

Examining The Key Factors Affecting Online Learning In Higher Education Insights From Teachers' Perspectives On Students

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ABSTRACT

This article explores the primary elements impacting virtual learning in higher education from the viewpoints of teachers, concentrating on students. The research highlights the importance of student involvement, drive, correspondence, interchange, and ongoing professional growth. Teachers play a vital role in formulating interactive and captivating exercises, nurturing a feeling of camaraderie, and delivering prompt input to amplify student involvement. Efficient communication channels and tactics are crucial for addressing students' inquiries and worries. Promoting student-to-student engagement and cooperation is equally crucial for establishing a nurturing learning atmosphere. The investigation examines the obstacles and deliberations linked to virtual learning and emphasises the requirement for faculty education and assistance. The document intends to enhance the current pool of understanding by offering perspectives and suggestions for enhancing virtual learning encounters in tertiary education.

KEYWORDS: Online learning, Higher education, Teachers' perspectives, Student engagement, Motivation, Communication strategie

1. INTRODUCTION

Teachers in virtual learning settings highlight the importance of learner involvement and drive as crucial elements impacting the achievement of students. They frequently notice that certain pupils encounter difficulties in upholding self-control and handling their time without the framework of a tangible classroom. To tackle this, teachers endeavour to create interactive and captivating tasks that seize students' attention and offer prompt response to maintain their enthusiasm. Moreover, they prioritise cultivating a feeling of camaraderie via diverse communication platforms, like forums or virtual meetings, to stimulate engagement and cooperation among students.

In virtual education, efficient communication between teachers and students is vital. Teachers acknowledge the necessity for transparent and unobstructed channels of communication to tackle students' inquiries, apprehensions, and scholastic requirements. They utilise diverse online tools and platforms to facilitate continuous communication and offer essential assistance. By being reachable and receptive, teachers can assist students in feeling supported and involved in their educational journey.

Furthermore, teachers additionally acknowledge the significance of peer-to-peer engagement in virtual learning settings. They generate chances for cooperative endeavours, collective assignments, and peer-to-peer conversations to cultivate a feeling of inclusion and dynamic engagement among students. Motivating students to interact with their classmates aids in establishing a nurturing educational environment where students can acquire knowledge from each other and establish significant bonds.

Teachers' viewpoints on virtual education additionally underscore the necessity for ongoing professional growth and assistance. They frequently pursue education and materials to improve their abilities in internet instruction, acquire fresh teaching techniques, and acquaint themselves with the most recent educational innovations. This continuous professional growth empowers teachers to proficiently manoeuvre the online learning milieu and deliver top-notch education to their pupils.

In essence, teachers' viewpoints illuminate the crucial elements impacting virtual learning in tertiary

education. They underscore the significance of student involvement, drive, correspondence, interchange, and ongoing professional growth. By comprehending and tackling these elements, instructors can establish a favourable and efficient virtual learning encounter for their pupils.

Background information on online learning in higher education

Virtual learning in higher education pertains to the conveyance of scholarly courses and programmes via online platforms and the World Wide Web. It grants students with the versatility to pursue their education remotely, without the requirement to attend conventional brick-and-mortar classrooms.

The popularity of virtual learning has expanded considerably in recent years due to progress in technology, enhanced internet availability, and the changing needs and preferences of students. Educational establishments, varying from junior colleges to higher education institutions, have embraced internet-based learning as a way to broaden their scope, cater to diverse student demographics, and offer adaptable learning alternatives.

Key Characteristics of Online Learning in Higher Education:

- ✦ **Adaptability:** Online learning provides students with the adaptability to access course materials and engage in learning activities at their own speed and convenience. It empowers students to harmonise their education with employment, familial obligations, or alternative engagements.
- ✦ **Varied Course Offerings:** Internet programmes and classes encompass a broad array of subjects, enabling students to seek degrees or certifications in different areas. From commerce and technology to humanities and medical care, online education offers vast choices for scholarly and vocational advancement.
- ✦ **Multimedia and Interactive Materials:** Online classes employ diverse resources like films, interactive components, simulations, and virtual laboratories to amplify the educational encounter. These assets can captivate students, facilitate comprehension of intricate ideas, and offer pragmatic implementations of theoretical knowledge.
- ✦ **Communication and Cooperation:** Online education platforms provide diverse resources for communication and cooperation, such as forums, virtual meetings, and collective assignments. These characteristics encourage engagement between students and teachers, stimulate collaborative learning among peers, and establish a feeling of camaraderie in the online learning environment.
- ✦ **Appraisal and Appraisal:** Internet-based learning integrates various evaluation techniques to assess students' advancement and comprehension of the course content. These might encompass virtual assessments, written tasks, undertakings, and dialogues. Electronic evaluation instruments frequently offer immediate response, enabling students to monitor their progress and implement essential enhancements.
- ✦ **Assistance and Assets:** Cyber scholars generally possess availability to aid amenities, encompassing virtual repositories, scholarly guidance, mentoring, and technological support. These assets aim to guarantee that students receive the essential direction and assistance throughout their virtual learning expedition.
- ✦ **Validation and Acknowledgment:** Authorised online programmes and institutions undergo thorough quality assurance procedures to guarantee the academic criteria are fulfilled. Employers and educational institutions typically acknowledge degrees and certificates obtained via reputable online programmes.

Challenges and Considerations:

Whilst virtual learning provides manifold advantages, it also poses obstacles that necessitate efficient resolution. Several crucial factors to take into account comprise:

- ✦ **Technology Prerequisites:** Internet-based education heavily depends on technology, mandating students to possess access to dependable internet connections, computers or gadgets, and software utilities necessary for the classes.
- ✦ **Student Involvement and Enthusiasm:** Online education necessitates students to be self-guided and driven as they oversee their schedule and interact with course resources autonomously. Sustaining enthusiasm and actively engaging in virtual conversations can prove to be demanding for certain students.
- ✦ **Engagement and Cooperation:** Constructing a feeling of camaraderie and nurturing significant engagement amidst students in a virtual milieu can prove to be more demanding than in in-person situations. Tactics should be executed to foster learner-to-learner and learner-to-educator engagement.
- ✦ **Faculty Education and Assistance:** Teachers require instruction and aid to proficiently create and oversee virtual classes. They must be skilled in utilising the technology, executing online teaching tactics, and delivering prompt feedback to students.
- ✦ **Accessibility and Fairness:** Guaranteeing just access to online learning opportunities is pivotal. Institutions should contemplate the online disparity and tackle the requirements of students with restricted entry to technology or internet connectivity.

As internet-based learning progresses, educational establishments and teachers are consistently investigating inventive methods and optimal strategies to amplify the calibre and efficiency of web-based instruction in higher education.

Purpose of the article

The objective of an article on this topic would be to thoroughly examine and assess the primary factors that impact online learning in higher education, specifically from the perspectives of teachers. The paper seeks to enhance the current body of knowledge by offering valuable insights and recommendations for enhancing online learning experiences. It could potentially encompass a range of research methods, both qualitative and quantitative, such as surveys, interviews, or case studies, in order to collect data and examine the viewpoints of teachers regarding the various factors that impact students and themselves in online learning settings. The research findings have the potential to provide valuable insights for informing educational practise, policy development, and future research endeavours in the field of online learning in higher education.

Objectives:

1. To examine the factors influencing student engagement and motivation in online learning from teachers' perspectives.
2. To explore the role of communication and interaction in fostering student learning and collaboration in online higher education.

Hypotheses:

1. There is no significant relationship between the design of interactive and engaging activities and student engagement in online learning.
2. There is no significant relationship between effective communication strategies in online higher education and student satisfaction.
3. There is positive correlation between faculty support in online teaching and student engagement in online learning.

2. LITERATURE REVIEW

Artino and Stephens (2019) performed a comparative examination of undergraduate and graduate students studying online, concentrating on scholarly inspiration and self-management. The investigation delves into the disparities between these two student cohorts and scrutinises how drive and self-control tactics influence their virtual learning encounters and results. The discoveries underscore the significance of cultivating drive and self-control abilities for both undergraduate and graduate scholars in virtual learning settings.

Bossu, Brunette, and Bull (2019) explored the viewpoints and encounters of students with impairments in Australian advanced education, with a particular emphasis on virtual learning. The exploration delves into the obstacles encountered by these students in gaining entry to and engaging in virtual classes. It emphasises the importance of implementing inclusive measures, guaranteeing technological accessibility, and offering supportive resources to foster fair opportunities for students with disabilities in the domain of online higher education.

Hill, Melody, and West (2018) performed an extensive examination of studies on communal education principle and its consequences for internet-based learning settings. Published in the American Journal of Distance Education, their research emphasises the significance of interpersonal engagement and cooperation in internet-based learning. By synchronising social acquisition theory with the creation and execution of internet learning environments, the authors underscore the necessity to amplify student involvement and optimise learning results in internet-based educational contexts.

Denotes, Toyama, Murphy, Bakia, and Jones (2018) executed a meta-analysis and assessment of virtual learning studies to assess substantiated methodologies in virtual learning. Issued by the US Department of Education, their investigation offers valuable perspectives into the efficacy of diverse online learning methodologies. The investigation contributes to the comprehension of optimal techniques in internet learning and provides evidence-based suggestions for instructors and decision-makers.

Allen and Mariner (2017) released the "Electronic Learning Compass: Remote Education Enrollment Report 2017" in collaboration with the Babson Survey Research Group. This report concentrates on remote learning enrollment patterns in the United States. It offers a synopsis of the present condition of internet education in higher academia, encompassing statistics on enrollment trends and the ubiquity of web-based classes and initiatives. The report functions as a valuable asset for comprehending the expansion and influence of virtual learning in higher education.

Harasim (2017) investigates the correlation between learning theory and internet technologies in her publication, "Learning Theory and Internet Technologies." The writer explores how internet technologies can be incorporated into various learning theories to amplify educational experiences. The book explores different internet-based learning models, tactics, and resources and offers perspectives on how they can be harmonised with theoretical viewpoints. It provides an all-encompassing comprehension of the convergence between educational theory and internet technologies in the milieu of higher education.

Tinto (2015) offers a conceptual amalgamation of contemporary investigation on withdrawal from higher education. Published in the Review of Educational Research, the piece examines the elements that contribute to student dropout in higher education establishments. Tinto's labour provides valuable perspectives into comprehending the intricate dynamics and obstacles that result in withdrawal, emphasising the significance of assistance networks, scholarly assimilation, and communal involvement in fostering learner perseverance and triumph.

Bolliger and Martindale (2014) explore the primary elements that ascertain student contentment in virtual classes. Published in the Global Journal on E-Learning, the research examines diverse elements that contribute to student contentment, such as curriculum formation, tutor assistance, engagement possibilities, and technological facets. The discoveries illuminate the factors that influence students' viewpoints of contentment in virtual learning settings, enlightening pedagogical approaches and curriculum layout deliberations.

Moore (2013) introduces the concept of transactional space in the setting of remote learning. The hypothesis, deliberated in the book section "Theoretical Principles of Distance Education" edited by D. Keegan, examines the notion of transactional gap and its influence on learner acquisition. Moore's hypothesis underscores the significance of conversation, framework, and student independence in lessening the mental and correspondence abyss between scholars and teachers in remote learning environments. The chapter furnishes an all-encompassing comprehension of the theoretical foundations of transactional space and its ramifications for instructional blueprint and learner assistance in remote learning.

Siemens and Tittenberger (2013) penned the "Manual of Emerging Technologies for Learning," released by the University of Manitoba. This extensive manual examines the utilisation of emerging technologies in the realm of education. It encompasses a broad spectrum of subjects including educational data analysis, portable education, online networking, simulated reality, and game-based learning. The manual offers valuable perspectives into the possible uses and consequences of these emerging technologies for education and instruction.

Puzziferro (2012) performed an investigation published in The American Journal of Distance Education, scrutinising the correlation between internet technologies self-confidence, self-regulated learning, and student results in university-level online classes. The study explores how students' self-perceived assurance in utilising internet technologies and their capacity to self-manage their learning influence their ultimate grades and contentment in online classes. The discoveries emphasise the significance of self-confidence and self-directed learning as predictors of achievement and contentment in virtual learning settings.

Swan (2012) explores the importance of constructing learning communities in online courses in her article published in Education, Communication & Information. The investigation highlights the significance of communication in establishing a feeling of fellowship and fostering involvement and educational results in virtual classes. Swan investigates diverse forms of engagement, like teacher-pupil engagement, pupil-pupil engagement, and pupil-material engagement, and their function in cultivating an encouraging and cooperative learning atmosphere in virtual contexts.

3. METHODOLOGY

Study Design

The current research largely consists of descriptive and analytical components.

Study Area

In the presented research work, we study on mainly Delhi.

Sample Size

50 will be the sample size of the present research work.

Sampling Technique

In the present research work, for sample selection Experience Sampling Methods are used which includes face to face interaction.

Data Collection Procedure:

Present study is based mainly on Primary data. Personal interactions, interviews and questionnaire have been used to collect the analytical data.

Data Analysis Procedure:

- Means, SD
- Correlation Analysis

4. DATA ANALYSIS

Table 1: Difference in between the design of interactive and engaging activities and student engagement in online learning

Variable	Mean	SD	t-value	Result
Design of interactive and engaging activities	22.1	9.28	1.07	Significant
student engagement in online learning	23.50	9.07		

There is a significant difference the design of interactive and engaging activities and student engagement in online learning.

Table 1 exhibits the findings of the examination evaluating the correlation between the formation of interactive and captivating exercises and learner involvement in virtual education. The average rating for the creation of interactive and captivating exercises is 22.1, with a deviation of 9.28. The average rating for student involvement in virtual education is 23.50, with a deviation of 9.07. The t-score of 1.07 implies a disparity in averages between the two variables. To ascertain the importance of this disparity, it must be juxtaposed with a critical value at a prearranged significance level (e.g., $p < 0.05$). Upon examination, it is discovered that the disparity between the formation of interactive and captivating activities and learner involvement in online education is statistically noteworthy. The t-score surpasses the crucial value, suggesting that the observed discrepancy is improbable to have transpired by happenstance. These findings imply a significant correlation between the creation of interactive and captivating tasks and learner involvement in web-based education. The formation of interactive and captivating activities seems to have a favourable influence on student involvement, suggesting the significance of well-crafted and stimulating learning encounters in online education.

Table 2: Difference in between effective communication strategies in online higher education and student satisfaction

Variable	Mean	SD	t-value	Result
effective communication strategies in online higher education	22	9.47	1.37	Significant
student satisfaction	23.6	8.83		

There is a significant relationship between effective communication strategies in online higher education and student satisfaction.

Table 2 showcases the findings of the investigation exploring the disparity between efficient communication approaches in virtual higher learning and student contentment. The average rating for efficient communication tactics in internet-based advanced learning is 22, with a deviation of 9.47. The average rating for student contentment is 23.6, with a deviation of 8.83. The t-score of 1.37 suggests a disparity in averages between the two variables. To ascertain the importance of this disparity, it must be contrasted with a crucial value at a prearranged significance level (e.g., $p < 0.05$). After examination, it is discovered that the disparity between efficient communication tactics in virtual higher education and student contentment is statistically notable. The t-score surpasses the crucial value, suggesting that the observed discrepancy is improbable to have transpired by happenstance. These findings imply a significant correlation between efficient communication tactics in virtual higher learning and student contentment. It suggests that utilising efficient communication techniques, such as transparent and punctual communication, proactive involvement, and encouraging exchanges, can favourably impact student contentment in virtual learning settings.

Table 3: Relationship between faculty support in online teaching and student engagement in online learning

Types of Variables		N	'r'	Result
Dependent	Faculty support in online teaching	50	.668	Positive correlation
Independent	Student engagement in online teaching	50		

Table 3 showcases the findings of the investigation exploring the correlation between faculty endorsement in virtual instruction and student involvement in virtual education. The investigation involved 50 individuals. The variable "Academic assistance in virtual instruction" was recognised as the autonomous variable, while "Learner involvement in virtual education" was the reliant variable. The correlation coefficient (r) between faculty backing in internet instruction and student involvement in internet education is documented as 0.668. This affirmative correlation coefficient indicates a moderate affirmative association between these two variables. The outcome suggests that as academic assistance in virtual instruction rises, learner involvement in internet-based education also tends to rise. This implies that when professors offer sufficient assistance, direction, and provisions to students in the virtual learning setting, it favourably impacts student involvement. It is crucial to observe that correlation does not suggest causation, and there might be additional factors impacting student involvement. Furthermore, the understanding of the correlation coefficient relies on the particular context and attributes of the research sample. Additional investigation and scrutiny are advised to acquire a more all-encompassing comprehension of the correlation between faculty assistance in virtual

instruction and student involvement in virtual education. Furthermore, delving into the particular facets of staff assistance that contribute to heightened student involvement would offer valuable perspectives for enhancing virtual instruction methods and enhancing student results in online learning settings.

5. CONCLUSION

In summary, this investigation explores the primary elements impacting virtual learning in advanced education from teachers' viewpoints on scholars. The discoveries emphasise the significance of student involvement, drive, correspondence, collaboration, and ongoing professional growth in virtual learning settings. Teachers stress the importance of creating interactive and captivating exercises, offering prompt responses, and nurturing a feeling of camaraderie to amplify student involvement. Efficient communication amidst teachers and students is pivotal, and learner-to-learner engagement plays an essential role in establishing a nurturing learning community. Furthermore, uninterrupted professional growth and assistance for teachers are crucial to navigate the virtual learning setting proficiently.

The contextual details regarding virtual learning in advanced education showcase its adaptability, varied course selections, multimedia materials, communication and cooperation instruments, evaluation techniques, assistance provisions, and validation. Nevertheless, obstacles such as technological prerequisites, learner involvement and drive, interactivity and cooperation, educator instruction and assistance, and availability and fairness must be tackled proficiently to guarantee triumphant virtual learning encounters.

The objective of this article is to methodically examine and scrutinise the elements impacting web-based learning in advanced education from teachers' viewpoints. The investigation seeks to enhance the current reservoir of knowledge by offering perspectives and suggestions for enhancing virtual learning encounters. The investigation employs qualitative and quantitative approaches like questionnaires, discussions, and instances to collect information and examine teachers' viewpoints on the elements influencing students and themselves in virtual educational settings.

The aims of the investigation are to analyse the elements impacting student involvement and drive in virtual learning from teachers' viewpoints and to investigate the significance of communication and interaction in promoting student education and cooperation in online advanced education. The suppositions propose that there is no noteworthy association between the formation of interactive and captivating exercises and student involvement, between efficient communication tactics in online advanced education and student contentment, and that there is a favourable correlation between faculty backing in online instruction and student engagement in online learning.

Based on the scrutiny of the data, the findings suggest a noteworthy disparity between the formation of interactive and captivating tasks and learner involvement in internet-based education. This implies that skillfully crafted and invigorating activities have a beneficial effect on student involvement. Moreover, the investigation unveils a noteworthy correlation between proficient communication tactics in virtual higher learning and student contentment. Utilising efficient communication tactics amplifies student contentment in virtual learning settings. Finally, a favourable correlation is discovered between faculty backing in virtual instruction and student involvement in virtual education, indicating that sufficient support and resources offered by faculty positively impact student engagement.

In brief, this study offers valuable perspectives into the crucial elements influencing virtual education in higher academia from instructors' viewpoints. The discoveries underscore the significance of student involvement, drive, correspondence, collaboration, and ongoing professional growth. By comprehending and tackling these elements, instructors can establish a favourable and efficient virtual learning encounter for their pupils. Future exploration and endeavours should prioritise incorporating proof-founded methodologies and approaches to amplify online instruction and acquisition in higher education.

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