



A Study On Online Learning Intentions And Perceptions: A Study Among Higher Education Institutions In Kerala

Dr. Majeesh.T^{1*}, Dr.Ashraf.E²

^{1*}Associate Professor, PG Department Of Commerce, Nam College, Kallikandy, majeeshthayyil@gmail.com

²Assistant Professor, PG Department Of Commerce, Nam College, Kallikandy, ashrafedathil@gmail.com.

APA Citation:

T, M., E, A., (2021). A Study On Online Learning Intentions And Perceptions: A Study Among Higher Education Institutions In Kerala, *Journal of Language and Linguistic Studies*, 17(4), 3512-3517, 2021.

Submission Date: 12/10/2021

Acceptance Date: 20/12/2021

Abstract

‘COVID-19 pandemic has disrupted traditional learning methods’ and made it necessary to prioritize and expand virtual education platforms. With the advent of the pandemic, educational institutions around the world were forced to adapt quickly to remote or hybrid learning environments. Learning through online platform offers a lot of advantages. It reaches everybody across the globe and facilitates high quality learning and education, irrespective of geographical barriers. In addition to offline learning opportunities, nowadays, there are lot of online platforms available for undertaking different courses related to different disciplines with different duration. Many are undertaking these types of courses due to several reasons. It is observed that during the pandemic, many educational institution provided online platforms to its students and faculty members to undertake different courses. Some institutions even made it compulsory for students and faculty members to undertake courses through online platforms.

Keyword: Online learning, Online learning platform, COVID-19 pandemic

Introduction

COVID-19 has had a significant impact on traditional learning methods. With the advent of the pandemic, educational institutions around the world were forced to adapt quickly to remote or hybrid learning environments. These changes have led to some noticeable shifts in traditional leaning practices. Schools and universities quickly transitioned to online learning platforms to continue providing education during lockdowns and social distancing measures. This shift has led to an increased emphasis on using technology for teaching and learning purposes and increased reliance on online learning platforms.

Learning through online platform offers a lot of advantages. It offers the chance to have great results for lower costs and sometimes for no cost at all. It has also revolutionised traditional learning with lot of opportunities. Education or learning should reach everybody staying across the globe. Learning through online platform facilitates high quality learning and education to people irrespective of geographical barriers. Candidates can undertake any course based on their interest. There is no any compulsion to undertake a course based on our own discipline. Opportunities to select different courses is also possible with learning through online platform. Unlike traditional offline learning environment, it facilitates higher flexibility in the completion of the course based on the convenience and comfort of the candidates. Candidates get the opportunity to share their knowledge with other candidates joining from different part of the world through discussion forum. Candidates get timely feedback from the course conducting agencies about the assignments submitted by the candidate, based on which, candidates can improve their performance further in the selected course.

The structure of modern education has been fundamentally changed by the emergence of online learning. Compared with conventional education, it is less time-intensive, more affordable, and more effective.

Email : majeeshthayyil@gmail.com

There are a lot of online platforms offering wide variety of courses like Udemy, Coursera, Masterclass, Edx.org., Udacity. Com, Alison, Skillshare etc. MOOC is a contraction for Massive Open Online Course. These courses are freely accessible to everyone in the world. It is a platform through which the candidates can access good quality educational resources provided by highly reputed outstanding universities and colleges through the Internet without any other tedious requirements (Barak & Haick, 2015)

Research problem

In addition to offline learning opportunities, nowadays, there are lot of online platforms available for undertaking different courses in different disciplines with different duration. Many people are undertaking these types of courses due to several reasons. It is observed that during the time of pandemic, many educational institutions facilitated these types of online platforms for its students and faculty members to undertake different courses. Some institutions made it compulsory also among students and faculty members to undertake courses through online platform like Coursera. In this situation, this is an attempt to understand the ultimate intention of the candidate in undertaking courses through these platforms.

Objectives:

1. To find out the intention of the participants in undertaking courses through online platform
2. To study the perception of the participants about courses undertaken through online platform

Methodology

Primary data was collected from students pursuing different UG and PG courses under Kannur University and faculty members working under Kannur University who had completed different online courses through Coursera platform. A structured questionnaire administered through Google form was used for the collection of primary data through convenience sampling method. Total sample size is 110 which consists of 85 students, 22 faculty members and 3 research scholars. Descriptive statistics and ANOVA were used for the analysis of data.

Hypotheses

1. Perception about course content and quality remains same among the participants irrespective of their status, educational level and discipline of subject.
2. Perception about administration of the course remains same among the participants irrespective of their status (student or faculty), educational level and discipline of subject.
3. Perception about course utility /benefits remains same among the participants irrespective of their status (student or faculty), educational level and discipline of subject.

Review of literature

'Tadesse & Muluye, 2020' made an attempt to understand the "impact of covid-19 pandemic on education system in developing countries" and published a review paper. It revealed that formal education systems in third world countries have been affected by the 'COVID-19 pandemic', necessitating the expansion of online teaching and learning infrastructure.

'Thomas, 2020' in his research titled, "Coronavirus and Challenging Times for Education in Developing Countries" said that the majority of nations are providing virtual learning and a blend of broadcast and virtual learning to educate students during the pandemic.

Results and Discussions

Demographic Analysis

Gender	Male		Female				Total
	Frequency	Percentage	Frequency	Percent			
	54	49.1	56	50.9			110
Age	Up to 25		25 to 40		Above 40		
	Frequency	Percent	Frequency	Percent	Frequency	Percent	
	89	80.9	12	10.9	9	8.2	110
Status	Student		Faculty member		Research scholar		
	Frequency	Percent	Frequency	Percent	Frequency	Percent	

	85	77.3	22	20.0	3	2.7	110
Education	UG Level		PG Level		Research level		
	Frequency	Percent	Frequency	Percent	Frequency	Percent	
	81	73.6	22	20.0	7	6.4	110
Discipline	Science		Arts and social sciences		Commerce and Management		
	Frequency	Percent	Frequency	Percent	Frequency	Percent	
	29	26.4	8	7.3	73	66.4	100

Source: Primary Data

The above table reveals that, among 110 respondents in the survey, 49.1% of them belong to the male category and only 50.9 % are females. Thus, the ratio of men to women is approximately the same..

In age wise classification, only 8.2 per cent of respondents fall into the age bracket of 55 and over, while 10.9 per cent of respondents are between the ages of 25 and 40 and 80.9 per cent of respondents are under the age of 25. As a result, the majority of respondents are under 25 years old..

The table shows that 77.3 per cent of participants are students, 20 per cent of participants are faculty member and the rest of the 2.7 per cent are research scholars. Therefore, a large percentage of participants are students. As indicated in the table, 73.6 per cent of the respondents belong to the graduate level, 20 per cent are postgraduates and the remaining 6.4 per cent are at the research level. Therefore, majority of the respondents are graduate level students.

Among 110 respondents in the survey, 26.4% of them are from science discipline, 7.3% from arts and social sciences and 66.4% from commerce and management. Therefore majority of the respondents are from commerce and management discipline.

Intention of the participants in undertaking the courses through online platform

Sl.No	Intention	Mean	Rank
1	To enhance my knowledge and skill	2.23	I
2	As an achievement for personal reputation	2.08	II
3	Due to compulsion from my institution	1.86	III

The preceding table makes it quite evident that intention of the participants in undertaking the courses through online platform is 'to enhance my knowledge and skill' and the average score for that intention is 2.23 in the 1 to 3 point scale. 'As an achievement for personal reputation' is the next important intention for undertaking the courses through online platform with average score 2.08. The least intention is 'due to compulsion from my institution with mean score 1.86.

Descriptive Statistics

Variables/Dimensions	N	Mean	Std. Deviation
Opinion about Course Content/Quality	110	4.573	0.550
Opinion about Course Administration	110	4.473	0.554
Opinion about Course Utility/Benefits	110	4.373	0.675
Overall	110	4.536	0.536

Level Criteria

Level Category	Score Range
Low	0.00 –1.67
Moderate	1.67–3.33
High	3.33 – 5.00

The mean value for Course Content/Quality, obtained by descriptive analysis, is 4.573 with standard deviation 0.550. Hence, it can be concluded that the level of Course Content/Quality in Coursera platform is higher.

In Course Administration, the mean value obtained by descriptive analysis is 4.473 with standard deviation 0.554 and reveals that the level of Course Administration of Coursera platform is higher.

In Course Utility/Benefits, the mean value obtained by descriptive analysis is 4.373 with standard deviation 0.675 and reveals that the level of Course Utility/Benefits is higher.

The table also reveals that the overall mean value for all Variables/Dimensions is 4.536 with standard deviation 0.536. Hence, it can be concluded that the level of satisfaction of the candidate about courses undertaken through online platform is higher.

Hypotheses Testing

Hypotheses 1. Perception about course content and quality, Course Administration and Course Utility/Benefits remains same among the participants irrespective of their status (Student or Faculty)

Dimensions of Course of Coursera Platform – Status Wise Analysis

‘ANOVA’						
		SS	df.	MS	F Value	Sig. Value
Course Content/Quality	Between Groups	3.104	2	1.552	5.569	.005
	Within Groups	29.814	107	.279		
	Total	32.918	109			
Course Administration	Between Groups	2.966	2	1.483	5.211	.007
	Within Groups	30.452	107	.285		
	Total	33.418	109			
Course Utility/Benefits	Between Groups	1.795	2	.897	2.003	.140
	Within Groups	47.924	107	.448		
	Total	49.718	109			

The table above disseminates that the Sig. value generated by ANNOVA is less than 0.05 in Course Content/Quality and Course administration dimensions; the null hypothesis is not accepted at 5 per cent significance level (the entire F value greater than the table value with df.). In Course Content/Quality, F=5.569 with df. V1=2 and V2=107 and P value =0.005 and in Course administration, F=5.211 with df. V1=2 and V2=107 and P value =0.007. Hence, it is inferred that the perception about course content/quality and course administration is significantly different among the participants with respective to their status. In Course Utility/Benefits dimension, significant value is 0.140 which is more than 0.05 (F=2.003 < 3.08, table value at V1=2 and V2=107). Hence, null hypothesis is accepted. Thus, it is inferred that the perception about Course Utility/Benefits remains same among the participants irrespective of their status.

Grouping of the Participants

Course Content/Quality			
Scheffe ^{a,b}			
Status of the Participants	Num.	‘Subset for alpha = 0.05’	
		1	2
Student	85	4.4824	
Faculty member	22		4.8636
Research scholar	3		5.0000
Sig.		.163	.418

By using Scheffe method, the participants are grouped into two ,based on the average score. Students are in the first set with average score 4.48 and faculty members and research scholars are in the second set with mean value 4.86 and 5.00 respectively.

Average Value of Course Administration			
Scheffe ^{a,b}			
Status of the Participants	Num.	‘Subset for alpha = 0.05’	
		1	2
Research scholar	3	4.0000	
Student	85	4.4118	
Faculty member	22		4.7727
Sig.		.322	.418

By using Scheffe method, the participants are grouped into two based on the average score. Research scholar and students are in first group with mean value 4.00 and 4.41 respectively and faculty members are in the second group with mean value 4.77.

Hypotheses 2. Perception about course content and quality, Course Administration and Course Utility/Benefits remains same among the participants irrespective of their educational level

Dimensions of Course of Coursera Platform – Educational Level Wise Analysis

‘ANOVA’					
	SS	df.	MS	F Value	Sig. Value

Course Content/Quality	Between Groups	1.379	2	.690	2.339	.101
	Within Groups	31.539	107	.295		
	Total	32.918	109			
Course administration	Between Groups	.943	2	.472	1.554	.216
	Within Groups	32.475	107	.304		
	Total	33.418	109			
Course Utility/Benefits	Between Groups	1.946	2	.973	2.180	.118
	Within Groups	47.772	107	.446		
	Total	49.718	109			

The result of the ANOVA depicted in the above table reveals that the P value is more than 0.05 in all dimensions of **Course of Coursera Platform**. So, at a 5-percent significant level, the null hypothesis is accepted. Thus, it can be inferred that the perception about course content and quality, Course Administration and Course Utility/Benefits remains same among the participants irrespective of their educational level

Hypotheses 3. Perception about course content and quality, Course Administration and Course Utility/Benefits remains same among the participants irrespective of the discipline of their subject.

Dimensions of Course of Coursera Platform – Discipline Wise Analysis

'ANOVA'						
		SS	Df.	MS	F Value	Sig. Value
Course Content/Quality	Between Groups	2.568	2	1.284	4.528	.013
	Within Groups	30.350	107	.284		
	Total	32.918	109			
Course Administration	Between Groups	1.236	2	.618	2.055	.133
	Within Groups	32.182	107	.301		
	Total	33.418	109			
Course Utility/Benefits	Between Groups	8.365	2	4.183	10.822	.000
	Within Groups	41.353	107	.386		
	Total	49.718	109			

The table above reveals that the Sig. value generated by ANNOVA is less than 0.05 in Course Content/Quality and Course Utility/Benefits dimension; the null hypothesis is not accepted at 5 per cent significance level (the entire F value greater than the table value with df.). In Course Content/Quality, $F=4.528$ with df. $V1=2$ and $V2=107$ and P value $=0.013$ and in Course Utility/Benefits, $F= 10.822$ with df. $V1=2$ and $V2=107$ and P value $=0.000$. Hence, it is inferred that the perception about course content/quality and Course Utility/Benefits are significantly different among the participants with respect to their discipline.

In Course administration dimension significant value is 0.133 which is more than 0.05 ($F=2.055 < 3.08$, table value at $V1=2$ and $V2=107$). Hence, null hypothesis is accepted. Thus, it is inferred that the perception about Course Administration remains same among the participants irrespective of their Discipline.

Grouping of the Participants

Course Content/Quality			
Scheffe ^{a,b}			
Discipline of the Participants	Num.	'Subset for alpha = 0.05'	
		1	2
Commerce and Management	73	4.4658	
Science	29		4.7586
Arts and social sciences	8		4.8750
Sig.		.488	.082

By using Scheffe method, the participants are grouped into two based on the average score. Commerce and Management Discipline are in first group with mean value 4.4658 and Science and Arts and social sciences Disciplinary in second group with mean value 4.7586 and 4.8750 respectively.

Average Value of Course Administration			
Scheffe ^{a,b}			
Discipline of the Participants	Num.	'Subset for alpha = 0.05'	
		1	2
Commerce and Management	73	4.4110	

Science	29		4.7586
Arts and social sciences	8		4.8750
Sig.		.139	.799

By using Scheffe method, the participants are grouped into two based on the average score. Commerce and Management Discipline are in the first group with mean value 4.4110 and Science and Arts and social sciences discipline are in second group with mean value 4.7586 and 4.8750 respectively

Restrictions and Conclusion

A few restrictions apply to the study as well. Firstly, because the study focused specifically on the Coursera Platform, the effect of the course's price on students' intentions to use the platform was not looked at. Second, the study's conclusions are based on participants' intentions to utilize Coursera rather than their specific interactions with it. Thirdly, the study was carried out in arts and science colleges connected to Kannur University, which has made the Coursera Platform available free of charge and has a relatively high ICT usage rate in its teaching and learning initiatives.

The findings of this research showed that the basic intention of the participants in undertaking the courses through online platform is 'to enhance my knowledge and skill' and followed by the 'achievement for personal reputation'. Also, the study concluded that the participant's perception about courses (Content/Quality, Administration and Utility/Benefits) undertaken through online platform is higher. Further, the study inferred that the perceptions about Course Content/Quality and Course Administration are significantly different among the participants with respect to their status, but the perception about Course Content and Quality, Course Administration and Course Utility/Benefits remains same among the participants irrespective of their educational level. The perception about course content/quality and Course Utility/Benefits are significantly different among the participants with respect to their Discipline. By using Scheffe method Commerce and Management Discipline is in first group with higher mean value.

Bibliography

- Barak, W., & Haick. (2015, November). Motivation to Learn in Massive Open Online Courses: Examining Aspects of Language and Social Engagement. *Computers & Education* 94.,
- Bucovetchi et al. (n.d.). <http://creativecommons.org/licenses/by-nc-nd/4.0/>.
- Cormier, & Siemens. (2010). Through the open door: Open courses as research, learning, and engagement. *EDUCAUSE Review*, 45(4), 30-39.
- Epelboin, Y. (2012, 12). MOOC: a European view. <http://wiki.upmc.fr/x/J4CP>.
- Espinosa, B. J., Sepúlveda, G. C., & Montoya, M. S. (2015). Self-motivation challenges for student involvement in the Open Educational Movement with MOOC. *International Journal of Educational Technology in Higher Education*, 12, 91–103.
- Khalil, M., & Ebner, M. (2015). Learning Analytics: Principles and Constraints. D10.13140/RG.2.1.1733.2083.
- Koller, D. (2012, February 10). What we're learning from online education. TED, http://www.ted.com/talks/daphne_koller_what_we_re_learning_from_online_education.html).
- Kop, R. F. (2011). A pedagogy of abundance or a pedagogy to support human beings? Participant support on massive open online courses. *The International Review of Research in Open and Distance Learning*, 12(7), 74-93.
- McAuley, A. S. (2010). Massive open online courses digital ways of knowing and learning. SSHRC Knowledge Synthesis Grant on the Digital Economy.
- McAuley, A. S. (2010). Massive open online courses digital ways of knowing and learning.
- Nkuyubwatsi, B. (2013, 01). Evaluation of massive open online courses (MOOCs) from the learner's perspective. Institute of Learning Innovation University of Leicester, Leicester, UK, leicester.figshare.com, 340-346.
- Tadesse, S., & Muluye, W. (2020). The Impact of COVID-19 Pandemic on Education System in Developing Countries: A Review. *Open Journal of Social Sciences*, 159-170.
- Thomas, C. J. (2020). Coronavirus and Challenging Times for Education in Developing Countries. Washington DC: The Brookings Institution.