



Understanding the Key Driver of Mooc's Satisfaction and Intention towards its Perpetual Use

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ABSTRACT

The goal of this piece is to provide readers with a better understanding of Massive Open Online Courses (MOOCs), including their benefits, drawbacks, and current state of development in higher education. There isn't much background behind massive open online courses (MOOCs), but in 2012, edX was established by MIT and Harvard, Coursera by former Stanford academics, Udacity by a for-profit group, & Future Learn by UK's Open University. These massive open online classes (MOOCs) are offered by many universities and colleges in India & elsewhere, and students can choose to receive a diploma upon completion if they so choose. The advent of massive open online courses (MOOCs) has significantly impacted higher education around the world because students now have better accessibility to and more choices for their education. As a result, higher education institutions are being forced to review their teaching strategies and keep up with modern educational trends. Students may choose to take a MOOC for a variety of reasons. To name a few: getting a degree, getting a new job, getting promoted, getting a job after retirement, getting accepted into college, and using it for corporate training. As a result, both public and private colleges start to reevaluate their pedagogical approaches on a national and international scale. The question that emerges is whether or not MOOCs should be seen as the future of education.

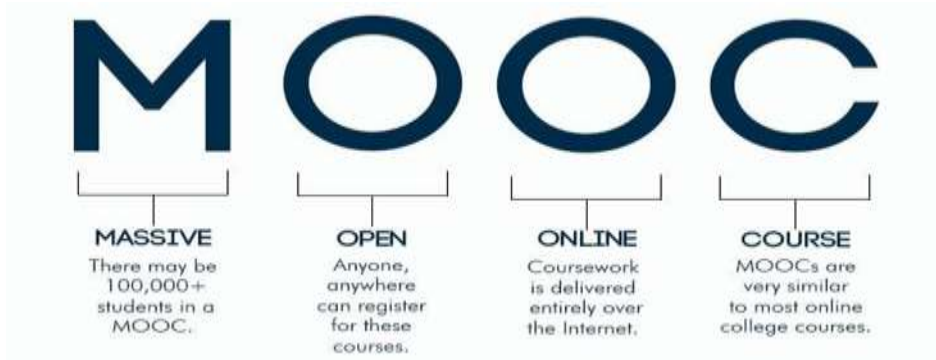
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1. Introduction

The development of technology over the past few decades has had a huge impact on human lives. More specifically, courses were taught in the realm of education using a teacher and a blackboard for many years. Then, around the turn of the millennium, this conventional means of education evolved. The Internet has developed into a vital resource that has helped spread knowledge to people of all ages and backgrounds, in both the established and the emerging worlds. The advent of so-called Massive Open Online Courses (MOOCs) in 2008 is one example of the aforementioned influence, which has since expanded in both breadth and depth. The top universities around the globe are among most enthusiastic adopters of online education. The Massachusetts Institute of Technology, Harvard University, Yale University, Cambridge University, and Oxford University are just a few of most renowned universities to implement this style of teaching. A new global lifestyle with specialized labor as its fundamental component has been imposed by the economic, technological, and professional advancements of today. To prepare citizens to fulfil the demands of contemporary society, it is necessary to acquire specialized knowledge and to constantly advance knowledge and technology. The educational options available to residents of all ages have significantly enhanced over the past 20 years thanks to the tremendous growth of digital and internet use. Overcoming barriers brought about by their socioeconomic condition and social background, and connecting their demands, depending on their age and stage of professional growth, to a lifelong learning viewpoint. Study, training, and job programs are increasingly adaptable thanks to distance learning, technology, and the internet. On the one hand, it's important for institutions of higher learning, vocational schools, businesses, and other groups to be up-to-date on the latest technical developments, accessible resources, and innovative methods of computer-aided enhancement. To begin with, it is important for institutions of higher learning, vocational schools, businesses, and other groups to be up-to-date on technical developments, resource availability, and new ways to better processes.

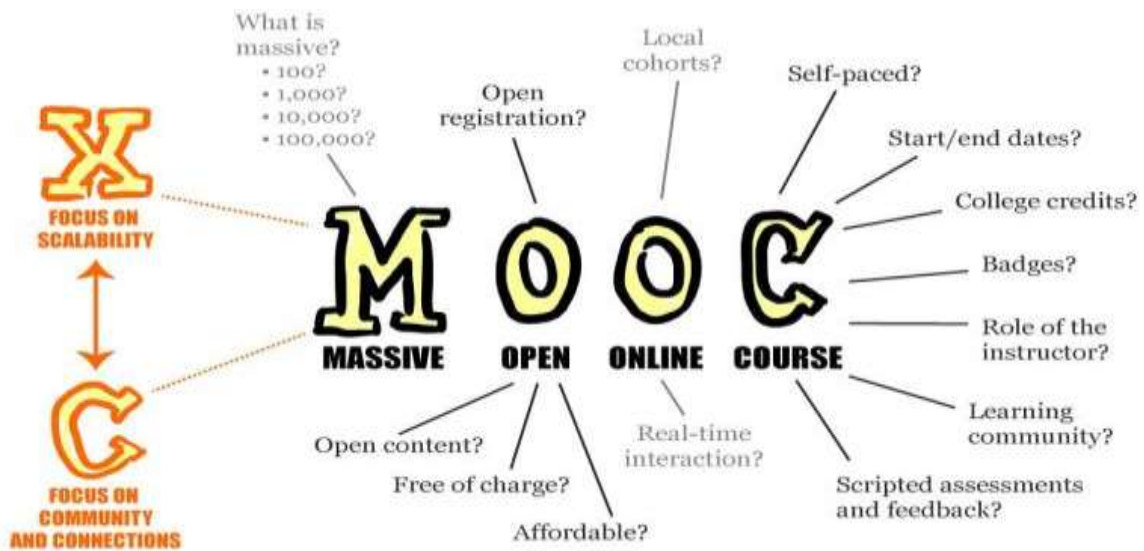
However, people are always on the lookout for information and advice related to cutting-edge technology and, more specifically, the topic that piques their interest. They select the best training program, an online course, and sometimes even a curriculum that they plan to follow virtually in order to acquire specific skills in the field or improve their present knowledge. Modern training methods are based on the use of online learning sites and cutting-edge instructional tools. The most advanced and efficient approach to lifelong education is the use of cutting-edge e-learning models, which give organizations the tools they need to successfully handle their information. The popularity of online classes among students in many different fields is due in large part to one distinguishing feature. The most significant explanation is that many individuals believe that the standard of instruction in these settings is better than that of traditional classrooms. They're raring to get to work so they can earn credentials each online course offers.

1.1 Defining MOOC



To characterize his groundbreaking 2008 MOOC, *Connectivism and Connected Knowledge*, David Cormier created the phrase "massive open online course." (Tirthali et al., 2014). The first term, "massive," typically refers to a large number of course participants, but it can also refer to the ability to write large figures or the ability to get a large quantity of user activity and performance statistics. Some massive open online courses (MOOCs) claimed to have under a thousand students enrolled, while others claimed to have over a hundred thousand. The number of people who can join a massive open online course (MOOC) is much higher than the number of people who can join a regular classroom. The term "open" is being interpreted differently by different people. In most cases, this means that anyone with access to the internet is welcome to enroll in any given massive open online course (MOOC). Open educational resource (OER) advocates counter with their own arguments. Open material under permissive licenses, such as Creative Commons, should also be made available in MOOCs. (CC). However, currently available MOOCs rarely publish their materials under an open license. Finally, open can refer to the use of open-source tools in massive open online courses (MOOCs). Whereas most MOOC companies use private software, one of the providers, edX, has made its infrastructure available as open source. The definition of this term is virtually unanimously agreed upon in cyberspace. Although massive open online courses (MOOCs) are only accessible online, some students may choose to organize in-person study groups to debate course material. Students from all over the globe can take advantage of the MOOCs' online debate platforms. MOOCs would be distinguished from other instructional tools, like online lectures, encyclopedias, and wikis, by adding the term "course" to their names. (OER). Because of the connotations associated with the term "course," it is assumed that the promotion has a set beginning and ending date and is structured around a (sometimes haphazard) progression of activities and resources.

1.2 MOOC'S Characteristics



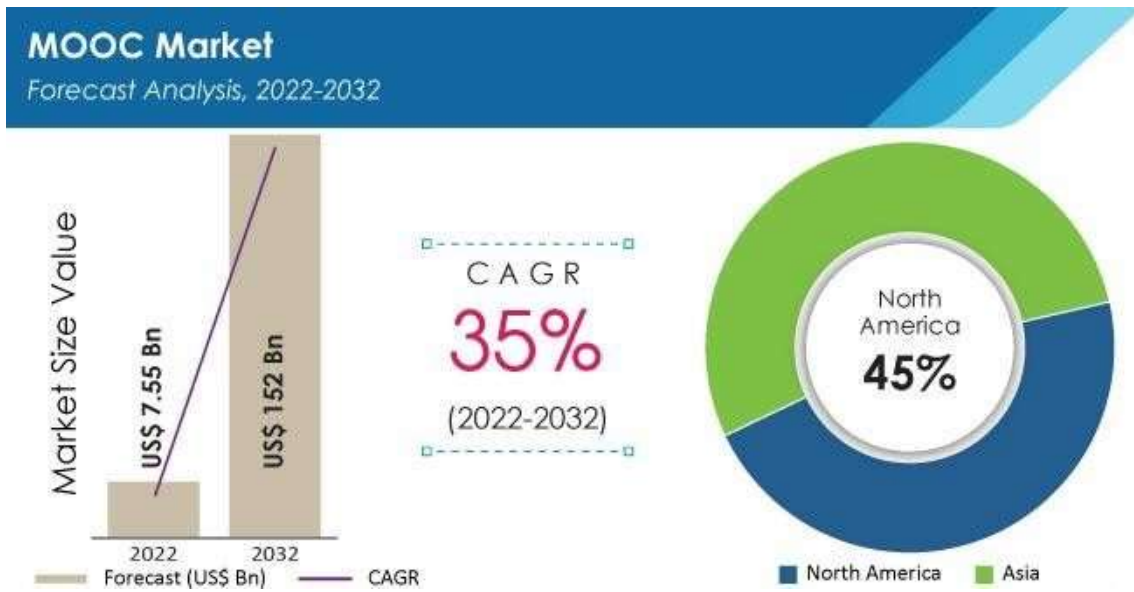
Massive open online courses, or MOOCs, are classes that are delivered in a web-based, digital format, are free to the public, and have a high student enrollment. They have a variety of participants with various demographics and participation goals, and they are adaptable in terms of the time required to complete the course. These features of MOOCs properly distinguish the educational process from e-learning. Additionally, they offer a wealth of behavioral data that can be exploited to raise completion and engagement rates. The high dropout rate compared to traditional courses, the diversity of the student body, and the absence of in-person instruction or real-time support from instructors are the three main differences between MOOCs and typical classroom courses. When taking a course through a MOOC, there are no consequences for dropping out or failing to get a certificate or degree.

Adult learners are typically given a limited period of time to finish a massive open online course (MOOC). This time frame can be anywhere from one week up to 12 weeks in length. On the other hand, a normal massive open online course lasts between four and six weeks. Quick, prerecorded lessons are one of the features of many massive open online courses. These movies can be as short as 5 minutes or as long as 20 minutes, with the average being around 10 minutes. Online papers and other webpages may be linked to in conjunction with these recordings. There are no traditional exams; rather, students take part in online tests and peer-review their work. Quizzes, which typically consist of multiple-choice questions, can be graded automatically, without the need for human involvement. A catalog of validated duties and an evaluation criteria are provided so that team members can gauge how well their assignees are doing. Teachers, TAs, and students can all benefit from the availability of online conversation platforms for increased communication and collaboration. These discussion boards are for students to post queries, answers, and feedback. Because it fosters a feeling of camaraderie amongst users, MOOC involvement is often emphasized by some MOOCs. Since there are so many people enrolled in a MOOC, the conversation forums used in these courses allow users to "upvote" or "downvote" entries, ensuring that the most useful queries and responses rise to the top and that trash is automatically denied. Architecture, art, biology, business management, chemistry, computer science, data analysis, Engineering, Humanities, Law, Medicine, Music, and Physics are just some of the many disciplines covered by available Massive Open Online Courses (MOOCs). Initially, almost all MOOCs were provided at no cost. Access to material is typically still free in MOOCs, but evaluation and accreditation are gradually becoming charged. finishing of a MOOC credential is now accepted by some colleges as equivalent to finishing of a degree program at those institutions. As this pattern persists, a select number of schools are now providing formal degree plans that consist entirely of applicable MOOCs. Most massive open online classes (MOOCs) are repurposed versions of existing college or graduate level courses taught at institutions. Access to these courses is open to anyone with an online connection, but there are some prerequisites to take advantage of them. Although high participation is a distinguishing feature of MOOCs, poor retention rates or high failure rates have become synonymous with them. The reported finish rate ranges from 3- 15%, but numbers in the low double digits are more typical. While many see this as proof that MOOCs are not effective, proponents of the format argue that it merely demonstrates students' independence in deciding whether or not to continue with a given course based on their own prior study. Most massive open online courses (MOOCs) are taught by university professors, but they are hosted on sites developed and managed by companies other than the universities themselves. Presently, there are more than 30 MOOC companies, and this number appears to be steadily increasing. Coursera, Udacity, and Canvas Network are all examples of for-profit online education providers. Many companies that offer MOOCs have academic institutions as backers. Harvard and MIT, for instance, kicked off edX, which was quickly followed by other institutions from all over the globe. The Indian Institutes of Technology (IITs) and the Indian Institute of Science (IISc) spearheaded a nationwide initiative called the National Program on Technology Enhanced Learning (NPTEL) in India. (IISc). Similarly, Taiwan's National Chiao Tung University has introduced the eWant MOOC portal. Governments provide additional funding for MOOCs that are hosted on sites unique to each nation. For instance, MexicoX, which has more than 85% of its customers in Mexico, was financed by the Mexican government. The Indian government, like that of many other countries, is behind the Active Learning Study Sites for youthful Aspiring Minds (SWAYAM) program, which provides massive open online courses to Indian pupils and working adults. Since MOOCs can reach a large number of students, provide high-quality course material for little to no expense, and shed new light on how people learn, they have many benefits over the conventional educational paradigm. (Welsh & Dragusin, 2013). From the perspective of the students alone, the advantages of MOOCs over conventional classroom courses lie in the fact that they allow for more personalized, independent study. (Bruff et al.,2013). Despite these benefits, MOOCs have some drawbacks, such as problems with authorized assessment of written work using critical thinking skills, dependable proof for student accreditation, and inability to guarantee frequent contact between teachers and students.

1.3 Student Intention to use, and Obstacles to using MOOC's

Numerous studies have looked at students' motivation and acceptability of online learning, open educational materials, and MOOCs. It's crucial to comprehend why people choose to take MOOCs and what influences their acceptability in order to increase usage and completion rates among participants. Learning a new subject or expanding their knowledge has been one of the reasons people have enrolled in. Although general MOOC participants were more engaged in research and professional growth, university students were more interested in information and certifications. When using MOOCs, students encountered utilization, usage-level, and value hurdles. Barriers at the individual level were a lack of self-control and a bad attitude toward learning. use obstacles including a shortage of Some of the issues raised by the students included lack of internet access, resources, and interaction with professors. Higher costs, a lack of time, and a lack of incentives to finish courses were all value barriers.

1.4 MOOC Adoption



When it was first offered in 2011, Stanford University's massive open online course (MOOC) on artificial intelligence drew 160,000 pupils from all over the globe, of whom only 23,000 have successfully finished it. (Kalyanaram,2018; Waldrop, 2013). The fact that 2012 was designated as the "Year of MOOCs" by the New York Times (Pappano, 2012) certainly didn't hurt, either. Since then, both the quantity and quality of MOOCs have exploded. Leading massive open online course (MOOC) providers like Coursera, edX, Udacity, and Future Learn established credibility by forming partnerships with hundreds of prestigious top colleges; these institutions now give thousands of free classes to tens of millions of students around the globe. (Thomas & Nedevea, 2018). As of January 2019, the massive open online course (MOOC) provider Class Central had registered 101 million pupils in 11,400 classes provided by over 900 institutions. Coursera and edX, both of which have more than 10 million enrolled users, were cited as the most popular MOOC companies. Even though the United States has the most MOOC users, nations like India, China, and Brazil are seeing rapid growth in their MOOC populations. Edx, for one, found that 79% of its customers were located in the United States, 14% in Latin America, 10% in India, and take a vacation from Africa. It has been estimated that 63% of Edx users are over the age of 25, with the typical user being 28 years old. Men make up 62% of Edx members. (Shah, 2019).

2. Research objectives



3. Literature review:

Chang, Hung, & Lin (2015) students plans to use MOOCs were studied in relation to their preferred learning method. They polled 184 college students to learn more about their past and future MOOC usage, expectations, and learning preferences. They discovered that students who rely heavily on self-reflection to guide their education had less exposure to MOOCs overall. The K-means algorithm was used to classify the various learning methods, and it was discovered that there is a 90% chance that a student's goals are affected by the method of instruction they are using.

Fang (2015) used Technology Acceptance Model 3 (TAM3) to investigate factors affecting intention to use MOOCs. The study included a survey 325 participants. The vast majority of those involved were college kids. The research shows that the desire to use MOOCs is strongly correlated with actual MOOC participation. He also discovered a favorable link between the aforementioned subjective standard and observed utility and eventual MOOC behavior purpose.

M. Zhou (2016) used both TPB and SDT to the question of whether or not people have any interest in taking advantage of MOOCs. Four hundred and seventy-five Chinese college students were polled. Structural equation modeling analysis of the data showed that one's perspective on MOOCs and one's perceived intention to utilize a MOOC are both impacted by one's sense of behavioral control (PBC).

Kaveri, Gunasekar, Gupta, and Pratap (2016) We may utilize the responses of 147 Indian respondents to our survey to learn more about the differences between MOOC users and non-users in India. Over there, the ratio of MOOC users to non-users in the sample was almost identical. It was shown that those who already had a predilection for video-based education and high levels of internet literacy were the most likely to take advantage of MOOCs. Personality attributes related with being open to trying new things were also shown to be a role in adoption choices.

Wu & Chen (2017) Integration of the Technology Acceptance Model (TAM), the Technology-to-Task Model (TTF), MOOC Characteristics (openness and reputation), and Social Motivation (social recognition and social influence) was proposed and tested as a unified model to investigate MOOC Users' Intention to Continue Using MOOCs. The survey included 252 respondents, all of whom had prior MOOC experience. The likelihood that a person would continue to engage with MOOCs has been shown to depend on their perceptions of its utility and their general outlook. In addition, they discovered that perceived usefulness mediates the relationships between perceived ease of use, suitable technology for tasks, reputation, social recognition, and social influence and the intent to continue.

Khan et al. (2017) used theories of task and technological fit, social motivation, and self-determination to forecast the spread of massive open online courses (MOOCs) among the world's poor. The poll had 414 people fill out their information. According to the research, there is a positive correlation between the task's qualities and the properties of the technology that make it easier to adapt to the work and the technology. The purposeful planning of action. The findings revealed that students' behavioral intentions are impacted by their level of social recognition, perceived competency, and relatedness. Perceived reputation was also shown to have a significant moderating influence on student use behavior.

M. Zhang, Yin, Luo, and Yan (2017) The adoption of massive open online courses (MOOCs) in China was investigated by extending the technological acceptance model (TAM) with perceived student control, e-learning self-efficacy, and personal innovation in information technology (PIIT). This model was tested using information from a sample of 214 Chinese students enrolled in MOOCs. The TAM's perceived usefulness (PU) and PEU components were revealed to be direct predictors of intention to utilize MOOCs, while three additional variables were found to be substantially connected to TAM predictors.

Mulik, Yajnik, and Godse (2017) researchers tested how well-known online courses (MOOCs) were received by working professionals by extending the TAM with subjective norm and perceived enjoyment. They concluded that the initial TAM factors (see Perceived utility and perceived ease of use) were the only ones to have any impact on students' plans to enroll in and complete MOOCs.

Ma and Lee (Ma & Lee, 2019) Adoption of Massive Open Online Courses by 827 People in a Developing Country. Students' motivation to enroll in MOOCs was shown to be bolstered by their estimations of the courses' utility, the low cost of participation, and their ability to self-regulate. They also discovered that factors such as a lack of tradition and social norms and a lack of supporting material are adversely connected with the desire to embrace MOOCs. In order to investigate the factors that contribute to college students' determination to keep using MOOCs, Liyong Wan, Shoumei Xie, and Ai Shu (Wan et al., 2020) presented an integrated a model integrating a unified theory of technology acceptance and use (UTAUT), a task-technology fit (TTF) model, and user satisfaction. This was found after looking at data from 464 surveys. Key indicators of college students' persistence intent include predicted performance, expected performance, social impact, and user satisfaction..

Johnson (2021) revealed, "The amount of professional development is strong linked to standard classroom teaching practices." He investigated and found a significant relationship between the number of hours spent on the professional development of the university faculty and the standard based teaching procedures. He found that teachers who passed more than 80 hours of professional development program exceeded those who participated in 40-79 hours of teacher development program.

Kaushal (2017), urges the need to implement aced reforms at the macro level with a better and more comprehensive understanding the current new role of the university teacher in the present Environment. He declares that "you need to go to a professional teacher development specifically in the context of higher education"

King (2016) states that there is a need for educational institutions to commit to higher teacher education and a higher level for a shift in policy creation. He says positively that "I see an opportunity for a revolution in professional development for teaching at universities. With institutional commitment to

high quality teaching well established and developed programs as a matter of course, the sector should take advantage of this opportunity creative, innovate, find ways to encourage and enable professional development adapted to the context of higher education (in all its diverse forms)."

Green, (2019) states that although recent reports suggest that online learning will hardly ever replace the traditional learning environment, MOOC they certainly represent an effective method of learning because their pedagogy is developed in accordance with the needs of modern students. Further given that they are mostly created by renowned educators, this is not the case surprising that their design meets the highest educational standards.

Mori and Ractliffe (2016) assess the value of massive open online courses for enhancing one's employability in the academic world. Their research indicated that college instructors who took part in MOOCs preferred them over workshops, despite the fact that MOOCs are employed due to the efficacy of their fundamental cost features from the viewpoint of the MOOC provider and students. One of the most important factors in the MOOC's success was its adaptability.

Dodson, Kitburi and Berge (2015), academics who took it they primarily completed MOOCs not because the job required it, but with the aim of own personal or professional development. This was in addition to interacting with fellow professionals on discussion forums or social networks as well as the transfer of acquired digital experiences through the MOOC experience into their own teaching practice.

Goncalves, Chumbo, Torres, and Goncalves (2016) conducted a case study on a MOOC for middle and high school teachers and found that MOOCs can be a successful and feasible solution for teacher training. They reiterated that MOOCs can minimize geographical barriers and time limitations.

Trehan, Sanzgiri, Li, Wang, and Joshi (2017) looked at what MOOCs may provide their HE systems and provided feedback on the issues plaguing MOOC initiatives in both countries at the moment. According to one respondent, "MOOCs may possibly drive a bigger strategy that promotes access and grows capacity so that everyone may successfully learn what they want or need to learn." This statement encapsulates the research debate. This promise, however, can only be realized if the challenges associated with MOOCs in terms of design, pedagogy, delivery, and certification are effectively addressed and a sincere localization effort is made.

Hakami, White and Chakaveh (2017) studied in detail motivational factors for using MOOC's. Their research helped in the list of an exhaustive list of motivational factors in each of the key areas of interest. They categorized motivational factors into; "Factors related to the student such as "Curiosity, perceived enjoyment, student attitude, playfulness with the computer, computer anxiety, satisfaction, extrinsic motivation, intrinsic motivation, etc. Motivational factors related to the platform or course, such as perceived usefulness, perceived ease of use, ubiquity (flexibility or convenience), perceived useful value, objective usability, output quality, trust, perceived efficiency, MOOC popularity, information richness, personalization and gamification etc. Factors related to institution or instructor like Perception reputation of the institution, interaction with the instructor, etc." With such variety factors affecting MOOCs is a must for MOOC providers use instructional designs that help address the need of different kinds of students who join the MOOC.

Bonafini, Chae, Park, and Jablow (2017) studied the role of videos and discussion forums on MOOC completion. They found that the participant forum engagement has a significant impact on MOOC likelihood completion (32%). Therefore, videos and discussion forums should be included, support the interaction of participants with the content and each of them other. While the research of Kizilcec et al. (2017) provide insight into strategies and individual characteristics of participants that can be addressed improve MOOC completion rates.

4. RESEARCH METHODOLOGY

The systematic recording of quantities can be referred to as data. This quantity has different values, all of which are represented as a set. It is a collection of data points used for research or analysis, among other things. Information is what it is when it is organized in a structured way. It is also important to consider the source of the data, whether it is primary or secondary.

Data types

There are two kinds of data, qualitative and quantitative. Knowing the deviations will help us know how to use them.

Qualitative data:

They represent some quality or characteristic. They represent descriptions that are observable but cannot be calculated or calculated. For example, information collected from a sample class of students about traits such as intelligence, honesty, wisdom, cleanliness, and creativity are categorized as qualitative data. Rather than being definitive, they are exploratory.

Quantitative data:

These are measurable and also not easily observable. It is represented by numbers and can be used in calculations. For example, data on how many students in a class play different sports can be used, so estimate how many of all scholars play which sport. These kinds of information are numerical and can be quantitatively categorized

But mainly there are two types of data:

Primary data

Primary data is original, genuine data collected directly from the source by the researcher on demand. Data collected by the investigators themselves for specific purposes. Determining community attitudes toward health services from direct sources Determining health care needs in the community

Assessing social programs Determining the job satisfaction of the organization's employees Examples are data collected by qualitative primary data determination

Secondary data

This is data from the first entity collected. In other words, this kind of information already exists have been collected by the researchers or researchers in the paper and are available in published or unpublished form. Due to the possibility that statistical processes have already been performed, this information is incorrect. Examples include several sources such as material on its website from the Ministry of Finance, Government of India or other repositories, as well as books and publications.

Research Group

The main objective of this study is to investigate the impact of MOOC on academic curriculum and satisfaction level compare to the classroom. For this reason, students from LPU were selected and a questionnaire was created based on previous literature on MOOC Network. The collected data was analyzed using SPSS 17 and one-way a nova was implemented on one of the answers. Over time, MOOC has built credibility as a useful source of data, confiscation and a medium for imparting knowledge to students, but are the MOOC course have the potentially to provide that much guidance to the when it comes to the students' skills advancement as compare to traditional training classes, in the research we have collected primary data from students. And tried to find answer the following questions -

1. Is to find out how frequent students spend their time on-MOOC courses weekly?
2. Is to find out what platform they use
3. Do students experience any form of anxiety/eye strain/ while learning from MOOC courses?
4. To what extent does MOOC course influence their knowledge and learnings?

Questionnaire Link-

https://docs.google.com/forms/d/e/1FAIpQLScmOF_ynMliaOdgVzUS9UL5EyATWFUnHRFV_7iHsyacu0a4YQ/viewform?usp=sf_link

The current research is descriptive in nature and is primarily based on primary data. A customized questionnaire was used as the primary means of collecting primary data.

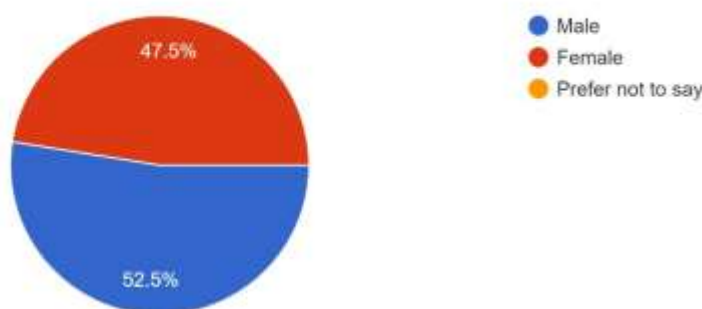
The questionnaire was systematically designed to cover relevant information on all aspects of the study. Data on the demographic profile, factors that influence their enjoyment of the study results, are collected through structured questionnaires. The questions for the questionnaire were collected from internet sites. In this study, 40 samples were selected from the total population using convenience sampling method. ANOVA test in SPSS statistical tool is used to analyze and derive interpretations regarding users' view of satisfaction level.

5. Result and Interpretation

The questionnaire form is distributed among LPU student by online mode through social media sites. The response received and its interpretation are done in this chapter. The questionnaire had 12 questions.

1 Gender?

40 responses

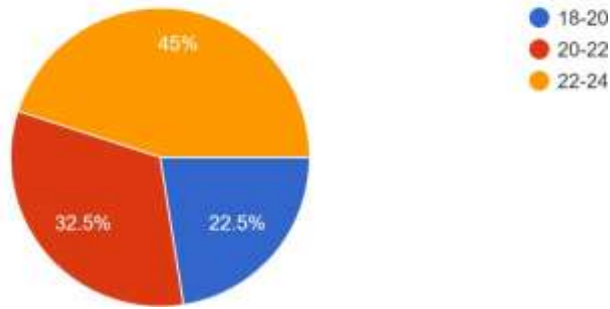


- In the gender option we can see that red indicates female, and blue represents male , female respondent are less i.e. 47.5% as compare to man i.e. 52.5% which means male respondent are more than that of female.

Age Group ?

40 responses

2.

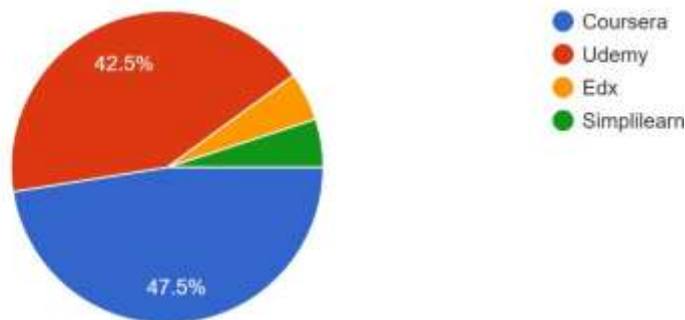


- As we have provided the option for age group like 18-20(in blue colour), 20-22(in red colour), 22-24(in orange colour), here we can see that in age group of 18-20 we have 22.5% of respondent, in age group of 20-22 we have 32.5% of respondent , and in age group of 22-24 we have 45% respondent , which indicates that we have young adults as major respondents.

Which Online Education Platform you are aware off ?

40 responses

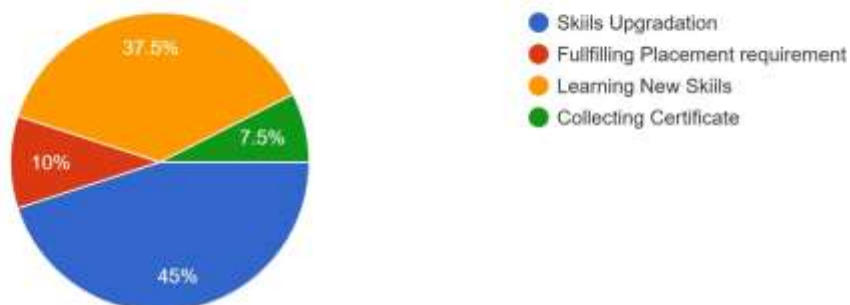
3.



- In this question we have provided with different online education platform like coursera, udemy, edx, simplilearn , we can say that by observing the pie chart that most of the people uses coursera i.e. 47.5% , than at second place they uses or are aware of udemy i.e. 42.5%, and other two like edx and simplilearn have less respondent or say users or are aware of .

4. What is your Motive for using Online Courses ?

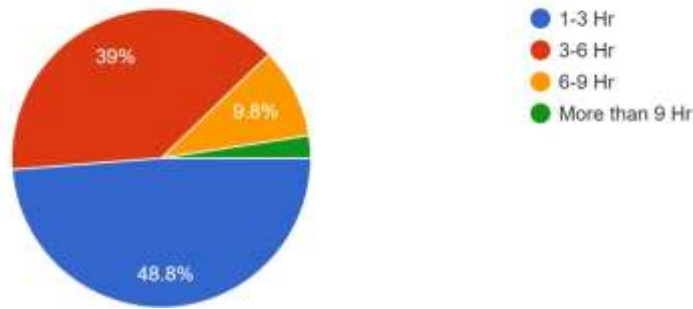
40 responses



- By looking at the pie chart we can say that 45% of people uses online courses for skill upgradation, 37.5% uses online courses for learning new skills, 10% of them uses online courses for fulfilling placement requirement and 7.5% of them uses online courses for collecting certificate.

5. How much time you have spent on courses weekly?

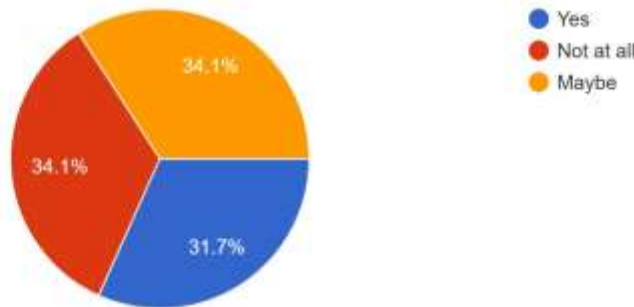
41 responses



- As we have given the option for timing for using or spending time on courses weekly, we can see that 48.8% of the respondent spends 1-3hrs , 39% spends 3-6 hrs, 9.8 % spend 6-9 hrs and 2.4% spends more than 9hrs on online course.

6. Have you faced any anxiety / eye strain while access the courses for long time ?

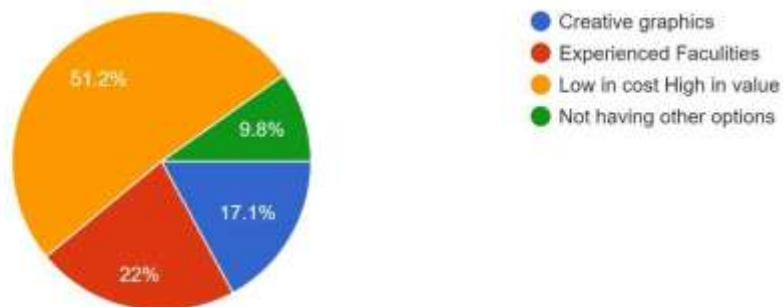
41 responses



- As we can see the pie chart and the question we have provided the option for Anxiety or eye strain , than we have observed that 36.1% of the respondent says not at all, 31.7% says yes and 34.1% says maybe.

7. What are the factor that influence you to opt for online learning?

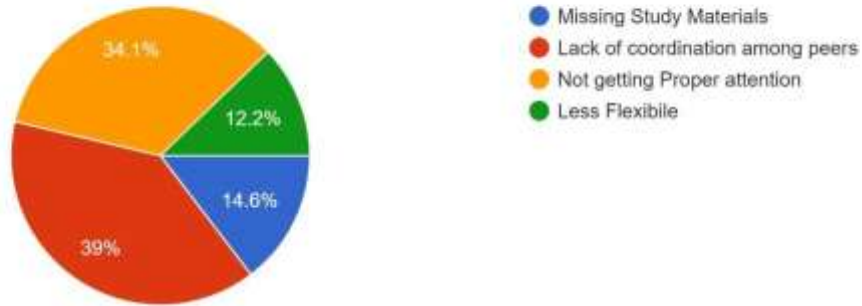
41 responses



- We have provided the question that what factors influence respondent to opt for online learning, than we can see that 51.2% faces low in cost high value, 22% experienced faculties, 17.1% goes for creative graphics and 9.8% are influenced because of not having other options.

8. **Obstacle that you have encounter frequently while learning ?**

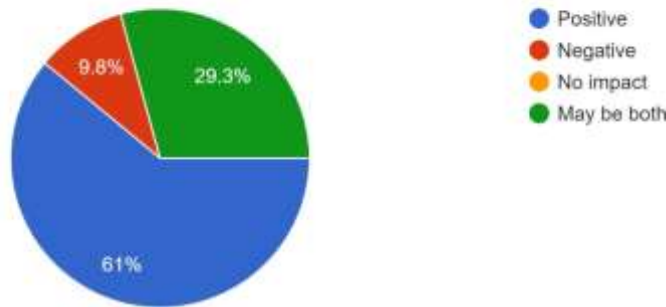
41 responses



- In this above question we have asked obstacles encountered while learning, 39% of them says lack of coordination among peers, 34.1% not getting proper attention, 14.6% missing study materials and 12.2% less flexible.

9. **Impact of online courses on education system?**

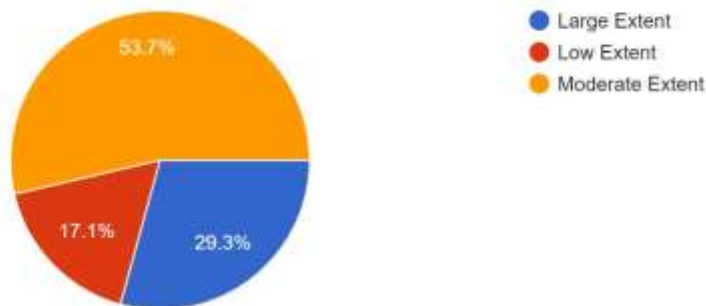
41 responses



- In the above pie chart we can observe that 61% respondents think that impact of online courses on education system is positive, 29.3% think that it may be both positive and negative, 9.8% think it's negative and there's no one who opted for no impact.

10. **Does Online education Platform influence less human contact nature?**

41 responses

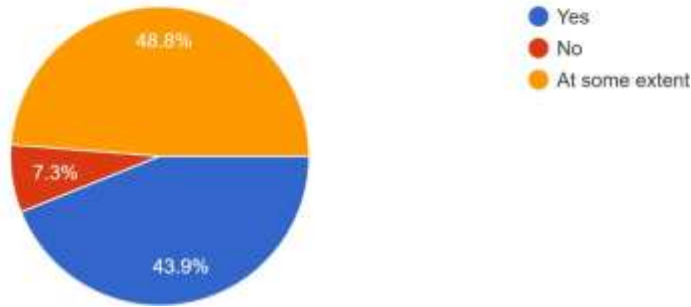


- In this question we have asked for online education platform influence less human contact nature than we can see that 53.7% are responding for moderate extent, 29.3% for large extent and 17.1% are voting for low extent.

11. What do you think online education affect youth working productivity?

11.

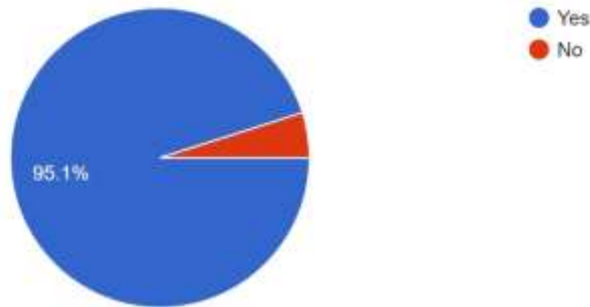
41 responses



- We can say by observing the pie chart that 43.9% of the respondents are opting yes i.e. they think that online education affects youth working productivity, where 48.8% are opting for at some extent and 7.3% do not think that online education affects youth working productivity.

12. Does online education create awareness among youth for new skills?

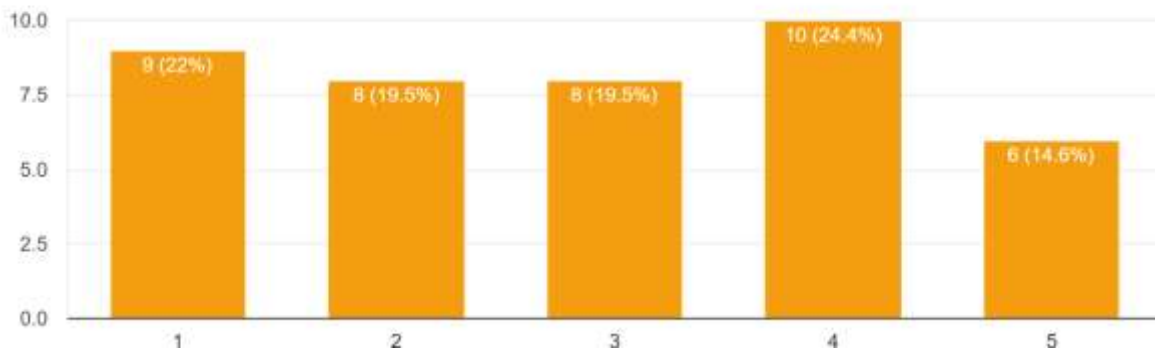
41 responses



- In this question we have asked that does online education create awareness among youth for new skills, so as we can see the pie chart 95.1% of respondents are agreeing with it and the rest of the respondents are not in favour of it.

13. Rate your satisfaction level while accessing MOOC courses?

41 responses



- So coming to the last question we have asked the respondents to rate their satisfaction level while accessing MOOC courses, 24.4% opted 4, 22% opted 1, 19.5% opted 2 and again the same percentage opted 3 and 14.6% opted 5 indicating their satisfaction level by rating it from 1 to 5.

One way ANOVA Test on satisfaction level while accessing MOOC courses

Oneway

ANOVA

Rate your satisfaction level while accessing MOOC courses?

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	73.900	39	1.895		
Within Groups	.000	0			
Total	73.900	39			

ONEWAY Timestamp BY RateyoursatisfactionlevelwhileaccessingMOOCcourses

Tests of Normality^b

Timestamp	How much time you have spent on courses weekly?	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Timestamp	1-3 Hr	.253	19	.002	.601	19	.000
	3-6 Hr	.296	16	.001	.703	16	.000
	6-9 Hr	.305	4		.745	4	.035

a. Lilliefors Significance Correction
 b. Timestamp is constant when How much time you have spent on courses weekly? = More than. It has been omitted.

Oneway

ANOVA

Timestamp

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	233675504.0	4	58418876.00	.294	.880
Within Groups	6944896352	35	198425610.0		
Total	7178571856	39			

In this we have tested one-way test on two attributes of the dataset i.e., time spent on courses weekly and comments on satisfaction level while accessing MOOC courses. The significance is less than 0.05 in effective privacy policies, which means data provide convincing evidence that at least one mean is different from (but we can't tell which one), the more the F value the less the significance value is considered. In terms of satisfaction level many users have given 4- and 5-star ratings for the effectiveness of these MOOC courses in accessing the online courses on listed platforms.

6. Conclusion and Recommendation

The research objective of this study is to investigate the factors affecting MOOCs adoption. Previous MOOC adoption studies, prominent models and theories technology adoption, e-retailing and e-learning research studies were reviewed to formulate the research questions. The most prominent research model in the field of technology adoption research extended by four more constructs viz. flow experience, MOOC satisfaction, network externalities and information quality. Because a cross-sectional research design was used, behavioral intention was the only one rather than an additional examination of usage behavior. The model was further expanded to include four previous flow experiences viz. telepresence, interactive speed, challenge and skill. This model and the related hypotheses were tested sequentially an explanatory mixed method design where qualitative analysis is used to assist when explaining and interpreting the findings of a primarily quantitative study. In the quantitative study, a questionnaire was developed by adapting the scale subjects from extant literature. Only MOOC users (those who used min one MOOC) were invited to answer an online questionnaire. The results showed that expected performance, expected effort, directly facilitating conditions, MOOC satisfaction, and network externalities influenced Behavioral intention to use MOOC. The relationship between social influence and behavioral intention were found to be insignificant. Telepresence, skill, and challenge were found to be antecedents of flow experiences related to the adoption of MOOCs. However, there was no support obtained for the relationship between interactive speed and flow experience. Flow experience and information quality influenced behavior intention through MOOC satisfaction. The

bootstrapping procedure was used in Smart PLS to explore the mediating role of MOOC satisfaction. In both cases, an indirect (full mediation) effect was observed. In other words, MOOC satisfaction was found to play a mediating role for the flow effect experience and quality of information about behavioral intention. Further analysis was conducted to examine the moderating effect of gender, age group, occupation, education level and MOOC completion status. The MOOC completion status was found to moderate the relationship between information quality and MOOC satisfaction in a way that impact. It was found that the quality of MOOC satisfaction information is more for users who did not complete any MOOC compared to users who did complete at least one MOOC. In a qualitative study, 12 MOOC users were interviewed. Semi-structured the interviews were conducted using a questionnaire containing 12 questions. The interview transcripts were prepared for analysis. This analysis helped in explaining the findings of a quantitative study. The research study had several limitations which are also indicated possibilities for further research. Further research studies may benefit a longitudinal approach to examining use Behavior in addition to intention to use. Future studies that may have access to the mailing lists of registered major field users MOOC providers can use probability sampling to test the model proposed in this study. Although less feasible, the experimental sampling method (ESM) could be used in future studies to assess flow experience. Future research studies may as well to explore the impact of MOOC quality on MOOC adoption by conceptualizing the quality of MOOCs to construct more comprehensively.

Massive Open Online Courses (MOOCs) are increasingly being utilized to provide online education. The Massive Open Online Course (MOOC) platform is a collection of software and hardware developed for the express aim of facilitating the delivery of courses to huge numbers of students. Providers of massive open online courses (MOOCs) usually have each course assigned an instructor who is responsible for creating the materials that will be made available to students enrolled in that particular course. Instructors determine the structure and pace of their courses in advance and make those plans accessible to students. The course outline, when a certain lesson or section of a lesson is made available, and which features a student has access to are all choices that rest in the hands of the teacher. Learning in a massive open online course (MOOC) is accomplished via three primary components: video, quizzes, and social networks and partnerships. While the MOOC platform does have a number of learning components, it is lacking the type of software engineering artifacts that may be used to guide these components as they are merged. Existing software is utilized or new MOOC software is developed for the integration of learning components. The MOOC platform has many learning components, each of which has its own set of features. Video allows for the simple distribution of prerecorded lectures that serve as course material. The quiz is a built-in feature of the MOOC and serves as a means of evaluation for students. The integration of social networks and cooperation makes it easier for users to connect with one another and promotes group study. The educational component of massive open online courses (MOOCs) might take the form of downloadable software (such as a shared movie, quiz, or forum) or it can be built into the core of the platform itself (via features like social networking or group projects).

Recommendation

The research study had several limitations which are also indicated possibilities for further research. Further research studies may benefit a longitudinal approach to examining use Behavior in addition to intention to use. Future studies that may have access to the mailing lists of registered major field users MOOC providers can use probability sampling to test the model proposed in this study. Although less feasible, the experimental sampling method (ESM) could be used in future studies to assess flow experience. Future research studies may as well to explore the impact of MOOC quality on MOOC adoption by conceptualizing the quality of MOOCs to construct more comprehensively. The study made several theoretical contributions. It has been verified by context of MOOC adoption. She identified flow experiences and information quality as an indirect determinant of behavioral intention the mediating role of MOOC satisfaction. The study identified a network externality as a direct determinant of MOOC adoption. It also stopped antecedents of flow experiences in the context of MOOC adoption. Finally, provided a comprehensive model to explain MOOC adoption. Based issued recommendations for MOOC providers based on the findings of the study increasing the adoption of MOOCs, thereby aiding democratization education.

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