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Research Article

INFLUENCE OF ONLINE PORTALS IN SUPPORTING STUDENT EDUCATION

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Abstract: *The traditional higher education system is mere an entry ticket for the white collar jobs in companies. The digital period has emerged and the basic of teaching has been shifted to online learning platforms with classrooms on mobile. Online courses have facilitated the students working in full time and obtaining degree in online. The Massive Open Online Courses (MOOC) supported to make a smart study within a minimum span of time with instant knowledge replacing the traditional classrooms and institutional infrastructures. Online portals seals to be a vital aspect of Educational Revolution. MOOC's include certain credit point to specific programmes which grab the attention of the students. It is a global platform that provides education to international or diverse audience. Different courses, flexible timings, quality and timely follow up created the student to opt courses online. This study helps to assess the impact of MOOC's on Higher Education targeting the students of different colleges through survey in Coimbatore district. The study discusses the opinion of the respondents towards the basic details courses offered, contents, quality of the course, types of assignments, the rankings, the job opportunities after the course, factors that favours and those that hinders the individual to study online and offline (traditional). A well designed schedule is framed after reviewing the literature and convenience sampling was used and applications of different tools know the level of correlation and association between the variables.*
Key words – MOOC, infrastructure, traditional system

Introduction

Education systems impart knowledge and skills making the individual to make him/her capable and an able personality in the society. The basic education provides the foundation or a model wherein the area of interest are identified based on which the courses are selected at the higher educational level. Besides the number of educational institutions prevailing with wide variety of courses the online portals are potentially gaining advantage making virtual learning highly possible and affordable. The courses are framed based on the real time needs catering to the standards of all sectors of both products and services. The high speed internet connections and invention of smart phones facilitated the Online learning process. India is one of the top country in the highest number of internet users with 560 million as on March 2019 reported by statista.com which is also an added advantage for having more e-learners.

The primary advantage of these courses provide anytime reading and accessibility of the learning resources and created a seminal way the Massive Open Online Courses

(MOOC).The term was coined by Dave Cormier in the year 2008 and to utilize the benefits of online courses the University Grants Commission framed a credit mechanism by introducing SWAYAM enforcing it in the regulation of 2016. The outcomes out the online courses fulfill the gaps of studying the course of interest by the participants. The NPTEL (National Program on Technology Enhanced Learning Project) in association with IIT's and IISC started online courses which were funded by the Ministry of Human Resource Development in the year 2003. With this background the study was conducted to identify the role of the Online Portals (SWAYAM) in developing higher education system in consideration to the respondents of Coimbatore district.

Online Web Portals

The evolution of the online portals had made education more personalized with varying aspects of convenience and comfort and ready availability to users within a stipulated period of time. A report for KPMG states that the education through online industry will grow from 2.16 million users in the year 2016 to 9.6 million users for the year 2021. 13 Million users are from India out of 18 million users in India according to the analysis of Courseera. India ranks third in online learning market after US and China. The online portals also include those portals for competitive exams (Minglebox), academic courses for school children (Byjus), Web designs (w3schools), Shiksha (MBA.MS, Fashion designing), caclub India(CA exams) and so on.

edX

edX is an open learning and trusted platform which was established by the Harvard and MIT with 20 million learners from various universities and leading companies of the industries. It supports the learners avoiding the troubles of cost, location and accessibility. The portal supports the learners for meeting the needs of the job requirement, giving new ideas and interests with topics in all the fields. The list of courses available in the portal relates to computer science, psychology, languages, engineering, writing etc. The courses in the portal gives the benefits of non profit and open source.

Courseera

The American learning platform founded by Andrew and Daphne Koller offers a wide variety of courses pertaining to all the fields. The registered users were 33 million, with more than 2400 courses adding to the credit. The top Universities Standford, University of Michigan, University of Pennysylvania provided the portal with the first content on the platform. The list of courses offered by the portal later included the specialization areas for specific subject providing for courses for government and business organization.

NPTEL

National Programme on Technology Enhanced Learning was started by the seven Indian Institutes with Institute of Science in Bangalore. It was formed in the year 2003. The courses started with five core discipline in engineering discipline at Phase –I level. Additional 600 courses were created at all levels at Under Graduate, Post graduates and professional levels at the second level. The Massive Open Online courses MOOC's is a platform where the lectures, videos, assignments are called for and self assessment is possible at frequent intervals. The portal facilitates the learner to get major scopes and the portal benefits the users in non-urban and rural areas.

SWAYAM

The portal facilitates the courses starting from the class 9 to post graduation with benefits of accessibility and learning at all places and all times. The courses designed are much interactive and they enrich the learner as the contents are prepared by the best teachers and faculty across the country. Every course vary in duration and consists of video lectures, study materials, assignments, tests and quizzes provided with a discussion forum. The material quality and contents are framed and provided by nine National Coordinators. The Universities consider the course completion and offer additional credit transfers for this courses.

Objectives of the Study

- ✓ To study the awareness of the respondents towards online portals.
- ✓ To examine the best teaching practices through online portals
- ✓ To find out the level of satisfaction towards the performance of online portals

Review of Literature

Adeyinka et al., (2012) studied the benefits and the problems face by the undergraduate students in assessing the web portal on e-learning. The study used the focused discussion method for collecting the data. Purposive sample was adopted with a sample size of 240 students. The benefits observed that e-learning acts as supplementary to the learners through information sharing and processing. The issues identified were related to the slow network connections, forgotten password and removing the information without any information.

Nagasampige et al., (2017) conducted a research study to analyse the awareness and motivation of the students to the MOOCs in Indian Universities of Tier I, II and III cities. The variables chosen for analysis were awareness, contents, usage and learning outcomes. The open ended questionnaire was used and the respondents were free to express their thoughts. The credit based system of the MOOCs encourages the participants including the faculties.

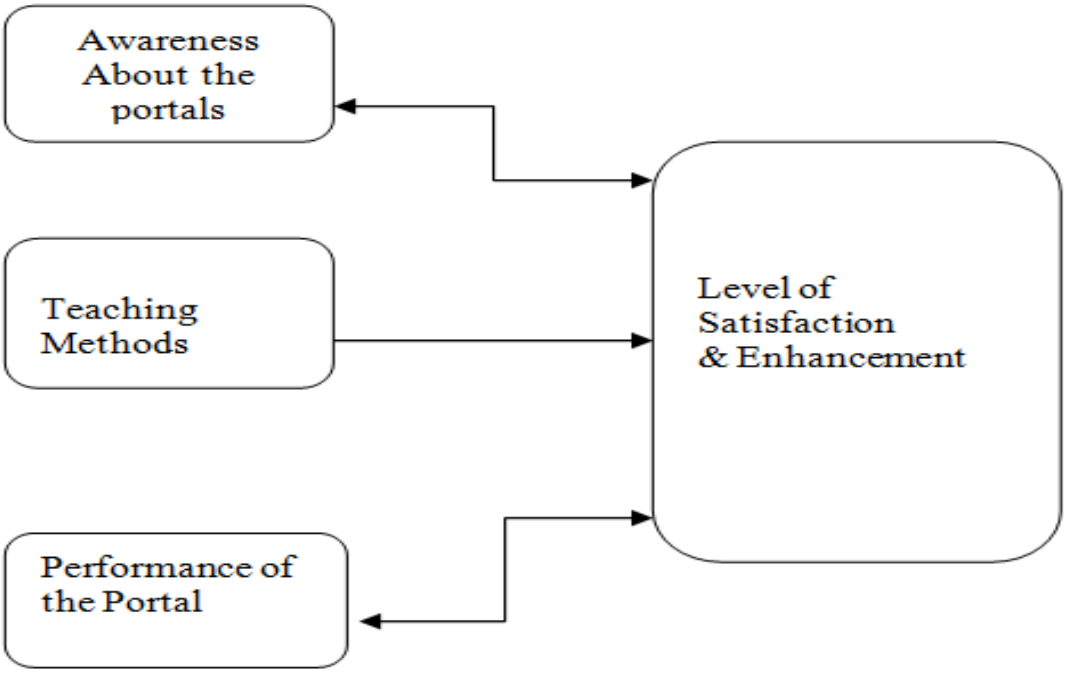
High level of awareness on MOOCs among the Post Graduate students of the University was evidenced among engineering and the management students. Similarly tier I cities had higher awareness than the tier II cities. The fulfillment of the needs, future preparation and satisfying curiosity were identified as the reasons for the participants joining in the MOOCs courses.

Kim and Moore (2005) examined the student satisfaction and learning experience towards the web- based courses. The study was conducted among students from Midwest University and the questions pertained to the learning experiences and styles. The interactive experience with the other classmates and with the instructor had an impact over the web-based courses. Other two variables gender and the difficulty of the course were correlated with the interaction of the students.

Chen and Huang (2017) studied the factors influencing web-based teaching effect at China. Factors like instruction, learning styles, factors of online teaching were assessed. Classification of the students was based on the questionnaire collected from the students. The findings reported that the Utility Value had significant influential factors for students possessing different learning styles. Individual and customized strategies are to be adopted for students with different learning types and cognitive ability. The results explored online teaching creates a friendly learning with wider experience.

Priyadeep et al., (2018) conducted a study to perform quality analysis of Swayam portals in the field of management and business education. The survey was conducted among the management learners and academicians using swayam. The variables assessed for the study included ease of access, easy in understanding the contents, relevance and practical applicability and the feedback management for Swayam. Rating system was used and high rating was given to accessibility, content understanding, content relevance with today's environment. Feedback management was a bigger issue because the students were not able to get their doubts cleared from the faculties who teach them the Swayam course.

Conceptual Framework



Hypothesis

H0: There is no relationship between the teaching procedures and level of satisfaction towards the online portals.

H1: There is no relationship between the Performance of Online Portals and level of satisfaction towards Online Portals.

Methodology

The study is descriptive and analytical in nature. The data were collected using the primary and secondary data collection methods. Primary data was collected using interview schedule and secondary data from books, journals and websites. The interview schedule was tested for measuring the reliability through **cronbach alpha** the score of which was **0.839** proved the schedule as valid. The population for the study was the learners of MOOC Courses through the SWAYAM online portals in Coimbatore district. The convenient sampling method was adopted with the sample size of 102 respondents from staff and students of different colleges. The data collected was coded, edited and tabulated to arrive at meaningful conclusions. The SPSS 16 Version was used to analyze the data collected through appropriate statistical tools. The tools used for this study are Multiple Linear Regression and Correlation.

Data Analysis

The information related to the profile of the respondent and the awareness towards the courses in online portals are depicted under the table below

Table No : 1 Respondents Profile and awareness to Online Portal

S. No	Variable	Category	Number of Respondents	Percentage (%)
1	Age of the respondents	Less than 20 years	49	48.04
		20 – 30	29	28.43
		30 - 40	11	10.78
		Above 40 years	13	12.75
2	Gender	Male	75	73.53
		Female	27	26.47
3	Educational qualification	UG	51	50.00
		PG	32	31.37
		Professional courses	13	12.75
		Others(Ph.D)	06	5.88
4	Awareness	Yes	102	100
		No	-	0
5	Reference Mode	College	71	69.61
		Website	21	20.59
		Friends	10	9.80
		Others	0	0
6	Type of learner	Student	81	79.41
		Faculty	21	20.59
7	Purpose of learning	Credit points	55	53.92
		Mandatory	23	22.55
		Career development	11	10.78
		Gaining knowledge	13	12.75
8	No of weeks preferred	4weeks	42	41.18
		8 weeks	56	54.90
		12 weeks	4	3.92
		15 weeks	-	-
		16 weeks	-	-

The simple percentage analysis converts the raw data into a meaningful way helping better understanding. Majority of the respondents are in the age group of less than 20 years of age and most of the respondents are male. All the respondents are aware of the online portals and the online courses. Colleges were the source of information for the respondents (69.61%) regarding online portals and course availability.79.41% of the respondents belong to the student learners. Gaining credit points was opined by 53.92% of the learners. Majority (54.90%) of the respondents prefer learning 8 week courses is optimum period than others.

Multiple Linear Regression

The analysis is used to find the model between 2 or more explanatory variables and make it fit in linear equation based on the data obtained.

H0: There is no relationship between the teaching procedures and level of satisfaction towards the online portals.

Variable Y: Level of Satisfaction towards Online Portals

Variable X: Classroom teaching, videos on courses, assignments related to the courses, interactions on courses.

Y and X relationship:

R square (R2) equals 1.000. It means that the predictors (Xi) explain 100.0% of the variance of Y. Adjusted R square equals 1.000. The coefficient of multiple correlation (R) equals 1.000. It means that there is a very strong direct relationship between the predicted data (ŷ) and the observed data (y).

Goodness of fit:

Overall regression: right-tailed , p-value = 0.00000. Since p-value < α (0.05), we reject the H0.

The linear regression model, Y = b0+ b1X1 +...+ bpXp, provides a better fit than the model without the independent variables resulting in, Y = b0.The variable videos on courses is not significant as predictors for Y: X2. Therefore it was excluded from the model.

It is found from the multiple linear regression analysis that there is significant relationship between the teaching methods and the level of satisfaction to the online portals.

Correlation

H1: There is no relationship between Performance of Online Portals and level of Satisfaction towards the Online Portals.

To find out the level of satisfaction towards the performance of the online portals for Likert scale variables the Pearsons Correlation to find the level of satisfaction of the respondents over the performance the following results were drawn.

Table No: 2 Level of Satisfaction and Performance of Online Portals

Variable 1	Variable 2	P value	Correlation
Level of satisfaction	Online classroom teaching	0.001	0.650
	Videos are understandable	0.000	0.4987
	Assignments are in par with videos	0.024	0.224
	Messages regarding the course details and information	0.001	0.5234
	Time of the courses are sufficient	0.506	0.067
	Rating system	0.523	-0.64
	Helps job opportunity	0.000	0.4891
	Registration procedures	0.747	0.032
	Syllabus	0.001	0.652
	Fee structure	0.506	0.67

The relationship factors relating to the level of satisfaction was assessed using the correlation analysis. Results reveal that there is correlation between the level of satisfaction and the variables teaching in online, the information and messages communicated by the portals, the courses supporting the individual in gaining job opportunity, and the syllabus is satisfactory.

Findings

The findings based on the data received from the respondents revealed that the purpose of learning courses in online portals is for obtaining more credit points as it provides unique value and also helps the respondents at the time of seeking for jobs. The course duration for 8 weeks is opted because they want to accommodate themselves with the timings and they feel it to be an optimal duration for easy learning. Moreover the syllabus can be read without rush ups is opined by the respondents. A regression model was drawn where the R^2 Value is 1.000 which conveys that the regression model is a good fit over teaching methods and the respondents satisfaction on the online courses. There exists a strong relationship between the variables chosen except the videos on the session. In assessing the correlation to test the results exhibited that the variables like the methods of teaching adopted .message communication from the portals along with the syllabus and gaining job opportunity sounds to be correlated.

Suggestions

Learning has no limits. The online portal have facilitated both the sector of people both learning and working and provides an opportunity for continuous learning. The free learning is the primary benefit through learning in online. As far as the suggestions from the learners the videos are satisfactory for some courses yet the contents can be elaborated for further

understanding along with more practical examples. The accessibility of the portals is at times trafficking which can be considered by the portals.

Conclusion

The needs of everyone who has a thirst for learning is fulfilled with all the portals. Updated contents and accessibility of the lectures at anytime and number of times facilitates and creates interest for the learners. Number of portals with specialized areas of coverage had made education possible for all. The identification of the courses and working parallel to reading ensures the occurrence of knowledge development.

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