

A Study on Evaluating the Impact of Online Learning Platforms on Students' Skill Development in Coimbatore City

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Abstract: *This study analyses students' usage of online learning platforms and their course preferences for skill development in Coimbatore City. The rapid growth of digital learning platforms has significantly influenced students' learning behaviour by providing flexible and accessible opportunities to acquire practical and career-oriented skills beyond traditional classroom education. The research focuses on identifying the online learning platforms most frequently used by students and examining the types of courses enrolled through these platforms.*

Primary data were collected from 55 students using a structured questionnaire. Statistical tools such as Percentage Analysis and Chi-Square Test were applied for data interpretation. The findings reveal that students actively use online learning platforms, with skill-based short courses emerging as the most preferred choice among learners. Platform usage varies significantly, indicating that course availability and platform usability influence students' engagement levels.

The study concludes that online learning platforms play an important role in supporting students' skill development, and improving platform accessibility and course quality can further enhance learner participation and learning outcomes...

Keywords: *Coimbatore City*

I. INTRODUCTION

The rapid development of digital technology has significantly transformed the education system by enabling learning beyond traditional classroom environments. Online learning platforms have become an important medium through which students can access academic content and develop practical skills required for career growth. These platforms offer flexibility, affordability, and accessibility, allowing learners to study at their own pace and convenience. Online learning platforms provide several benefits such as availability of diverse courses, certification opportunities, and skill enhancement programs that support employability. However, challenges such as inconsistent engagement, course completion issues, and varying platform usability may influence students' learning experiences. Different platforms also vary in course quality, affordability, and accessibility, which affects students' platform preference and usage patterns. Understanding how students use online learning platforms and what types of courses they prefer is essential for evaluating the contribution of digital education to skill development. Therefore, this study analyses students' platform usage and course enrolment patterns to understand how online learning platforms support skill development among students in Coimbatore City.

OBJECTIVES OF THE STUDY

- To identify the online learning platforms most frequently used by students.
- To examine the types of courses enrolled by students in online learning platforms for skill development.



STATEMENT OF THE PROBLEM

Online learning platforms provide students with flexible opportunities to acquire academic knowledge and practical skills. However, students differ in the platforms they use and the types of courses they choose for skill development. While some platforms are widely adopted, others show limited engagement among learners, and course preferences also vary depending on student needs and career goals.

Limited empirical research exists on students' usage patterns of online learning platforms and their course enrolment preferences in Coimbatore City. Without clear insights into these aspects, educators and platform providers may find it difficult to improve learning resources and course offerings effectively. Therefore, this study addresses the need to analyse platform usage and course preferences among students to understand how online learning platforms contribute to skill development.

SCOPE OF THE STUDY

This study focuses on students in Coimbatore City who use online learning platforms for academic improvement and skill development. It examines student behaviour related to:

- Usage of online learning platforms
- Types of courses enrolled for skill development
- Preference for certification and skill-oriented learning programs

The study is limited to a sample of 55 students and follows a quantitative research approach using statistical analysis tools. The findings may not be fully generalizable to all student populations due to the limited sample size but provide useful insights into student learning preferences.

RESEARCH METHODOLOGY

The study adopts a descriptive research design.

- Sample Size: 55 students
- Sampling Method: Snowball sampling
- Data Collection Tool: Structured questionnaire
- Data Analysis Tools:
- Percentage Analysis
- Chi-Square Test

Primary data were collected directly from student respondents, while secondary data were obtained from journals, research articles, books, and online sources related to online learning platforms and digital education practices.

II. REVIEW OF LITERATURE

Justin Raj, Nishant Goyal, Narendra Kumar Singh, and Umesh Shreekantiah (2025)¹ evaluated the impact of online learning on MSW students' professional development in post-pandemic India. The study employed a survey research design, collecting primary data from 391 MSW students across 12 Indian states through online platforms using a modified self-assessment questionnaire comparing online learning (OL) and conventional learning (CL). The findings indicated that students demonstrated strong adaptability to new learning technologies, highlighting increased digital competence in the post-pandemic period. However, both theoretical learning and practical learning were adversely affected in the absence of direct supervision and field-based guidance, which are critical components of social work education. The researchers concluded that although online learning ensured academic continuity during the pandemic, blended and supervision-supported learning models are essential to preserve the quality of professional training and student engagement in social work education.

Priyanka Jarial, Himanshu Aggarwal, and Bhim Sain Singla (2025)² investigated the effectiveness of Massive Open Online Courses (MOOCs) in technical education in Northern India, with a focus on Punjab. The study aimed to identify the key factors influencing MOOCs' effectiveness (EMOOCs) for students and instructors in tertiary institutions. Using IBM SPSS and Structural Equation Modelling (SEM), the study examined eight direct and indirect determinants, finding that course content and design, performance evaluation, learner feedback, teacher-student



interaction, and technological support were critical to enhancing MOOCs' effectiveness. The authors emphasize that MOOCs act as self-instructional tools, offering flexible, scalable, and accessible learning resources, while also fostering student engagement, technological proficiency, and improved teacher-learner interactions. The study concludes that MOOCs are a significant innovation in Indian technical education, providing both theoretical and practical guidance for educators, institutions, and policymakers to optimize digital learning environments.

III. DATA ANALYSIS AND INTERPRETATION

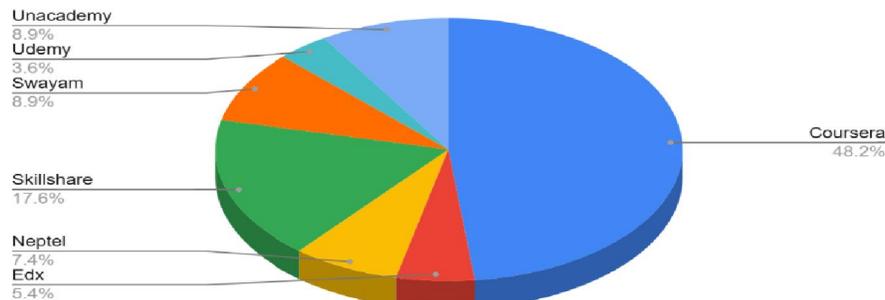
PERCENTAGE ANALYSIS

1. Preference of online learning platforms among respondents

Table showing percentage analysis of online learning platforms used most frequently

Platforms	Frequency	Percent
Coursera	27	48.2
Edx	3	5.4
Neptel	4	7.4
Skillshare	9	17.6
Swayam	5	8.9
Udemy	2	3.6
Unacademy	5	8.9
Total	55	100.0

Which online platform used most frequently



INTERPRETATION:

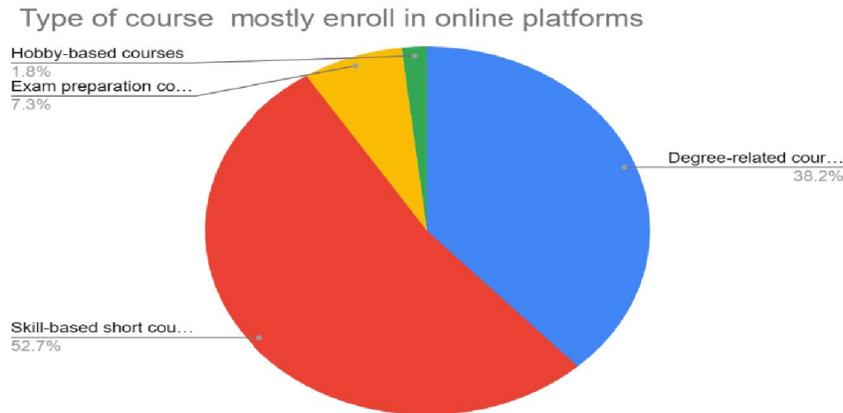
The above table reveals that 48.2% of the respondents most frequently use Coursera. 17.6% use Skillshare, 8.9% each use Swayam and Unacademy, 7.4% use NPTEL, 5.4% use edX, and 3.6% use Udemy.

Most (48.2%) of the respondents prefer Coursera as their online learning platform.

2. Type of courses enrolled by respondents in online learning platforms

Types of courses	Frequency	Percent
Degree-related courses	21	38.2
Exam preparation courses	4	7.3
Hobby-based courses	1	1.8
Skill-based short courses	29	52.7
Total	55	100.0





INTERPRETATION:

The above table reveals that 51.8% of the respondents enroll in skill-based short courses. 39.3% enroll in degree-related courses, 7.1% enroll in exam preparation courses, and 1.8% enroll in hobby-based courses.

Majority (51.8%) of the respondents enroll in skill-based short courses.

CHI-SQUARE TEST

1. Relationship between online learning platform used and frequency of usage

Hypothesis (H1):

There is a significant difference between the online learning platform used and the frequency of usage among the respondents.

Null Hypothesis (H0):

There is no significant difference between the online learning platform used and the frequency of usage among the respondents.

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	134.031 ^a	35	.000
Likelihood Ratio	67.995	35	.001
N of Valid Cases	55		

INTERPRETATION:

Since the p-value (Asymptotic Significance) obtained from the Pearson Chi-Square test is 0.000, which is less than the common significance level of 0.05, the null hypothesis is rejected. This indicates that there is a statistically significant difference between the online learning platform used and the frequency of usage among the respondents. The Chi-Square value of 134.031 with 35 degrees of freedom further confirms a strong association between the two variables. This result implies that respondents do not use all online learning platforms with the same frequency. Certain platforms are accessed more regularly, while others are used less often.

It is concluded that there exists a significant difference between the online learning platform used and the frequency of usage among the respondents.

IV. CONCLUSION

The study highlights the growing importance of online learning platforms in supporting students' skill development in Coimbatore City. The analysis shows that a large proportion of students actively use online platforms, with Coursera emerging as the most frequently used platform among respondents. This indicates that students prefer platforms offering structured courses and recognized certifications. The findings further reveal that skill-based short courses are the most preferred learning option, showing that students primarily use online learning platforms to enhance practical



knowledge and improve employability skills rather than solely pursuing academic qualifications. The Chi-Square analysis confirms that platform usage differs significantly among students. Not all platforms are accessed equally, and student preference plays a major role in determining usage patterns. Overall, online learning platforms have become an essential supplement to traditional education by providing accessible and flexible opportunities for skill enhancement. Improving course quality, affordability, and certification recognition can further strengthen platform adoption.

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