the web to understudies utilizing their home PCs and mobiles. During the most recent decade, online degree and courses have gotten a well-known option for a wide scope of non-conventional understudies, incorporate the individuals who need to keep working all day or raising families. More often than not, online degree projects and courses are offered through the host school's web based learning stage, albeit some are conveyed utilizing elective advancements. Despite the fact that there are unobtrusive dissimilarities, the fundamental contrast among on the web and conventional learning is the way that online instruction frees the understudy from the typical features of nearby degree programs – including heading to class, arranging their timetable around classes, and being actually present for each grouping of their coursework.

With the expanding reception of the Internet and the ascent in mindfulness about e-learning, the online instruction industry is required to observe promising development during the gauge time frame. The online training market in India was esteemed at INR 39 billion out of 2018 and is required to arrive at INR 360.3 billion by 2024, extending at a CAGR of ~43.85% during the 2019-2024 period. Simplicity of learning, adaptability and a wide scope of study materials have impacted the general development of the business.

Notwithstanding, the absence of formal acknowledgment and accreditation, and the bounty of openly accessible substance presents a basic danger to the development of the area. The business is moving towards the selection of inventive innovations like Artificial insight (AI) and AI (ML), Big Data Analytics, and others to improve the learning experience.

The education sector in India is estimated to be worth USD 91.7 billion and is expected to witness a major growth in the coming years. The industry in India can be broadly classified into two categories; the formal education industry comprising schools, colleges and universities and the tutorial industry comprising private tutorials and coaching institutes.

A major contribution to the formal education market is the higher education segment as shown in the below chart. The university count in India has gone up in the last two decades. The number of universities in India has increased at a CAGR of 8.5% from 367 (2010) to 850 (2018). Globally, the nation is ranked 1st in terms of the number of universities. Most of the schools, colleges and universities in the country were operated by the state, union or the local government. However, the scenario saw a change in the last two decades. India has seen a surge in private universities such as Amity and Sikkim Manipal universities entering the market. According to the University Grants Commission (UGC), private universities account for 34.8% of the total universities in India in 2018 compared to 3.4% in 2008. The number of colleges has also increased from 34,852 (2012) to 40,026 (2017).

II.OBJECTIVES OF RESEARCH

PRIMARY OBJECTIVE:

- To know most preferred way of education.
- To know why people preferring online education over offline education.

SECONDARY OBJECTIVES:

- To study the opinion of students, teachers and parents regarding online education
- To know the future scope of online education
- To know advantages and disadvantages of online and offline education
- To know why people don't prefer online education
- To know whether it will be treated as same as offline education or not.

III. Literature Review

INTRODUCTION:

Online education is a form of education which is delivered and administered using the internet. Online education can be divided into several categories depending on the amount of online learning that is incorporated into the course, ranging from traditional face to face learning to blended learning to exclusive online courses. Discover the difference between synchronous and asynchronous online learning and how each impact the instructor and students.

Reddy et al (2001) conducted a study experience with virtual campus. The objective of this survey study was to analyze the attitude of learners towards resource-based learning and to critically examine the utilization of the resources provided by the university; and to suggest measures for improving the effectiveness of resource-based learning.

Jamlan (2004) has conducted a study on "Faculty Opinions towards Introducing e- Learning at the University of Bahrain". To assess faculty opinions on e-learning, a questionnaire was sent to 30 faculty members of the University's College of Education to determine how they perceive e-learning, and how they might choose to integrate it into their everyday teaching activities.

Hiroshi (2005) conducted a study titled "questionnaires –based Evaluation of e-learning Program Operated in National Institute of Public Health" in Japan for the sake of more development of the e-learning program in NIPH. Monitoring by questionnaires of all trainees was carried out in 2005. Number of subject posted was 298 and the valid response rate was 72%.

Newhouse et.al (2006) undertook an exploratory project titled "supporting mobile for pre-service teacher" to develop skills and experience in using digital technologies among teacher trainees to support their teaching in schools.

Smart & Cappel (2006) carried out a study titled "Students' Perceptions of Online Learning: A Comparative Study'. This study examined students' perception of integrating online components in two undergraduate business courses where students completed online learning modules prior to class discussion.

Alaa (2007) conducted a study to find out the readiness of faculty members of Egyptian University to develop and implement e-learning. In this study, a survey was developed, validated, and carried out to examine the readiness of academic staff at south Vally University in Egypt to develop and implement e-learning in their teaching.

Chia-Wen Tsai (2016) did research on "Research Papers in Online Learning Performance and Behavior" and this research paper aims to give overall The increasing popularity and number of online programs

and course in higher education require continued attention to the design of instructional environments to enhance students' learning.

Michel Hammond : the research on "A Review Of Recent Papers on online discussion in teaching and learning in Higher education" founded in his study These papers give useful insight into the nature of and the claims made for asynchronous online discussion, as well as the conditions under which learner are more likely to engage with each other.

IV. Research Methodology

RESEARCH DESIGN:

In this exploration, we have utilized expressive plan. In this plan, we have utilized a cross-sectional plan. It includes the assortment of data from some random examples of populace components just a single time. The cross-sectional plan is additionally separated into two sort's single cross-sectional and numerous cross-sectional. We have utilized different cross-sectional plans.

SOURCES OF DATA:

PRIMARY DATA:

The assortment of Primary information over the span of doing tests in trial research however on the off chance that we do research of the enlightening. At that point we accomplish essential information either through direct correspondence with the respondent or a Questionnaire.

SECONDARY DATA:

For this examination auxiliary information was gathered through different sources like site, diaries, magazines, articles, books and undertakings reports are the fundamental hotspots for optional information in this exploration.

DATA COLLECTION METHOD:

There are basically two techniques for Primary information assortment study strategy, auxiliary information assortment strategies and perception strategy. We have utilized the study strategy for information assortment in our exploration.

POPULATION:

Populace for this examination is the objective populace like guardians, understudies, and educators who took the choice while picking school or school.

RESEARCH METHOD:

In the Non-likelihood inspecting strategy, the possibility of choice of all components of the populace are not equivalent and the Convenience Sampling Method implies an example drawn at the comfort of the questioner individuals will in general make the determination at a recognizable area and pick who are such as themselves.

RESEARCH FRAME:

The example for the examination is taken distinctly from online Google structures.

RESEARCH SIZE:

The example size of the study is 100.

EXAMINATION INSTRUMENT:

This examination instrument utilized for this investigation was a poll as a device for essential information assortment and Internet access for auxiliary information assortment.

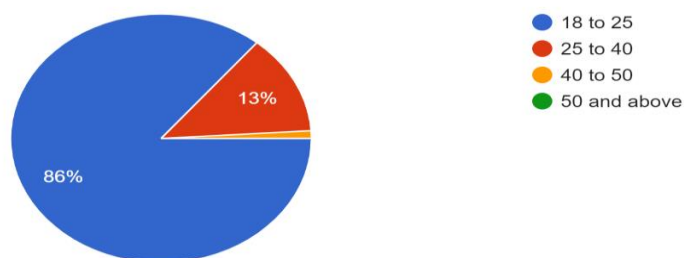
V.Limitations

1. Understudies said that through internet learning modalities they couldn't learn useful information.
2. They could just learn and get theoretical information part.
3. Because of the absence of quick input, educators couldn't survey understudies' understanding during internet addressing.
4. The understudies additionally revealed restricted ability to focus and asset concentrated nature of web-based learning as an impediment.

VI. DATA ANALYSIS AND INTREPRETATION

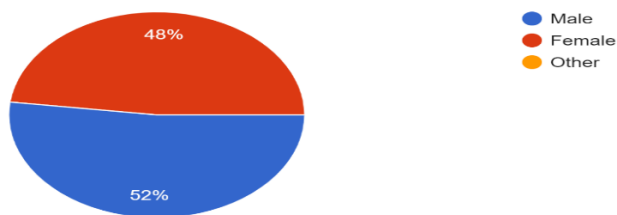
We collected the primary data using questionnaire which was developed with discussions with the experts who have been regularly publishing papers. We developed a sample questionnaire and circulated to the to 10 to 15 students of our college. Then we asked them to circulate to their friends and that's how we got some 100 responses.

Age
100 responses

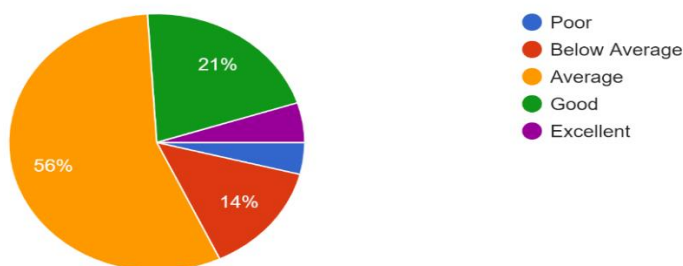


In our study most of the respondents are below the age of 25. Out of 100 respondents 86 were below 25 years of age. 52 of the respondents were male while 48 were female.

Gender
100 responses

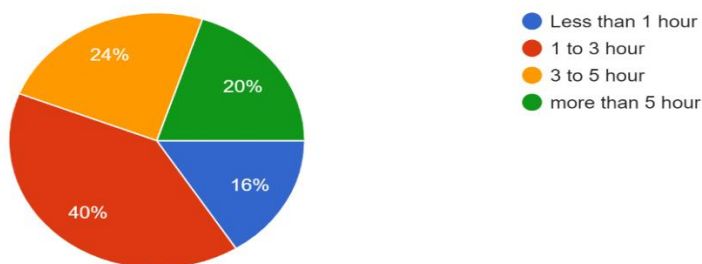


How do you feel about online education?
100 responses



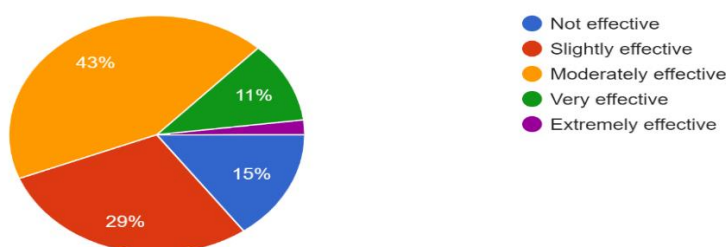
In our study more than 77% people considered online education as beneficial and an alternative in these times when schools and colleges are closed. While the later population did not considered it as a fit for candidate in for offline classes.

How much time do you spend each day on an average on online education?
100 responses



Out of 100 respondents 44 spent more than 3 hours for their online classes. 40 spent 1 to 3 hours and there were also 16 such people who spent only 1 hour for their classes.

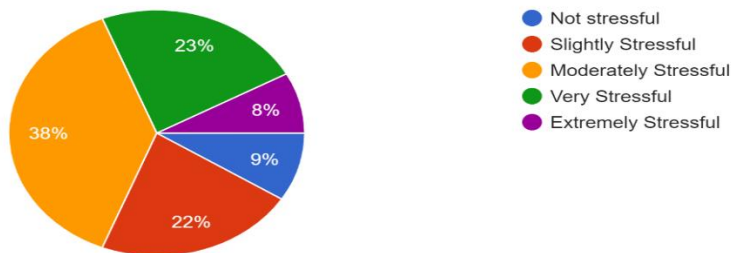
How effective has online learning been for you?
100 responses



In our study we found out that more than 54% people were considering online education as effective while 44% believed that it is not much effective as compared to the offline classes.

How stressful is distance learning for you during the COVID-19 pandemic?

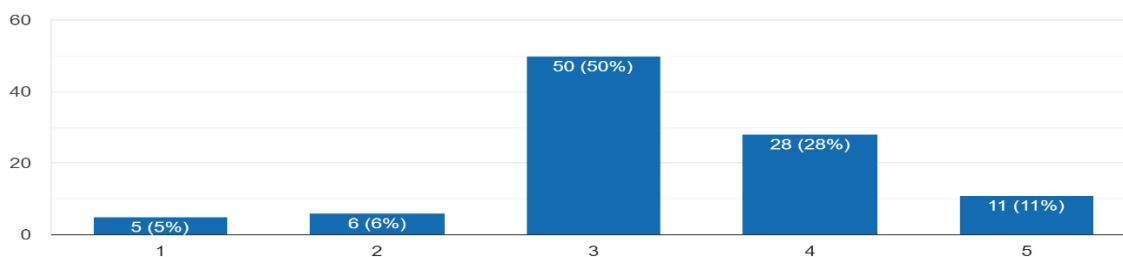
100 responses



Another fact that we found in our study we found was 31 people considered online education as very stressful as it was difficult for them to cope up with this new medium. 38 respondents considered it as moderately stressful while 31 considered it as not at all stressful.

How well could you manage time while learning remotely? (Consider 5 being extremely well and 1 being not at all)

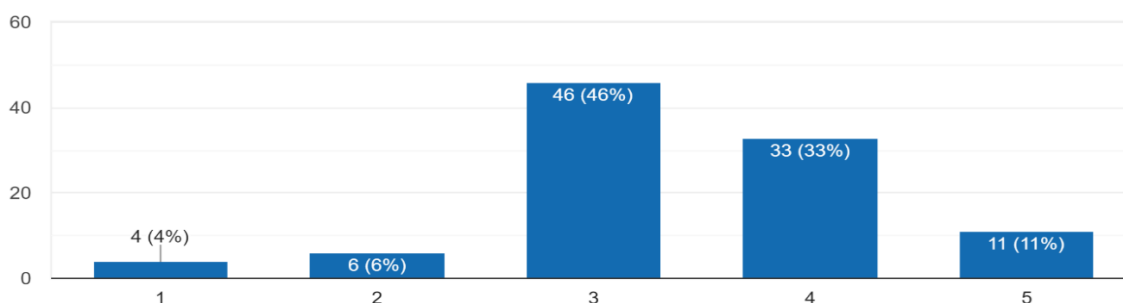
100 responses



In our study we got to know that 91 respondents were able to manage their time with the online classes.

How helpful are your teachers while studying online?

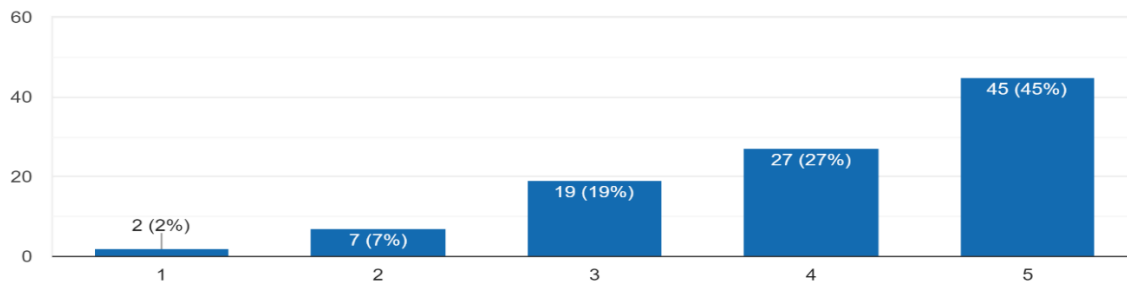
100 responses



Through our respondents we also got to know that in case of 90 students out of 100 teachers were very helpful in coping with the problems that the students faced.

How important is face-to-face communication for you while learning remotely?

100 responses



We also asked our respondents the above-mentioned question and the results said that 91 students considered face to face communication is extremely essential to learn the concepts.

VI. Conclusion

If we make a conclusion of the above-mentioned data, we can come to a destination that overall, all the students liked online version of education. They considered it as a subtle source of data and information as compared to offline where you have just your teacher to clear out your concepts. They also liked the way teachers found out new ways to make the best possible use of internet to guide the students.

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