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## Investigating students attitude towards MOOC

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### Abstract

Massive Open Online Courses (MOOCs) are one of the important tools for self-directed learning. The characteristics of massiveness, openness, and connectedness philosophy form the foundation of MOOCs. The factors such as quality education, flexibility, open-source materials, video lecturing, discussion forums, user experience, brand image, collaboration with top universities of the world have been major reasons for the success of MOOC. It has gained a lot of popularity among students. The present study focuses on short duration courses offered in MOOC. The study focuses to analyze the factors influencing the choice of MOOC, category of courses most preferred in MOOC, students' perception towards MOOC and also to examine the satisfaction level of MOOC among students. Hence the present study aims to find out the perception of students towards MOOC and also to analyze the factors which influence to choose MOOC among students.

**Keywords:** MOOC, duration, flexibility, satisfaction level, perception

### Introduction

Online Courses or MOOC is one of the most fast developing online academic based learning. Massive Open Online Courses (MOOC) are one of the important tools for self-directed learning. MOOCs are a relatively recent wonder that are transforming adult education. The characteristics of massiveness, openness, and connectedness philosophy form the foundation of MOOCs. One of the most exciting advancements in educational technology, Massive Open Online Courses, was sparked by the widespread use of e-learning (MOOCs). In 2012, well-known MOOC providers like Udacity, Coursera, and ed. X came into existence. Many universities all around the world began creating MOOCs, which are open-access, free online courses. The New York Times has proclaimed 2012 as the year of MOOCs due to the enormous popularity MOOCs have gained worldwide. Despite the fact that MOOC providers provided hundreds of courses, institutions began to share their experiences with the MOOCs they had launched themselves. The rapid growth of MOOC gives immense chances to students all over the world and meets a diversity of educational needs. MOOCs also enhance learning opportunities to those users who have no time or energy to go back to campus to continue studying and promote their experiences of lifelong learning. Additionally, MOOCs narrow the educational gap between developing and developed nations and expand access to higher education and equal educational opportunities. It is crucial to understand the effectiveness of MOOCs because they are becoming a bigger component of the learning environment. Currently, there are a lot of factors which determine the effectiveness of a MOOC platform, due to the uniqueness of the MOOC courses. They are the "huge course given on a platform and designed to accommodate unlimited (logically) participation." About 58 million students were registered as of December 2016 for different MOOC courses. MOOCs were seen as the 21st century cutting-edge online platform for the globalization and internationalization of the higher education teaching and learning delivery approach. MOOCs were thought to be the most practical way to implement the principle of knowledge creation and consumption through efficient open cooperation.

Quality instruction, flexibility, open-source resources, video lectures, discussion forums, user experience, brand image, and collaboration with top universities across the world have all been significant drivers in the growth of online education. Additionally, those who sign up for MOOCs have improved self-regulation learning abilities and approach learning with discipline. The goal of MOOCs is to provide participants the chance to advance both intellectually and personally. The MOOC platform's courses have an extremely appealing nature that attracts people from all walks of life. The current state of affairs has compelled educational institutions to shut down and to advise students to further their education online.

Additionally, the online platform that offers different certificate programmes has a better reputation because it has been approved by some of the most well-known institutions in the global higher education industry. There has been a change as a result of students, professors, and corporate employees actively exploring MOOCs for personal and career growth. Thus, MOOCs can be one of the elements, which will fulfill the service goal of educational institutions.

### Review of Literature

Karthikeya (2020) have analysed “A study of factors effecting learner satisfaction in Massive open online courses (MOOCs) in the Indian context”. The study focused on identifying the factors which have an effect on the learner satisfaction in online courses (MOOCs). A qualitative study was used for the analysis. A total number of 240 respondents were used for the study. Thus, it is concluded that various factors involved in MOOCs are highly satisfied among students in learning through MOOC.

Padmaja (2019) have conducted a study on “Factors affecting students continue intention to use MOOCs, benefits and drawbacks. A research paper from the UAE context”. The study examines how the continuous intention to use MOOCs can be influenced by motivational factors, technological features and context factors. The research study was based on theoretical concept. Thus, this research is a review paper on the introduction to MOOCs, its advantages and challenges and the trend for future research from the UAE perspective.

Vinodh (2019) evaluated “An analysis of online courses: With special reference to Swayam”. The major objective of the study was to find out the contributions of online courses by top ten subject wise in Swayam. The data for the study was collected from Swayam website. The study recommends that more courses to be added in the subjects of library and information, science, mathematics and commerce.

Nour (2019) have analysed “Factors influencing learners’ self-regulated learning skills in a Massive open online courses (MOOC) environment”. The research objective of the study is to determine the key factors that influenced self-regulated learning in MOOC and to determine the relationships between the factors in the proposed model. The questionnaire was administered to 1000 undergraduate students in Malaysia. The study concluded that MOOCs are highly influenced among students. It also suggested that future study to expand the scope of such research into cross-country and culture comparison to better understand how best to support learning in a MOOC environment.

Jayachithra (2019) have studied “Students’ teachers’ perception and awareness on MOOC: An exploratory study. The study aims to examine the perceptions and awareness on MOOC among student teachers. The research was conducted using a descriptive survey method. The sample consists of 160 student teachers from college of education in

Tamil Nadu selected by stratified random sampling technique. The findings suggested that there was a significant difference in the awareness of student teachers towards MOOC. Thus, the study concludes that post graduate, urban and science student teachers’ MOOC awareness is better and have positive perception on MOOC than graduate, rural and humanities student teachers.

Tsuyoshi (2019) have conducted a study on “Students’ perception and experience of Massive open online courses in Mongolia”. The purpose of the study was to examine Mongolia students’ MOOC perception and experience, especially influence of access, skills and preferences. The sample size consists of 6846 respondents. The result of the study shows that students do not have much awareness of MOOC learnings and so the experience of MOOC is less among students. The findings suggested that the educators need to concentrate more on spreading the knowledge of the advantages of educational technologies, facilitation and efficient delivery of the courses among students.

David (2018) has made a research on “Motivating students in Massive Open Online Courses (MOOCs) using the Attention, Relevance, Confidence, Satisfaction (ARCS) Model”. The exploratory study aims to design and incorporate ARCS strategies into MOOCs and explore learners’ perceptions of the ARCS enhanced learning materials. Descriptive analysis has been used for the study. The sample size of the study was 266 students. The results revealed patterns of learners selectively paying attention, drawing relevance for self-determined reasons, having high confidence and deriving satisfaction from multiple sources.

### Objectives of the Study

- To analyze the factors influencing the choice of Massive open online courses among students.
- To identify the category of courses preferred by students in Massive open online courses.
- To examine the perception of students about Massive open online courses.
- To determine the satisfaction level of students towards Massive open online courses.

### Sample Area, Size and Design

It deals with the analysis and interpretation of the study on the topic “A Study on Students’ Perception towards Massive Open Online Courses” based on the data collected from 200 respondents. The collected data have been classified and tabulated. The data have been analyzed using the following statistical tools.

- Percentage analysis
- Multiple response
- Descriptive analysis

### Part I

**Table 1:** Demographic profile of the respondents-Simple Percentage Analysis

| Demographic Profile | Particulars         | Frequency | Percent |
|---------------------|---------------------|-----------|---------|
| Age                 | Below 20 years      | 57        | 28.5    |
|                     | 21 years to 25years | 100       | 50.0    |
|                     | Above 25 years      | 43        | 21.5    |
|                     | Total               | 200       | 100.0   |
| Gender              | Male                | 75        | 37.5    |
|                     | Female              | 125       | 62.5    |
|                     | Total               | 200       | 100.0   |
| Marital status      | Unmarried           | 156       | 78.0    |
|                     | Married             | 44        | 22.0    |
|                     | Total               | 200       | 100.0   |

|                           |                        |     |       |
|---------------------------|------------------------|-----|-------|
| Educational Qualification | School-level education | 16  | 8.0   |
|                           | Under Graduate         | 63  | 31.5  |
|                           | Post-Graduate          | 76  | 38.0  |
|                           | Research Scholars      | 45  | 22.5  |
|                           | Total                  | 200 | 100.0 |
| Family Size               | Less than 3            | 36  | 18.0  |
|                           | 3 to 5                 | 115 | 57.5  |
|                           | More than 5            | 49  | 24.5  |
|                           | Total                  | 200 | 100.0 |
| Monthly Family Income     | Rs.30,000 and below    | 42  | 21.0  |
|                           | Rs.30,001 – 60,000     | 72  | 36.0  |
|                           | Rs.60,000 – 90,000     | 59  | 29.5  |
|                           | Above 90,000           | 27  | 13.5  |
|                           | Total                  | 200 | 100.0 |

**Table 2:** Study pattern of students towards MOOC Simple Percentage Analysis

| Study Pattern                     | Particulars                   | Frequency | Percent |
|-----------------------------------|-------------------------------|-----------|---------|
| Device used for MOOC              | Desktop                       | 20        | 10.0    |
|                                   | Laptop                        | 94        | 47.0    |
|                                   | Mobile Phone                  | 71        | 35.5    |
|                                   | Tablet                        | 15        | 7.5     |
|                                   | Total                         | 200       | 100.0   |
| Reasons for undertaking MOOC      | For professional development  | 54        | 27.0    |
|                                   | For personal development      | 46        | 23.0    |
|                                   | To get a certificate          | 70        | 35.0    |
|                                   | It is a mandatory requirement | 30        | 15.0    |
|                                   | Total                         | 200       | 100.0   |
| No. of hours of courses Preferred | Less than 10 hrs              | 92        | 46.0    |
|                                   | 10 to 20 hrs                  | 60        | 30.0    |
|                                   | 21 to 30 hrs                  | 33        | 16.5    |
|                                   | More than 30 hrs              | 15        | 7.5     |
|                                   | Total                         | 200       | 100.0   |

**Table 3:** Preference of MOOC Platforms-Multiple Responses

| MOOC Platforms | N   |
|----------------|-----|
| Coursera       | 147 |
| Edx            | 33  |
| Futurelearn    | 19  |
| Udacity        | 15  |
| Udemy          | 41  |
| Alison         | 22  |
| Skillshare     | 28  |
| Swayam         | 53  |
| Khan academy   | 13  |
| Canvas network | 12  |
| Others         | 2   |
| Total          | 385 |

**Part II**

**Table 1:** Factors influencing the choice of MOOC-Descriptive Statistics

| S.NO | FACTORS  | N   | MEAN | STD. DEVIATION |
|------|--|-----|------|----------------|
| 1    | User friendly website  | 200 | 4.28 | .863           |
| 2    | Course quality   | 200 | 4.03 | .661           |
| 3    | Information quality  | 200 | 3.93 | .927           |
| 4    | Visible and attractive system status                         | 200 | 3.77 | .861           |
| 5    | Learning design  | 200 | 3.81 | 1.023          |
| 6    | Content design   | 200 | 3.67 | .886           |
| 7    | Quality of teachings, communication skills and presentations | 200 | 3.70 | 1.031          |
| 8    | Support of multi-hardware devices                            | 200 | 3.77 | .859           |
| 9    | Awards and e-activities                                      | 200 | 3.92 | .915           |
| 10   | Flexibility and efficiency of use                            | 200 | 3.96 | .931           |

**Table 2:** Perception of students about MOOC-Descriptive Statistics

| S.no | Particulars   | N   | Mean | Std. Deviation |
|------|---|-----|------|----------------|
| 1    | Learning using MOOC, allows personalization.  | 200 | 4.25 | 0.819          |
| 2    | I am able to follow the course at my own pace                                       | 200 | 4.09 | 0.689          |
| 3    | MOOCs are good because they expose students to professors from across the country   | 200 | 3.98 | 0.839          |
| 4    | It is good that MOOCs provide students with scheduling flexibility                  | 200 | 3.93 | 0.842          |
| 5    | I think MOOCs are good for lowering the cost of education for students and families | 200 | 3.94 | 0.935          |
| 6    | I like the MOOCs platforms for its ease of access to course content                 | 200 | 3.80 | 0.887          |
| 7    | I am able to accomplish the course activities on my own                             | 200 | 3.92 | 0.870          |
| 8    | I engage more with lecture video and dialog video to understand better              | 200 | 4.02 | 0.798          |

**Table 3:** Educational qualification and satisfaction level of students

| Educational qualification | N   | Mean | Std. Deviation |
|---------------------------|-----|------|----------------|
| School-level education    | 16  | 3.90 | .327           |
| Under-graduate            | 63  | 3.97 | .462           |
| Post-graduate             | 76  | 4.11 | .411           |
| Research Scholars         | 45  | 4.08 | .386           |
| Total                     | 200 | 4.04 | .420           |

**Table 4:** Family monthly income and satisfaction level of students towards Massive Open Online Courses Descriptive Statistics

| Family Monthly Income | N   | Mean | Std. Deviation |
|-----------------------|-----|------|----------------|
| Rs.30,000 and below   | 42  | 3.97 | .485           |
| Rs.30,001 - 60,000    | 72  | 4.11 | .428           |
| Rs.60,001 - 90,000    | 59  | 4.02 | .323           |
| Above Rs.90,000       | 27  | 4.00 | .472           |
| Total                 | 200 | 4.04 | .420           |

### Suggestions

- It is suggested that students should focus on other MOOC platforms rather than choosing a particular platform.
- Social media profiles will be an effective one to promote MOOC platforms among students.
- MOOC should improve the quality of teachings, communication skills and presentations to influence the choice among students.
- MOOC should provide an ease of process in completion of courses.
- Educational institution has to make aware of MOOC among school students to enhance their learning.

### Conclusion

The MOOCs has gained world recognition in the recent past, it offers many platforms which are responsible for providing learner-centric courses on a mass scale, where the enrolment is across the globe. Anyone can take use of the tools available through these MOOCs to learn new things and advance in both their personal and professional lives. The success of MOOCs is because people have started to give importance to modularized online learning and they look forward to receive quality education through the open-source platform. The research concludes that most of the respondents are post-graduates who actively enrolled in MOOC. Their main reason to attend MOOC is to get certificate. The students prefer category of courses which is less than 10 hours to complete the course. Mostly they prefer courser platform to engage the MOOC course than other platforms. Hence there should be more awareness regarding the other MOOC platforms among students. The

students strongly agree that user-friendly website has influenced them to choose MOOC. From the correlation analysis it is found that there is a positive relationship between the level of perception and level of satisfaction towards MOOC among students and it is inferred that enhancement of learning experience highly satisfies the students in MOOC. Hence there is a rapid growth of MOOC which gives immense chances to students all over the world and meets a diversity of educational needs. MOOCs also enhance learning opportunities to those users who have no time or energy to go back to campus to continue studying and promote their experiences of lifelong learning.

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