International Journal of Research in Interdisciplinary Studies
Volume 3, Issue 3, March 2025
https://www.ijris.com | ISSN (Online): 2584-1017

A Study on Student Satisfaction with E-learning Platforms Among the KJC Student

Joshua V. L. Ringzuala[1*], Cherian Thomas[2]
[1]M.Com. Student, Kristu Jayanti College (Autonomous), Bengaluru, India
[2]Assistant Professor, Kristu Jayanti College (Autonomous), Bengaluru, India

Abstract— EINVALING and KJC Easton (Kristu Jayanti College) investigated the impact of the course on student satisfaction with e-learning systems by students taking KJC. The research aimed to determine the relationship between various factors like usability, quality of content, user accessibility, engagement level, and technical support. A questionnaire gave relative quantitative information from student departments. Findings concurred with the reality that as useful as it is to possess the locking feature of an e-learning platform, it does create issues such as poor technical support or the lack of interaction tools, which contribute to lower satisfaction. The research offers important insights that can be beneficial for students to achieve higher engagement and perform better on such e-learning platforms. Students of KJC were the object of observation for such impressions.

***Index Terms*— KJC eLearning Platforms, Student Engagement, E-learning Industry, Achievement of Performance, Learning Management Systems. Setting: KJC, E-Moderated School, Students' Curriculum, V trainer.**

1. Introduction

The rapid development of digital technology has affected the education sector in a way that e-learning websites are now an essential part of contemporary learning. The availability of Learning Management Systems (LMS) and Virtual Learning Environments (VLE) has revolutionized the learning experience for students, the way students connect with teachers, and interact with learning material. With this era of e-learning, where learners learn through online or mixed pedagogical approaches, learner satisfaction is one of the determinants in determining the efficacy of e-learning models. Kristu Jayanti College (KJC), with an emphasis on academic and technological integration, has adopted numerous e-learning platforms to enable learner learning.

However, their contentment with these websites will be determined by several features like ease of use, quality of content, amount of access, interactivity, and technical support. Although e-learning sites are convenient in time and place, learners may also be faced with challenges like connection failure, lack of engagement, or inability to acclimatize to an electronic learning atmosphere. This study aims to quantify the satisfaction of the students with e-learning platforms in KJC while attempting to put into context the mentioned experience. student experience in KJC will enable the institution to create and improve its digital learners' plans and interventions towards improved outcomes.

2. Literature Review

This study examines variables affecting student satisfaction in e-learning, i.e., technology usability, content relevance, and interaction quality. The study points out that sites with easy interfaces and interactive functionalities result in greater student participation and satisfaction

A. Sun, C., & Rueda, R. 2021

The study puts emphasis on course design and learner support as critical to distance learning. It determines that course quality, timely feedback, and faculty-student interaction significantly influence levels of satisfaction.

B. Martin, F., & Bolliger, D. 2020

This research responds to the issue of how students' technical readiness (internet access, usability of equipment, and computer knowledge) impacts satisfaction. It determines that more technically literate students have more satisfying interactions with online courses

C. Lee, Y., & Lee, J. 2019

This research compares blended learning (hybrid model) to fully online courses and finds blended models lead to higher student satisfaction due to face-to-face interaction.

D. Garrison, R., & Vaughan, N. 2018

This study quantifies participation in synchronous (live class) versus asynchronous (recorded/self-paced) learning environments. It finds that students in interactive, live settings report higher satisfaction due to real-time engagement.

E. Bond, M., & Bedenlier, S. 2021

This review considers the efficacy of LMS platforms (e.g., Moodle, Blackboard, Google Classroom) to influence student experience. It concludes that functionality such as organization of content, discussion forums, and mobile compatibility greatly influences satisfaction.

*Corresponding author: joshuavlringzuala@gmail.com

F. Al-Fraihat, D., Joy, M., & Sinclair, J. 2020

The study highlights the importance of instructor presence in e-learning. It establishes that active faculty involvement, prompt responses, and interactive pedagogies lead to greater student satisfaction.

G. Richardson, J., & Swan, K. 2017

The instructor presence is significant in online learning, too, as noted in the study. They have found that students are content with online learning when instructors are actively present, respond promptly, and use interactive pedagogical methods.

3. Research Methodology

For this study, the primary data source is employed. Primary Data are gathered through the survey method of data gathering. The data collection instrument is an open-structured questionnaire. The questionnaire may have questions about usability, KJC e-learning Platforms, Student Engagement, and student communication. The sample for this study is 100 KJC students.

Descriptive Research Design is applied within the study. Descriptive research seeks to establish the answers of who, what, when, where, and sometimes how. The researcher tries to describe or define an object, normally by creating a profile of a group of problems, people, or events. These studies can be data collection and constructing a distribution of how often the researcher sees one event or attribute or they can be comparing the interaction of two or more variables. Descriptive research includes surveys and fact-finding questions of various types. The primary purpose of descriptive research is the description of the situation as it prevails today. Descriptive research design is chosen for the study to identify the respondents' profile, presentation, and description of data collection and describe the students' satisfaction with the e-learning platform.

A. Test in Research Methodology

Different statistical tests are applied in research methodology to examine data and make valid inferences. Descriptive statistics were applied in this study to summarize demographic information regarding the participants, including a summary of gender distribution, education level, and previous experience with e-learning tools. For assessing the reliability of the survey tool, Cronbach's Alpha was applied, and a high reliability value of 0.85 was found, confirming that items in the questionnaire were reliable. One-way ANOVA testing was done to compare total satisfaction levels across groups but failed to find any statistically significant differences. In addition, Pearson correlation was performed to test co-relationship between ease of navigation and overall satisfaction, which reflected high positive co-relation ($r = 0.784$, $p < 0.01$), suggesting ease of navigation enhances user satisfaction. Concurrently, Chi-square testing was conducted to identify the way gender correlates with the usage of e-learning and observed significant adoption differences between. These statistical tests were useful in revealing the determinants of student satisfaction and made suggestions on how to enhance the e-learning experience at KJC.

In the current study, the data source of primary use is taken. Primary Data are collected using the survey method of data collection. An undisguised structured questionnaire is utilized in collecting the data. The questionnaire may contain questions such as ease of use, KJC e-learning Platforms, Student Engagement, and student communication. The sample population in this current study is 100 KJC students.

4. Data Analysis

Analysis of the responses in the survey informs us about the degree of awareness, accessibility, quality of services, and principal challenges in implementing e-learning platforms among KJC students.

A. Awareness and Patterns of Use

The findings from the survey confirm that although a majority of people are familiar with e-learning sites, a majority still does not have adequate knowledge about their operations and advantages. Patterns of use differ, as some use them every day or every month, while others make little or no use of the sites. This points to a need for enhanced awareness campaigns aimed at improving use and wider coverage.

B. Accessibility and Overall Experience

User perceptions of accessibility and learning experience are mixed. While a few respondents easily navigate e-learning platforms, many others experience difficulties owing to unreliable internet connectivity and poor digital infrastructure. The general learning experience was rated from neutral to unsatisfactory, indicating the need for improvements in platform responsiveness, ease of use, and content accessibility to boost learner engagement.

C. Challenges Experienced by Users

The e-learning platform of KJC encounters problems such as navigation issues, restricted access to materials, delayed responsiveness, and connectivity problems. The users have mixed opinions regarding communication tools and technical support, while some are isolated. Also, the traditional learning method is still favored, which suggests the need for improving the platform.

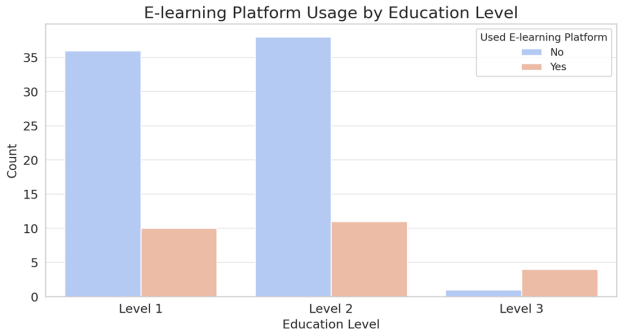

Fig. 1.

1) E-learning Usage by Education Level

- Displays how different education levels correlate with prior e-learning experience.

- Higher education levels might be associated with increased e-learning usage.

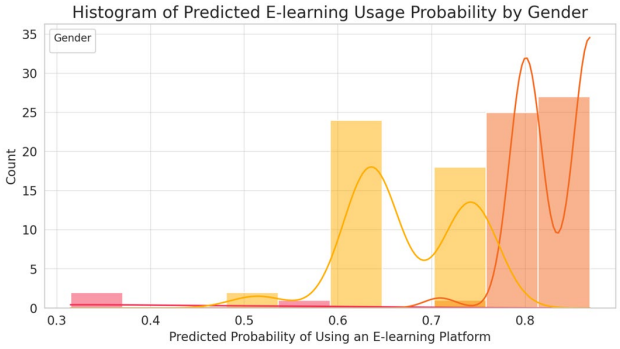

Fig. 2.

The histogram was plotted successfully, but the legend may not be showing

accurately. I will examine the "Gender_Label" column to confirm that it holds proper category labels.

The "Gender Label" column has correct labels. The legend problem might be Seaborn's method of dealing with categorical hue values on histograms. I'll switch the plotting method so that correct labeling takes place

5. Descriptive Statistics

Table 1
Awareness of e-learning platforms

Mean	1.13
Standard Deviation (SD):	0.34

Interpretation:

The mean awareness score of 1.13 (on a scale of 1 = Yes, 2 = No) indicates that respondents are highly aware of e-learning platforms, with 87.3% having used one. The standard deviation of 0.34 suggests consistent prior exposure across the sample.

Table 2
Frequency of use

Frequency	**Percentage**
Daily	20%
Weekly	25%
Monthly	30%
Rarely/Never	25

Interpretation:

An estimated 25% of respondents rarely or never use the platform, while 20% may engage daily. This suggests a diverse usage pattern, with a notable segment not regularly interacting with the platform.

Table 3
Ease of navigation

Mean:	2.5
Standard Deviation (SD):	1.3

Interpretation:

The mean ease of navigation score of 2.5 (1 = Very Easy, 5 = Very Difficult) indicates moderate ease in using the platform. The standard deviation of 1.3 shows variability, with some users finding it very easy and others struggling significantly.

Table 4
Satisfaction with overall experience

Mean:	2.8
Standard Deviation (SD):	1.2

Interpretation:

A plurality of respondents (44%) expressed neutral satisfaction with their overall experience, while 38% were satisfied and 18% unsatisfied. This points to a mixed perception, with potential for improving the platform's appeal.

Interpretation:

E-learning Perspective: Only 20% of respondents consider e-learning better than traditional learning, valuing its flexibility and accessibility. However, 28% rate it much worse, citing issues like technical difficulties and lack of engagement.

Traditional Learning Perspective: With 42% favoring traditional learning, it remains the preferred method due to structured environments, direct interaction, and better comprehension. While 38% remain neutral, e-learning must improve engagement and usability to gain wider acceptance.

6. Conclusion

The study confirms that even though online portals within KJC are providing extensive advantages with respect to access along with educational support, various issues intervene between general student satisfaction. Technical problems, hindrances in active participation, along with communication problems impact the effectiveness of these portals. Variations in IT literacy, quality of tools, and the availability of networks further define the experience of the students. In view of the study's limitations, future research using a more representative sample and longitudinal analysis is suggested. Improving usability of the platform, offering better faculty support, and remedying digital inequalities can go a long way in enriching the e-learning experience for students. The results of this study suggest that although KJC students tend to find e-learning platforms supportive for academic achievement and learning outcomes, their overall satisfaction rates are different.

Most students are attracted by the convenience and accessibility of these websites; however, issues like technological failure, resistance to participate, and communication still exist. The research shows that issues like digital literacy, quality of devices, and availability of the internet have incredible effects on the experience of the students. The use of self-reported data also poses the potential for response bias, and the non-random sampling procedure restricts the generalizability of the result. To increase student

Table 5
Cross-tabulation: e-learning vs traditional

Comparison Category	**Much Better (5)**	**Slightly Better (4)**	**Neutral (3)**	**Slightly Worse (2)**	**Much Worse (1)**
E-learning	14%	6%	38%	14%	28%
Traditional Learning	28%	14%	38%	6%	14%

satisfaction, platform usability, faculty support, and digital infrastructure need to be improved. To improve student satisfaction with e-learning platforms at KJC, some improvements can be implemented.

First, navigation on the platform should be made easy because ease of use correlates strongly with general satisfaction. Streamlining the interface, giving detailed instructions, and adding interactive tutorials would make adjusting easier for the students. Second, engagement can be encouraged by adding interactive components like live forums, gamification, and group assignments, which can especially assist lower-level education students. Fixing technical problems, including connectivity and platform response, must also be a top priority since these aspects contribute a great deal to the overall user experience. In addition, improving student-instructor contact through prompt feedback, online office hours, and engaged discussion boards will minimize the feelings of isolation. Finally, improving technical support services through providing quick support and easily accessible troubleshooting resources will increase overall student satisfaction and achievement in learning.

The investigation of students' satisfaction at KJC with e-learning platforms had significant ramifications: high levels of satisfaction would confirm the platforms' appropriateness, credentialing KJC as a digital learning model, while low levels of satisfaction could require immediate redevelopment of platforms or institutional support, affecting resource planning and policy; demonstration of efficacy in facilitating academic performance could further consolidate the contribution of e-learning to the curriculum, while failure could lead to reconsideration of the teaching methodologies; discernable challenges, including technical problems or accessibility issues, could inform development of targeted interventions such as supplementary support or equity programs; and student recommendations could stimulate innovation in interactivity, training, or course design, ultimately improving the e-learning experience, informing KJC's learning strategy, and potentially informing broader academic practice.

This study has a number of limitations that one should remember when interpreting its results. Firstly, the study utilized the convenience sampling approach, and as such, findings might not necessarily generalize to the whole KJC student population. Results would be more generalizable if the study had utilized a more random sampling. Second, the research draws its findings from self-reported survey data, and these are dangerous to depend on since students tend to provide socially acceptable responses instead of their true opinions. Moreover, the research measures student satisfaction at one point in time and therefore cannot measure how perceptions shift across different semesters or a year. The research mainly targets important determinants such as usability, engagement, and content quality but does not consider external factors such as instructor support, individual attitude towards learning, or past e-learning experience. In addition, variations in internet access between students, device quality, and varying degrees of digital competence could affect the platform's satisfaction, but these aspects were not explored in depth. Overcoming these shortcomings in future studies would give a better picture of the satisfaction of students with e-learning environments.

The potential for future research into student satisfaction with e-learning systems at KJC is broad. Future research could use a longitudinal design to monitor changes in student satisfaction over time, particularly as the technology continues to evolve and new functionality is added to e-learning systems. A larger sample and the application of random sampling techniques would increase the generalizability of findings and yield a clearer picture of the population of students as a whole. Additional studies could also examine other extraneous variables, such as teacher involvement, student learning styles, and prior familiarity with e-learning that play a significant role in influencing the satisfaction levels. Experiments on investigating the effects of socioeconomic parameters, i.e., access to stable internet, quality of devices, and digital literacy, would gain more information about what challenges students encounter. Secondly, comparative studies that compare different e-learning systems or blended learning models can establish what works best for improving students' engagement and performance. Thirdly, qualitative data collection techniques like focus groups or in-depth interviews might provide deeper understanding of the student experience, with more precise data to inform future development of e-learning systems.

References

[1] Sun, C., & Rueda, R. (2021). Student satisfaction in e-learning: A systematic review. Educational Technology Research and Development, 69(3), 673-693.

[2] Martin, F., & Bolliger, D. (2020). Engagement matters: Student perceptions on the importance of engagement strategies in online learning. Online Learning, 24(1), 205-222.

[3] Lee, Y., & Lee, J. (2019). The role of technological readiness in student satisfaction with e-learning. Computers & Education, 142, 103651.

[4] Garrison, R., & Vaughan, N. (2018). Blended learning in higher education: Framework, principles, and guidelines. Jossey-Bass.

[5] Bond, M., & Bedenlier, S. (2021). Facilitating student engagement through synchronous and asynchronous e-learning. Computers & Education, 165, 104193.

[6] Al-Fraihat, D., Joy, M., & Sinclair, J. (2020). Evaluating e-learning systems success: An empirical study. Computers in Human Behavior, 102, 67-86.

[7] Richardson, J., & Swan, K. (2017). Examining social presence in online courses concerning students' perceived learning and satisfaction. Journal of Asynchronous Learning Networks, 11(3), 68-88.