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Usage of Online Learning Platforms and Satisfaction Among Medical Students

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Abstract
The study in under medical students, to know the satisfaction in usage of online learning platforms. Total 14 medical colleges in Kerala, among them only four colleges are taken in this study randomly. Kannur Medical College, Calicut Medical College, Kasaragod medical colleges and Malappuram medical college. A structured questionnaire through Google Form is prepared. Total 400 questionnaire is distributed and 340 is responded. Data was downloaded from google form in Microsoft excel and was used for analysis. According to the majority of pupils, learning platforms offer dynamic and captivating educational resources. The majority of students concur that medical course content is successfully delivered using online learning platforms. Every student concurs that travel is not necessary. The majority concurred that engaging in interactive learning activities on online platforms boosts students' enthusiasm to participate in class. My comprehension of the course topic is improved when online lectures make use of multimedia elements.

Keywords: Online, learning platforms, medical college, Kannur, academics.

1. Introduction

Higher education institutions in India have implemented online learning in the present by making the most of online learning platforms as a supplementary learning aid. The majority of tertiary students access online learning materials that are supplied and facilitated by lecturers via their computer, laptop, or smartphone. Given this context, the purpose of this paper was to investigate students' perceptions of the usefulness of online learning platforms for their online education. According to Ayu (2020), online education at a number of Indonesian universities may offer current and easily accessible educational information to students at all levels. Students who learn online become tech-addicted individuals who demonstrate their computer literacy skills to keep up with technological advancements. Since the majority of millennial students are at the centre of the learning process and actively participate in enhancing their engagement and interaction with the course instructor, other students, and course material, an interactive learning environment needs to be expanded during the teaching and learning process. (Saha, 2019; Sari & Putri, 2019). Prior research has been conducted on the use of online learning platforms in Indonesia, particularly in the area of online learning implementation. Several instructional learning resources covering online multimedia are used in the online learning process. (Aminatun & Oktaviani, 2019; Oktaviani & Mandasari, 2020). In addition to promoting completion of the online courses, higher education institutions have provided entire courses online as a component of their curricula for the past

20 years. Additionally, over the past few years, the proportion of students who do not participate in any online courses has continued to decline. Similarly, one could argue that online education is unquestionably an educational platform (Allen, Seaman, Poulin, & Straut, 2016). In order to identify students who will be satisfied with online courses, the current study examines how online learning platforms affect students' satisfaction in relation to their background and past experiences with these platforms. Additionally, this study investigates how student autonomy, student-teacher dialogue or communication, and student collaboration relate to their level of satisfaction in relation to transactional distance theory (TDT). Thus, this study looks into how well students perform academically on online learning environments. The design and development of online courses may be significantly impacted by this study. Additionally, since many organisations provide online training courses and solutions, this research may have an impact on other educational organisations in addition to academic online courses. (Abuhassna et al., 2020; Abuhassna & Yahaya, 2018; Al-Rahmi et al., 2018).

Modalities are continuously being developed to accommodate all of these in medical student training in response to a variety of changes in learning strategies, an increase in the teacher-to-student ratio, knowledge of learning disabilities, and environmental factors. (Sani et.al., 2020). In order to meet the needs of learners regardless of their prior knowledge and socioeconomic background, the anticipated benefits of OLP for medical students must align with the feature specificity of learning platforms. Despite the widespread recognition of the benefits of online learning platforms (OLPs) in medical education, little is known about how these platforms specifically affect the learning experiences and satisfaction of medical students. (Almusharraf, Almusharraf & Khahro,.2020). The present study is the pressing need for studies that examine OLPs' efficacy in medical education in this particular setting, especially in light of education's growing reliance on technology. This will focus on the more efficient use of OLPs, which have been underutilized in the majority of fields, including medical undergraduate programs, underscoring the necessity of the current study. The purpose of this study is to determine how satisfied medical students at Kannur University in Kannur are with their use of online learning platforms (OLPs), as well as how course of study and gender affect their experiences. Additionally, the study will look at particular features of OLPs that improve user satisfaction and adaptability to the local educational context.

2. Review of Literature

Global teaching and learning practices are being profoundly impacted by the revolutionary .force that is the integration of digital tools and online learning platforms in higher education. The many facets of this integration are examined in this literature review, with particular attention paid to how it affects learning outcomes, student engagement, and the difficulties that both teachers and students face. **ÇakmakkayaEt.al (2024)** the study is about Factors affecting medical students' satisfaction with online learning: a regression analysis of a survey In order to ascertain medical students' general satisfaction with online learning techniques and to pinpoint the variables linked to both positive and negative satisfaction levels, a cross-sectional survey study was carried out. A 24-item survey was created and given to 1600 medical students in order to gather data on demographics, elements related to online learning, and general satisfaction levels. The variables linked to both positive and negative satisfaction levels were identified using multivariable linear regression analysis. Our findings also demonstrated that students' satisfaction was raised by the faculty members' proficiency in online instruction and their use of interactive teaching strategies. Faculty members used didactic live-streamed or recorded lectures to quickly transition to teaching the material in a didactic manner at the start of the pandemic. As time went on, we came to understand that more work was required to get students more engaged and focused.

Richa Et.al (2023) the study is about Medical Undergraduate Students Viewpoint on Online Learning during COVID-19 Pandemic. The purpose of this study was to find out how medical students felt about online education. It was a cross-sectional, questionnaire-based study to evaluate medical undergraduates' demographics, advantages, disadvantages, and suggestions for online learning. There were open-ended, Likert scale-based, and multiple-choice questions. The advantages of e-learning, according to students, were convenience, self-directed learning, flexibility in scheduling, and the ability to stop the spread of pandemics. Lack of face-to-face interaction with the instructor and fellow students, more distractions, slow internet, and little to no practical experience were the perceived drawbacks. Classroom instruction was the most popular approach (45.7%) and the most understandable (55.8%). **Dev(2022).** The purpose of this study is to determine how medical students receive instruction and what kinds of issues they encounter when learning online. Closed-ended questions were used in the creation of the online survey. A cross-sectional survey was carried out via social media and email. via a Google form. Of the 512 responses, 263 (51.4%) were female and 249 (48.6%) were male. 345 (67.6%) of the students who responded were enrolled in online courses. Most of the classes used smartphones. Only 68 students (13.4%) reported that the online classes were effective, while 268 students (52.7%) said they were ineffective and 173 students (34%) said they were as usual. Over 50% of the participants do not recommend this platform as a future resource for medical students. The purpose of this study is to determine how medical students receive instruction and what kinds of issues they encounter when learning online. Closed-ended questions were used in the creation of the online survey. A cross-sectional survey was carried out via social media and email. via a Google form. Of the 512 responses, 263 (51.4%) were female and 249 (48.6%) were male. 345 (67.6%) of the students who responded were enrolled in online courses. Most of the classes used smartphones. Only 68 students (13.4%) reported that the online classes were effective, while 268 students (52.7%) said they were ineffective and 173 students (34%) said they were as usual. Over 50% of the participants do not recommend this platform as a future resource for medical students. The purpose of this study is to determine how medical students receive instruction and what kinds of issues they encounter when learning online. Closed-ended questions were used in the creation of the online survey. A cross-sectional survey was carried out via social media and email. via a Google form. Of the 512 responses, 263 (51.4%) were female and 249 (48.6%) were male. 345 (67.6%) of the students who responded were enrolled in online courses. Most of the classes used smartphones. Only 68 students (13.4%) reported that the online classes were effective, while 268 students (52.7%) said they were ineffective and 173 students (34%) said they were as usual. Over 50% of the participants do not recommend this platform as a future resource for medical students. **Haji (2022)** the study is about Students' use of online learning platforms to support blended Learning at Cameroonian University. This research provides insight into Cameroonian students' perceptions and attitudes toward participating in learning through an online learning platform. Also, the author discusses the implications of and potential uses for an online learning platform. Three hundred and eighty students from a public university in Cameroon participated in this study. A twenty-item quantitative questionnaire using a 5-point Likert scale was used in this study. The results showed that Students have a high perception of using online learning platforms for blended Learning in Cameroonian Universities. **Abuhassna et al. (2020)** The purpose of this study is to examine and investigate possible variables affecting students' academic performance and contentment with online learning environments. Bloom's Taxonomy Theory (BTT) and Transactional Distance Theory (TDT) served as the foundation for this investigation. 243 students utilising online learning platforms in higher education participated in this study. A quantitative research approach was used in this study. Eleven aspects of using online learning platforms to enhance students' academic performance and satisfaction are depicted in the research model. The results demonstrated that students' satisfaction was positively impacted by their

background, experience, teamwork, interactions, and autonomy. Additionally, the effects of students' application, recall, comprehension, analysis, and satisfaction were positively correlated with their academic success. Going through these reviews the studies in Kerala was not done yet.so we take this to analyze the usage of Online platforms.

3. Research Questions

1. What are the main strength in online learning platforms?
2. What are the impact of Online learning platforms in their studies
3. What are the facilities provide to students in online learning studies.

4. Limitations of the study

The medicals students under Government Colleges in Kerala is under the study. Total 14 medical colleges in Kerala, among them only four colleges are taken in this study randomly. Kannur Medical College, Calicut Medical College, Kasargod medical colleges and Malappuram medical college. The academic year 2024–2025 saw the enrolment of medical students in years 1, 2, 3, and 5. Because they represent students at the start of their medical education (year 1), the middle (years 2, 3 in the program), which is the transition year from the preclinical to the clinical phase, and the end of their medical education program (year 5), where they are ready to finish their internship and enter the medical workforce, we have chosen to include students from years 1, 3, and 5. As a result, our data show the general patterns and evaluations of medical students throughout the curriculum.

5. Methodology

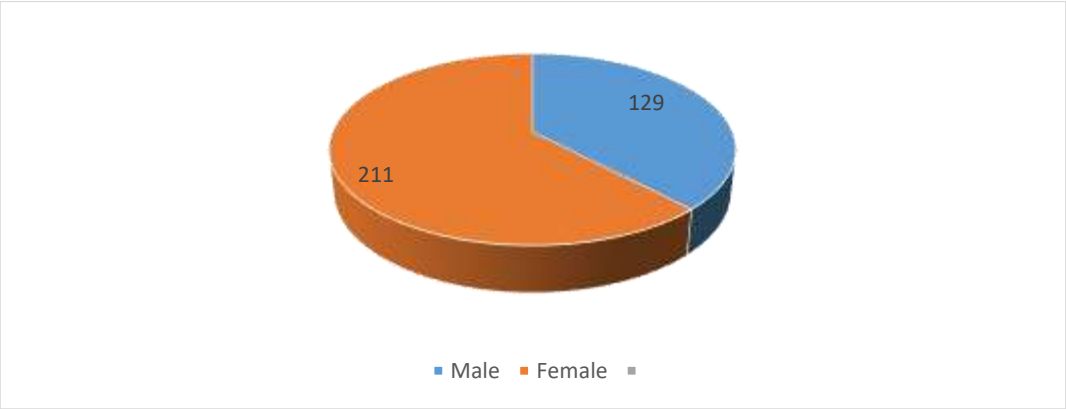
The medicals students under Government Colleges in Kerala is under the study. Total 14 medical colleges in Kerala, among them only four colleges are taken in this study randomly. Kannur Medical College, Calicut Medical College, Kasargod medical colleges and Malappuram medical college. A structured questionnaire through Google Form is prepared. Total 400 questionnaire is distributed and 340 is responded. Data was downloaded from google form in Microsoft excel and was used for analysis.

6. Data Analysis and Interpretations.

6.1 Gender wise Distribution

To know the gender wise distribution total 340 medical students, 211 are female and 129 male are respondent.

Chart 1 Gender Wise Distribution



6.2 Students' responses for impact of technologies on academic performances.

Majority of 75 percent students responded learning platform provides interactive and engaging learning materials.21 percent are neutral and 63 percent are disagree with this. The student's of 71 percent have agree online effective delivers medical course content.27 percent respondents disagree.70 percent are satisfied with online education skills of their faculties and 80 percent are not. 66 percent students agreed and 50 students are not agreed that online learning platform provides constructive and effective assessment of my understanding of the medical curriculum. Majority 71 percent not prefer online teaching and 28 percent prefer online teaching.

Table 1
Responses Impact of Technologies on Academic performance

SI NO	Impact of technologies on academic performance	Agree		Neutral		Disagree	
		No	%	No	%	No	%
1	The online learning platform provides interactive and engaging learning materials	256	75.29	21	6.17	63	18.52
2	The online learning platform effectively delivers medical course content	242	71.17	4	1.17	94	27.64
3	The students are satisfied with online education skills of faculty members	238	70	18	5.29	84	24.70
4	The online learning platform provides constructive and effective assessment of my understanding of the medical curriculum	226	66.47	60	17.64	54	15.88
5	Do you prefer online teaching than offline teaching	96	28.23	-	-	244	71.76

6.3 Advantages of Online Platforms

All the respondents are agreed no travel is needed while using online learning. 89 percent respondents can ability to learn its own place and 10 percent have no facility for that. Online platforms are more comfortable for 77 percent respondents. Cost saving is benefit for 59 percent students. Only 51 percent have flexibility and 43 percent ability to ask questions.

Table 2
Advantages of Online Platforms

SI NO	Advantages of Online Learning platforms	Agree (%)	Disagree (%)
1	No travel	100	-
2	Ability to learn at own place	89.70	10.14
3	More comfortable	77.39	22.60
5	Cost saving	59.71	40.28
4	Flexibility	51.59	48.40

6	Ability to ask questions	43.47	56.52

6.3 Facilities available in online learning responses about students Perception.

Almost 92 percent agreed interactive learning activities available on online platforms increase motivation to participate in class while only 7 percent disagree with this. 88 percent use of multimedia resources in online lectures enhances my understanding of course material and 11 percent not included in them.61 percent agree Online quizzes and assessments provide me with timely feedback, which motivates me to improve students' performance. 46 percent collaborative projects and group assignments facilitated through online platforms enhance my Learning experience. 13 percent access to online resources and materials outside of class hours increases my engagement with course content.

Table 3
Facilities in Online learning responses

SI NO	Facilities	Agree	Disagree
1	Interactive learning activities available on online platforms increase my motivation to participate in class.	92.75	7.24
2	The use of multimedia resources (videos, simulations) in online lectures enhances my understanding of course material.	88.11	11.88
3	Online quizzes and assessments provide me with timely feedback, which motivates me to improve my performance.	61.73	38.26
4	Collaborative projects and group assignments facilitated through online platforms enhance my Learning experience.	46.37	53.62
5	Access to online resources and materials outside of class hours increases my engagement with course content.	13.33	86.66

Findings.

Majority of female are present in this study. Majority of students responded learning platform provides interactive and engaging learning materials. Most of students agree online learning platform effectively delivers medical course content. All students agree there is no travel is needed. Majority agreed interactive learning activities available on online platforms increase motivation to participate in class .Use of multimedia resources in online lectures enhances my understanding of course material. Most agree online quizzes and assessments provide me with timely feedback, which motivates me to improve students' performance only small percent access to online resources and materials outside of class hours increases my engagement with course content. Majority students have not interested in online classes.

Conclusions

Students' perceptions of the impact of online education and their learning experiences during tare investigated in this study. Although the concept of online classes is still developing, among students. Online classes did not appear to be useful for the students in our survey. An interactive online conversation

regarding the case study was one of the recommended alternatives. When the students return to offline classes, they will need to review some of the subjects presented during the online lectures.

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