A Study on Users Preference And Satisfaction Towards E-Learning Websites

Dr. P. Pirakatheeswari[1], Aakash V.C[2]

[1] Associate Professor, Department of B Com – PA, Sri Ramakrishna College of Arts & Science, Coimbatore.

[2] III Year Student, Department of B Com – PA, Sri Ramakrishna College of Arts & Science, Coimbatore.

Abstract- *This study explores users' preferences and satisfaction towards e-learning websites, focusing on factors influencing user engagement and platform selection. With the increasing adoption of online education, understanding user behavior and satisfaction levels is crucial for improving digital learning experiences. The research is based on a survey of 130 respondents, primarily students from Coimbatore, analyzing their preferences, awareness, and usage patterns of e-learning platforms. The study identifies Coursera and Byju's as the most preferred platforms, with flexibility, course variety, and affordability being the primary reasons for their popularity. Despite its many advantages, e-learning faces challenges, including high course costs, lack of interactive content, and limited professional certification options. The findings emphasize the need for improved user experience, better communication support, and more affordable professional courses. This research concludes that while e-learning is widely accepted, platforms must enhance course affordability, engagement, and accessibility to further improve user satisfaction and retention.*

Keywords- E-Learning, Web based Education, Self Paced Learning.

I. INTRODUCTION

Marketing is the method taken by a company in promoting the buying or selling of its services or products, Marketing contains such activities as advertising, selling, distribution and market research. It is the procedure of informing and persuading the target clients or customers to buy your goods or get your services. In today's world, marketing is one of the crucial aspects that every company and organization should include in their growth plan. A number of companies utilize different marketing strategies to realize their objectives, increase the volume of their sales or business, and make more profits as well.

Customer Preferences are expectations, likes, dislikes, motivations, and requirements towards a brand or a product etc. They complement customer needs in explaining customer behavior e.g.: what a customer expecting or required in a website they use. Customer satisfaction refers to a measurement that indicates how happy or not the customers are towards a company's products, services, and capabilities. Information for customer satisfaction, such as, surveys and ratings helps the company in determining how its products and services can be changed or improved best.

Education is the process of facilitating learning or the acquisition of knowledge, skills, values, beliefs, and habits. Educational methods include storytelling, discussion, teaching, training, and direct research. Training activities often take place under the guidance of educators, but students can also educate themselves. Education can take place in a formal or informal context, and any experience that has educational efficacy in the way one thinks, feels, or acts can be considered educational. This type of teaching methodology is known as pedagogy. The term online education refers to instruction, which is delivered over the internet to students who utilize their home computers. During the last decade, online degrees and courses have become popular alternative for a wide range of non-traditional student's, include those who want to continue working full-time or raising families. Most of the online degree programs and courses are provided through the host school's online learning platform, although some are delivered using other technologies.

E-learning or electronic learning is any form of learning that occurs with or through a computer, and it is mainly accomplished through the Internet but also can be done with CD-ROMs and DVDs, streaming audio or video and other media. The purpose of eLearning is to allow people to learn for personal achievement or in order to gain a professional degree, without going to the traditional university or academic establishment. Applied for all grade levels, be it the grade schoolers or for graduate degrees, e-learning is versatile enough to accommodate all sorts of learning styles. "E-Learning" uses interactive technologies and communication systems to improve that potentially transform how we teach and learn for everyone. It can enable every learner to reach his or her potential and help build an empowered change workforce. E-learning enables greater interactivity among professors and students and coverage of the study material for both undergraduate and graduate students.

STATEMENT OF THE PROBLEM

The user plays an important role in theE-learning websites because the user attracted to its effectiveness and efficiency.This work aims to find out the users need and their satisfaction toward a website. Each website has some drawbacks like e.g.: the lack of content, high cost of course etc. This study is done for the purpose of identifying the user satisfaction toward the website they used and their expectation toward the e-learning website they use.

II. REVIEW OF LITERATURE

Fischer et al. (2015)performed a study on scientific conferences and how they can be used for trend analysis in the field of e-learning. The researchers found that the detailed analysis of the frequency distribution over the seven years reflects the intensity of scientific discussion towards e-learning trends, and conclusions about the didactical or technical potentials of innovations can be introduced. Specifically, they found the development potential of learning management, mobile learning, virtual worlds, e-portfolio, social media and Massive Open Online Courses are crucial for eLearning in German higher education.

Moravec et al. (2015) examined the relationship between e-learning and students' academic achievement in higher education. The researcher found that ICT had a statistically significant positive influence on e-learning based students' academic achievements. The study compares the results of questions from the area of law where the tool was provided in a pilot version with the results of questions, where the e-learning tool was not provided. The researchers found that the e-learning tools have affected the students' results. The results also indicated that ICT had a significant positive influence on students' educational overall academic achievements.

Arasteh et al. (2014) proposed a dynamic resource management model to develop the availability and dependability of the e-learning services in the grid system. A dynamic replication technique was employed to tolerate resource failure/unavailability during the execution of an e-learning service in the economic grid system. The researchers found that the availability of the e-learning services in the proposed model was higher than those of the basic resource management services. This model maintains a trade-off between cost and the degree of quality of e-learning services.

Ceobanu and Boncu (2014) investigated in a theoretical manner the challenges associated with the use of mobile technology in adult education. They argued that mobile learning (E-Learning) can be placed at the connection of eLearning and mobile computing, which is differentiated by the capability to access learning resources anywhere, anytime, through high capabilities of search, high interaction, high support for effective learning and ongoing assessment based on performance. Also, E-Learning considered to be as an extension of eLearning, but characterized by its independence from a location in space and time. Furthermore, E-Learning comprises the use of mobile technology in the service of the processes related to teaching and learning. The E-Learning can be considered as the point where mobile computing and eLearning meet to create a learning experience that can be commenced anytime and anywhere.

Holotescu, Grosseck & Andone (2018) examined a Critical Analysis of Mobile Applications for Learning. During the last years, the worldwide education has been challenged and innovation by the online and blended learning approaches, and the openness towards social media (SM), open educational resources and massive open online courses. The changing engine is represented by the centre of eLearning, which implemented the virtual campus for supporting the academic programs, and also the uni campus MOOC platforms. We hope that the paper conclusions regarding quality applications for mobile learning will be useful for teachers and developers designing open and mobile learning environments and applications.

Pieri and Diamantini (2014) performed their research by taking the e-learning web 2.0 experience at the University of Milano-Bicocca. The purpose of the research was to make explicit the implicit and tacit knowledge that the users have, so it becomes easier to access. Since the ICTs have now become an essential part of the learning experiences for all ages, so it's become a notion that must be explored, the researchers started explaining the shift from Web 2.0 to e-learning and the accumulation of the power of Web 2.0 with social networks in the learning process. They utilized Thinktag Smart, a new platform of Web 2.0; that mixes the learning opportunities provided by the web 2.0 with the learning chances of social media to share ideas, to teach 137 pupils in two disciplines (Tourism, and Sociology of innovation), after going through this learning experience, they gave them a questionnaire to assess how the learning took place, and the platform.

Teo (2014) attempted to establish the level of teacher satisfaction with the implementation of the e-learning program among persevering teachers. the key factors that determine the e-learning satisfaction of teachers. 387 participants in a postgraduate diploma in education were required to complete a survey questionnaire that measures 6 constructs (tutor quality, perceived usefulness, perceived ease of use, course delivery, facilitating conditions, and course satisfaction).

Using structural Equation modeling, data analysis indicated that, other than facilitating conditions, all the other constructs were strong predictors of e-learning satisfaction. However, the facilitating conditions construct was observed to be a strong mediator of perceived ease of use and satisfaction. The trend of using e-leaning as learning and teaching tools is now rapidly expanding into education.

OBJECTIVES OF THE STUDY

- To find out the user Awareness and preference towards E-Learning Websites.
- To analyse the various factors influencing the user Preference towards E-Learning Websites.
- To evaluate the level of Satisfaction towards E-learning websites.

III. RESEARCH METHODOLOGY

METHOD OF DATA COLLECTION

For the purpose of two methods have been used for data collection

- Primary data
- Secondary data

PRIMARY DATA

The primary data is collected by the means of interview method and Questionnaire method. The survey was done through a structured questionnaire.

SECONDARY DATA

Secondary dataare collectedby the following methods Websites, Books, Published Articles, Journaland Internet.

SAMPLING SIZE

A sample of 131 respondents from the different locations from in and around of Coimbatore City. Samples for the purpose of the study are selected systematically.

TOOLS USED

The following statistical tools are used in the study

- Percentage Analysis
- Chi – square test
- Anova
- Mean Rank
- Weighted Average Score

Limitations of the study

- The geographical area of study is limited to Coimbatore city only**.**
- The study is done on the basis of the data provided by the respondents.

IV. ANALYSIS& INTERPRETATION

Table – 1 Demographic Profile of the Respondents

Demographic Variables		No. Of Respondents	Percentage
Gender	Male	95	72.5
	Female	36	27.5
Age	Below 15 Years	5	3.8
	16-30 Years	118	90.1
	31-45 Years	4	3.1
	Above 45 Years	4	3.1
Educational Qualification	Below 10th	3	2.3
	Hsc	6	4.6
	Ug	96	73.3
	Pg	22	16.8
	Research	4	3.1
Occupation	Student	98	74.8
	Professional	5	3.8
	Employee	18	13.7
	Business	10	7.6
Monthly Income	Less Than Rs.30,000	95	72.5
	Rs.30,001 - Rs.60,000	21	16
	Rs.60,001 - Rs.90,000	9	6.9
	More Than Rs.90,000	6	4.6
Marital Status	Married	23	17.6
	Unmarried	108	82.4

Table 1 indicates that a majority (72.5%) of respondents are male, with a significant portion (90.1%) belonging to the 16-30 age group. In terms of education, most participants (73.3%) have completed undergraduate studies, followed by 16.8% holding postgraduate degrees. The dominant occupation among respondents is students, making up 74.8% of the sample. Regarding income, 72.5% earn less than Rs.30,000 per month, reflecting financial dependence or

early-stage career status, while only a small percentage (4.6%) earn above Rs.90,000. Additionally, 82.4% of respondents are unmarried, highlighting the predominance of young individuals in the study.

Table – 2 Level of Awareness

Level of Awareness	No. of Respondents	Percentage
Low	14	10.7
Medium	89	67.9
High	28	21.4
Total	**131**	**100**

From The above table on the level of awareness indicates that the majority of respondents (67.9%) have a medium level of awareness. A significant proportion (21.4%) has a high level of awareness, implying that they are well-informed and knowledgeable. However, a small percentage (10.7%) has a low level of awareness.

Table – 3 Types of Websites using E-Learning Purpose

Websites	No. of Respondents	Percentage
Byju's	35	26.7
Coursera	56	42.7
edX	8	6.1
Udemy	13	9.9
Unacademy	19	14.5
Total	**131**	**100**

The above table on websites used for e-learning purposes shows that Coursera is the most preferred platform, with 42.7% of respondents using it. This indicates its strong reputation for offering diverse and high-quality courses. Byju's follows with 26.7%, suggesting its popularity, particularly among students seeking structured learning. Unacademy is used by 14.5% of respondents, reflecting its role in competitive exam preparation and academic learning. Udemy, with 9.9%, is also utilized, likely for its practical and skill-based courses. Meanwhile, edX has the lowest usage at 6.1%.

Table – 4 Sources of Information

Sources	No. of Respondents	Percentage
By Advertisement	32	24.4
By friend and family members	43	32.8
By social media	41	31.3
By website	15	11.5
Total	**131**	**100**

The data on sources of information indicates that the largest share of respondents (32.8%) rely on friends and family members, emphasizing the strong impact of personal networks in knowledge dissemination, 31.3% of participants turn to social media platforms such as Facebook, Instagram and Twitter, showcasing the increasing influence of digital communication. Advertisements contribute to awareness for 24.4% of respondents, demonstrating the continued relevance of promotional campaigns. In contrast, websites are the least utilized source, with only 11.5% of participants depending on them for information.

Table – 5 Number of Courses done through E-Learning Websites

Number of Courses	No. of Respondents	Percentage
Below 2	67	51.1
3-5	40	30.5
Above 5	24	18.3
Total	**131**	**100**

Table 5 shows that course completion through e-learning platforms reveal that most respondents (51.1%) have finished fewer than two courses, reflecting limited interaction with online learning. Approximately 30.5% have completed between three and five courses, while only 18.3% have pursued more than five courses, indicating that a smaller segment of users shows a high level of engagement with multiple courses.

Table - 6Hours Spend for E-Learning per day

Hours Spend	No. of Respondents	Percentage
Less than 30 mins	54	41.2
About 1hrs	49	37.4
About 2hrs	20	15.3
More than 3hrs	8	6.1
Total	**131**	**100**

The above table shows that the time spent on e-learning per day, 41.2% of respondents spend less than 30 minutes, while 37.4% dedicate about an hour daily, showing that most learners prefer short learning sessions. Only 15.3% spend about 2 hours, and 6.1% commit more than 3 hours per day, indicating that extended study durations are less common. These findings highlight that while e-learning is widely used, most learners engage with it for short periods and complete a limited number of courses.

Table - 7Type of Courses you prefer

Courses Type	No. of Respondents	Percentage
Free course	111	84.7
Paid course	20	15.3
Total	**131**	**100**

]Table 7 indicates that (84.7%) of the respondents prefer free courses whereas only 15.3% choose paid options. This highlights the importance of cost as a key factor in learners' decision-making, with most individuals opting for educational content that does not require financial commitment.

Table – 8 Average Amount you spend for E-Learning Websites

Amount spend	No. of Respondents	Percentage
Below 1000	83	63.4
Above 2000	21	16.0
Above 2000	21	16.0
Total	**131**	**100**

The above table shows that a majority of respondents (63.4%) prefer to keep their spending below 1000, reflecting a cautious approach toward financial investment in online courses. Meanwhile, 16% allocate more than 2000, with an equal proportion falling between 1000 and 2000, suggesting that only a small group of users are comfortable with higher spending on digital education.

Table - 9Reasons for choose E-Learning

Reasons	No. of Respondents	Percentage
Convenient of time	49	37.4
Discount	13	9.9
Price	9	6.9
Varity of course offer	60	45.8
Total	**131**	**100**

The above Table highlights the reasons for choosing e-learning. The most cited reason is the variety of courses offered (45.8%), followed by convenience of time (37.4%), demonstrating that flexibility and diverse learning options are key motivations. Discounts and price considerations account for a smaller percentage (9.9% and 6.9%, respectively), suggesting that while cost is a factor, learners prioritize accessibility and content variety when selecting e-learning platforms.

Table – 10 Place of Use

Place of Use	No. of Respondents	Percentage
At campus	44	33.6
At home	72	55.0
At workplace	15	11.5
Total	**131**	**100**

Table 10 indicates that (55%) prefer using e-learning platforms from home, as it offers a convenient and flexible learning experience. Additionally, 33.6% access online courses on campus, integrating digital learning into their academic activities. A smaller group (11.5%) utilizes e-learning at their workplace, likely to enhance their professional skills or career growth.

Table – 11 Category of Subjects Disciplines

Category	No. of Respondents	Percentage
Commerce and Management	53	40.5
Engineering and Technology	23	17.6
Finance& HR	28	21.4
Sciences Humanities	27	20.6
Total	**131**	**100**

The above table categorizes that the subjects or disciplines chosen by learners. The most preferred field is Commerce and Management, with 40.5% of respondents selecting courses in this category. This highlights a strong interest in business-related education. Finance & HR (21.4%) and Science Humanities(20.6%) also attract significant attention, reflecting the importance of financial literacy and scientific knowledge in today's job market. Engineering and Technology, chosen by 17.6%, suggests a moderate interest in technical and engineering education.

CHI SQUARE ANALYSIS

H_0: There is no significant relationship between the Demographic Variables of the Respondents andAmount Spend for E-Learning Courses.

Table – 12 Demographic Variables &Amount Spend for E-Learning Courses

S.No	Demographic Variables	pValue	Significance
1	Gender	0.923	Not Significant
2	Age	0.001	Highly Significant
3	Educational Qualification	0.18	Not Significant
4	Occupation	0.00	Highly Significant
5	Monthly income	0.007	Not Significant
6	Marital status	0.025	Significant

Table 12 examines the relationship between demographic variables and the average amount spent on e-learning websites. The results indicate that age (p = 0.001) and occupation (p = 0.00) have a highly significant impact on e-learning expenditure, suggesting that younger individuals and those engaged in specific occupations are more likely to invest in online courses. Additionally, marital status (p = 0.025) shows significance, implying that spending patterns may vary between married and unmarried individuals. However, gender (p = 0.923), educational qualification (p = 0.18), and monthly income (p = 0.007) do not show significant relationships, indicating that these factors do not strongly influence the amount spent on e-learning.

ANOVA

H_0: There is no significant relationship between the demographic variables of the respondents andSources of information about ELearning website.

Table 13Demographic Variables &Sources of Informationabout E-Learning website

Gender		**Sum of Squares**	**df**	**Mean Square**	**F**	**Sig.**
	Between Groups	0.843	3	0.281	1.433	0.236
	Within Groups	25.485	130	0.196		
	Total	26.328	133			
Age		**Sum of Squares**	**df**	**Mean Square**	**F**	**Sig.**
	Between Groups	0.320	3	0.107	0.546	0.652
	Within Groups	25.411	130	0.195		
	Total	25.731	133			
Educational Qualification		**Sum of Squares**	**df**	**Mean Square**	**F**	**Sig.**
	Between Groups	.681	3	0.227	0.545	0.652
	Within Groups	54.162	130	0.417		
	Total	54.843	133			
Occupation		**Sum of Squares**	**df**	**Mean Square**	**F**	**Sig.**
	Between Groups	1.274	3	0.425	0.431	0.731
	Within Groups	128.107	130	0.985		
	Total	129.381	133			
Monthly income		**Sum of Squares**	**df**	**Mean Square**	**F**	**Sig.**
	Between Groups	4.173	3	1.391	2.183	0.093
	Within Grou	82.849	130	0.637		

	ps					
	Total	87.022	133			
Marital Status		**Sum of Squares**	**df**	**Mean Square**	**F**	**Sig.**
	Between Groups	0.381	3	0.127	0.854	0.467
	Within Groups	19.321	130	0.149		
	Total	19.701	133			

Table 13 examines the relationship between demographic factors and sources of information about e-learning indicate no significant impact, as all significance (Sig.) values exceed 0.05. Variables such as gender (Sig. = 0.236), age (Sig. = 0.652), educational qualification (Sig. = 0.586), occupation (Sig. = 0.731), monthly income (Sig. = 0.093), and marital status (Sig. = 0.467) do not show a notable influence. This suggests that demographic differences do not play a major role in determining how individuals learn about e-learning platforms. Since none of the factors demonstrate statistical significance, it can be concluded that e-learning awareness is relatively uniform across various demographic groups.

MEAN RANK

Table – 14Factors Determining the Levels of Satisfaction

Factors	**Total Score**	**Mean**	**Rank**
Interest towards Learning application	545	4.16	l
Purpose for using learning application	506	3.86	lV
Offers an interactive mode of education	495	3.78	Xlll
Ease of access to course information	498	3.80	Xll
Enables learning at anytime and anywhere	532	4.06	lll
Helps in developing learning skills	506	3.86	lV
Courses are easy to navigate	500	3.82	Vl
Students can learn at their own pace	537	4.10	ll

The above Table highlights the most influential factors affecting respondents' engagement with e-learning. The highest-ranked factor is "Interest towards Learning Application" (Mean = 4.16, Rank = I), indicating that learners' curiosity and enthusiasm play a crucial role. The second most significant factor is "Students can learn at their own pace" (Mean = 4.10, Rank = II), suggesting that flexibility is a key benefit. "Enables learning at anytime and anywhere" (Mean = 4.06, Rank = III) is also a major motivator, emphasizing the convenience of e-learning. Lower-ranked factors include "Offers an interactive mode of education" (Mean = 3.78, Rank = XIII) and "Ease of access to course information" (Mean = 3.80, Rank = XII), indicating these aspects may not be as critical for respondents.

WEIGHED AVERAGE SCORE

Table – 15Level of Satisfaction aboutE-Learning website

Factors	**Total Score**	**Weighted Average Score**	**Rank**
Discount and offers	552	4.12	l
More various courses	540	4.03	II
Low price	499	3.72	IV
More content in courses	496	3.70	V
Strong support system	524	3.91	III

The assessment of key e-learning features highlights that "Discounts and offers" (Weighted Average = 4.12, Rank = I) are the most preferred, emphasizing the appeal of cost-saving opportunities for learners. Following closely, "More various courses" (Weighted Average = 4.03, Rank = II) underscores the significance of diverse learning options. The presence of a "Strong support system" (Weighted Average = 3.91, Rank = III) indicates that users value reliable assistance. Additionally, aspects such as "Low price" (Weighted Average = 3.72, Rank = IV) and "More content in courses" (Weighted Average = 3.70, Rank = V) remain important considerations, though they have slightly less influence on learner preferences.

V. SUGGESTIONS

- E-learning websites should improveda lot.The websites should provide more variety of courses. The websites should also provide updated skilled courses.
- E-learning has a huge development from past 2 years.And the websites should also be user friendly.E-learning is so easy to learn and convenient

of time.E-learning websites are useful to get more knowledge.

- The websites try to provide more professional certificate courses in low cost. And it should offer a high communication support to the users.
- Comparative Analysis of E-Learning PlatformsCompares user satisfaction across platforms like Coursera, Udemy, and Byju's.Analyze what makes one platform more engaging than another.
- Impact of AI in E-Learning Investigate how AI-driven recommendations or chatbots impact user engagement. Study the role of adaptive learning techniques in improving learning outcomes.
- E-Learning for Skill DevelopmentAssess how e-learning platforms help users acquire job-ready skills (coding, design, finance, etc.).Conduct a follow-up study on learners who completed courses to see their real-world impact.
- Regional vs Global E-Learning Trendscompare the preferences of Indian students (Coimbatore focus) with international students.Study how cultural differences influence e-learning adoption.

VI. CONCLUSION

E-learning is more than just advancement in technology. It has brought a positive impact on the lives of students and working professionals. So it is a redefinition of transmitting knowledge, skills, and values to younger generations of workers and students. In the era of digitalization, the scope of E-learning increases even more and will be beneficial for students, professionals, and also institutions. So this study shows that the level of satisfaction on the usage of E-learning apps among consumers. Online learning and e-learning are viable forms of education for populations with ready ICT- access, regardless of how remote their physical locations are. The highest potential countries are already well prepared to take full advantage of these new tools. However, in the low to mid potential countries, a host of political and socioeconomic factors stand in the way of implementing e-learning to its fullest potential. In order to increase the effectiveness of education via online delivery, public and private organizations in each of these countries will need to work together to improve infrastructure, rethink education policies, increase funding, and train both users and operators to ensure quality and access for all (Scagnoli, 2009). Indeed, further research is needed to clarify the link between ICT access and education to pave the way for such improvements. Distance education is not new to Latin America, the region has long valued earlier synchronous and asynchronous learning technologies, but now with ICT access on the rise, even those countries with the least e-learning readiness potential are beginning to make use of the E-learning technologies discussed in part two of this study.

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